

In the second part of my scientific work I explore French Youth Argot. The specific features of the French Argot SMS language are: wide use of abbreviations; phoneticization of writing (*koi* (*quoi*)); typographic rebus (*2m1* (*demain – tomorrow*)), use of shorter English words (*today* (*aujourd'hui*)), etc. It was found out that argotisms, abbreviations, a verlanised vocabulary (a switched syllable order, e.g. *français* [fʁɑ̃sɛ] becomes *céfran* [sefʁɑ̃]), and erratives (a deliberate distortion by educated native speakers) play a major role in the development of the modern French Youth Argot vocabulary.

In the final part of the paper the Internet Word-Formation (Abbreviation, Clipping, Blending, Compounding) and Twitter-influenced spelling is analysed. Basing on the comparison of the UK and the US datasets it was found out that non-standard spelling is more frequent in the US (e.g.: (*al*)*though* – (*al*)*tho* (the US – 41.6 %; the UK – 17.6 %), *gotta* (the US – 62.1 %; the UK – 50.6 %), *wanna* (the US – 26 %; the UK – 5 %)).

The Internet may strengthen major languages to the cost of minor ones, however, loanwords can provide a broader and more holistic perspective on the world if used prudently. They allow languages to remain relevant; otherwise, the latter ones will stop to evolve. Consequently, this may lead to their deterioration and abandonment.

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CHRISTMAS ADDRESS TO THE NATION AS AN OBJECT OF LINGUISTIC AND POLITICAL ANALYSIS

Рождественское обращение к нации как объект лингвистического и политического исследования

The term *political communication* was introduced in the middle of the 20th century following the propaganda analysis conducted by researchers during World War II. Later, the politics democratization started, which caused *political communication studies* becoming an independent concept. Now this concept is becoming more and more relevant. Therefore, the need arises to study its components in more detailed way.

The object of this research is a corpus of political speeches in Spanish that range from 1937 to 2019. The main aims of the following work are to analyze its

content and highlight the distinctive features of the speakers. To achieve them, the following tasks are set: to examine the addresses dividing them by the author and their political affiliation, detect the words most commonly used by each of them and characterize them in terms of connotation.

We'll consider one of the ritual genres of political communication – the Christmas speech. Every year millions of people listen to these statements or watch them in many countries of the world. The life of any society is characterized by a number of ritual actions. The Christmas speech refers to the *ritual genres* that form political discourse. In most cases these ritual actions are based on a significant for the whole community event. They are divided into cyclical and sporadic. The Christmas addresses made by the heads of the state may be definitely identified as communicative actions of a cyclical nature. These speeches are delivered at the appointed time and are of both domestic and international importance. In many countries, such a speech is a traditional act of political communication, during which the leader congratulates the public, summarizes the results of the outgoing year and makes projections for the next one.

Christmas speeches as a genre of political communication have a half-century history. Their presence in the modern society life is significant. However, we are not familiar with research papers in which these texts have become the object of detailed linguistic and pragmatic analysis.

As we have mentioned earlier, we have decided to conduct the analysis of political speeches delivered by the leaders of Spain between 1937 and 2020. These speeches carry both linguistic and socio-political information, as they cover a long period in Spanish history. Politically speaking, it's interesting to detect the differences in political discourse prevailing during the years of the dictatorship and after. Linguistically, it's important to analyze the language used during two very different periods in history.

We analyzed 35 speeches made by General Franco, and 42, by the King of Spain. One of the findings deals with the frequency of certain words. In Franco's speeches, the five most frequently used words are *comunismo* 'communism', *movimiento* 'movement', *doctrina* 'doctrine', *iglesia* 'church' and *balanza* 'balance'. In contrast, royal speeches contained five most frequent words such as *terrorismo* 'terrorism', *democrático* 'democratic', *empuje* 'impetus', *lazos* 'ties' and *logro* 'accomplishment'.

We have also noticed that Christmas speeches of the dictatorship period contained numerous key words with a negative connotation, while the addresses of the later period contain more key words with a positive connotation.

Thus, we can conclude that a further study of the political communication features is a challenging research problem. Moreover, significant assumptions can be made when analyzing texts that appeared during the crisis periods of a certain society. We may also assume that a detailed analysis of such texts can make it

possible to reflect more deeply on the important «history lessons» that the political history of various countries, especially Hispanic ones, gives us.

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HOW DO YOUNG SPEAKERS OF ELF LEARN ELF STRATEGY?

Как пользователи английского языка как средства общения учатся применять стратегии

Due to the diversification of our society, English is frequently used as a Lingua Franca, which is a common language used among speakers who have different linguacultural backgrounds (Jenkins, 2009). Therefore, teachers should teach how to communicate using English as a Lingua Franca (ELF) to young speakers.

In particular, this research focuses on the ELF strategies in conversation (Firth, 2009). Conversation Analysis as a methodology is employed. The researcher poses the question “how do young speakers of ELF learn ELF strategies?” The data were collected during Meisei Summer School Project (MSSP) 2021.

In MSSP, university students create teaching plans as teachers, and young speakers (10-11years old) learn how to communicate in ELF. All participants are non-native speakers. The data demonstrate that young speakers used ‘let it pass’ methods to deal with difficulties. Even if they could not understand what the teacher asked, they answered ‘Yes’ or ‘No’ as if they understood. The young speakers focused on how to continue conversations and how conversations proceed rhythmically rather than understand the word’s meaning at that moment.

References

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