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EMOTIVE-EXPRESSIVE LEXIS IN THE DATABASE OF LITHUANIAN NEOLOGISMS: FACTORS INFLUENCING ITS EMERGENCE AND TYPES OF WORD-BUILDING

The current study explores 479 emotive-expressive neologisms found in the Database of Lithuanian Neologisms (see more about the database in http://naujazodziai.lki.lt/?Apie_duomenyna). The aim of the study is to identify the main types of word-building of the emotive-expressive neologisms and to examine the most productive means used in the coining of these new words. The study draws on the traditional notion of neologisms and their types (referential and expressive) and develops a new approach to Lithuanian neologisms that could be indicative of the rapidly changing outside world.

Language is one of the most important features of a nation (Gudavičius 1992: 1). The worldview created by the mother tongue is multilayered and multifaceted because language stores not only elements that lost their authenticity (e.g. old beliefs, images) but also elements of new experience (e.g. new phenomena, scholarly truths) (Gudavičius 2000: 13). For example, as a result of changing circumstances (decline in agriculture and growth of urbanization), alongside old words referring to names of typical Lithuanian houses (*gryčia*, *pirkia*, *stuba*, *troba*), a number of new words, such as *betonmonstris* ‘a large house built of concrete’ (: *betonas* ‘concrete’ + *monstras* ‘monster’), *betonoidas* ‘a large house built of concrete’ (: *betonas* ‘concrete’) and *dangoraižynas* ‘a place with high-rise buildings’ (: *dangoraižis* ‘skyscraper’) have gradually emerged and the words *stiklainis* (literally *jar*, ‘a house built of glass’) and *žemėraižis* ‘an underground building’ (: *žemė* ‘land’ + *raižyti* ‘carve’) have acquired a new meaning. The stream of new words marks contemporary realities (Miliūnaitė 2012: 4) or even critical points of development of society (Girčienė 2012: 19).

Analysis of the types of word-building of the emotive-expressive lexis under study shows that stylistically connotated neologisms are formed mostly by means of suffixation (45,7 %), composition (31,7 %) and blending (12,7 %), the latter being a non-morphemic type of word-building. Less

productive types of word-building are prefixation (5,6 %), mixed type of word-formation (2,4 %) and inflectional derivation (1,9 %).

Neologisms in the database could be considered not only in terms of word-building but also ethnolinguistics because lexis is a reflection of society and each period of language development may become a landmark in a nation's life (Gudavičius 1992: 5; see also Wohlgemuth 2009: 258).

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VITALITY OF LOCAL VARIANTS IN LITHUANIAN REGIONS: LOWLAND AND SOUTH-HIGHLAND ATTITUDES AND THEIR PARADOXES

The compatibility of the local code in the local language market (Inoue 1998: 83–103), when the choice is made between the local code and standard language (or what is regarded as standard language) in one or another domain shows the (non)prestigious aspect of this code within a community. This phenomenon is related with the code vitality and the perspectives of its survival.

In this paper an attempt has been made to discuss the problem of the vitality and perspectives of the Lowland and South-Highland local codes. The data of the project “Distribution of Regional Variants and Quasistandard Language at the Beginning of the 21st Century: Perceptual Approach (Perceptual Categorisation of Variants)” (2017–2019) serves as the basis for the discussion.

The project represents the paradigm of perceptual dialectology. The questionnaire was prepared by applying the methodology of perceptual dialectology (cf. Preston 1999: xxiii–xl) which encompasses the questions and tasks related with language attitudes (verbalised and visualised) as well as the text-stimuli perception tasks for the ordinary members of a language community to clarify their perceptual competence. Text-stimuli represent the secondary and/or tertiary dialect features (cf. Taeldeman 2010: 362–363; Aliūkaitė, Mikulėnienė 2014: 257–262). The sample of the project makes 1064 respondents from 21 locations that fall within the area of the variant formed (or still forming) on the basis of the traditional dialect (i.e. the Lowland, the North Western Highland, South Western Highland, West Eastern Highland, East Eastern Highland and South Highland regiolects) and from 3 cities (Vilnius, Kaunas, Klaipėda).

In this paper the verbalised and visualised (in mental maps) language attitude data and text-stimuli perception data presented by 220 young lowlanders and 142 south highlanders is introduced.

The data of the respondents’ assessment of (micro and macro) language environment, language behaviour self-observation (regarding the competence and usage of the dialect code), the image of the dialect code, perception of linguistic homeland in a wide sense (i.e. in the text stimuli task, two text-

stimuli representing the South Highland regiolect and the Lowland regiolect have been included) form the basis allowing to compare the survival possibilities for the local codes in the local variant markets. By summarising the results of the analysis of the respondents' conscious language attitudes (both verbalised and visualised in mental maps) the higher value of the Lowland code in the local market has been argued (cf. in the Lowland macro-environment the usage of the dialect code makes 82%, usage frequency is 5.3 out of 7; in the macro-environment 70%; usage frequency 5.0 out of 7; the respondents speak in dialect 69%; in the South Highland macro-environment 70%, usage frequency 3.9; in the macro-environment 41%, usage frequency 3.49; the respondents speak in dialect 35%).

On the other hand, relying on the results of text-stimuli perception the question is posed whether in all the cases the local code vitality and perspective are related exclusively with favourable language attitudes. The following insight has been provided in the paper: the similarity of the linguistic homeland (on the level of the perception of the ordinary members of a language community) to standard language may determine the spread and vitality of the local code. Thus, it is possible to claim that, in Lithuanian regions, the vitality of the local variants may be conditioned not only by the non-linguistic circumstances (cf. favourable attitudes), but also by the language characteristics of the local variant.

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IN THE SEARCH FOR ACOUSTIC PARAMETERS TO ASSESS THE IMPACT OF EXPERIMENTAL PALATAL PROSTHESIS ON THE QUALITY OF THE LATVIAN CONSONANTS: PRELIMINARY RESULTS

Introduction

Speech is an essential part of the human communication. Alteration in the oral cavity due to a tooth loss and consequent oral rehabilitation may have an impact on the speech production. Dentistry is rapidly evolving field of medicine, however there is still a lack of information on patient's phonetic adaptation. Phonetics itself is a very complex scientific field. There are several methods of human speech production assessment, but most of them are time consuming, can be performed only by trained certified specialists and require a proper quality of speech sample recording and tools for assessment. There is a need for the interdisciplinary approach in this field (in order to provide tools measuring phonetic adaptation for everyday dental practice in Latvia).

Purpose

The purpose of this experimental pilot-study is creating the tool working in a well-controlled environment with as few altered factors as possible.

Materials and Methods

For this study 2 palatal covering splints were provided in order to imitate the impact of denture base of complete denture. Splints were made from the same acrylic material that is used in a dental laboratory for production of the removable dentures. For this experimental study 2 thicknesses of splints were chosen: 1 mm which is less than the thickness of the denture base, and 2 mm which corresponds to the usual thickness of the denture base. For the study the speech samples were gathered from 3 healthy

individuals with no visual signs of tooth pathology and no complaints on speech quality. Latvian native speakers, with no hearing aids and volunteering to participate in the study as informants produced standardized, pre-composed balanced speech samples for recording. Speech recording was performed under 3 conditions: 1) without splints, 2) with splint of 1 mm and 3) of 2 mm of thickness. All measurements were performed using the speech analysis software PRAAT.

Results

Up to the present moment, voice onset time (VOT) for Latvian voiceless plosives, i. e., for bilabial [p], dental [t], palatal [c], and velar [k] were studied. These consonants were studied as pronounced in CV syllables, in the phonetic context of short vowels [i, a, u], by 1 individual (woman, 37). Although auditorily the impact of splints was observed for velar plosive [k], pronounced in phonetic context of vowel [i], and for palatal plosive [c], VOT values were variable and there was a lack of clear tendencies. In addition, the production of the voiceless dental fricative [s] was tested for impact of splints, since this consonant is usually reported as “problematic” for patients wearing dental prosthesis. Although splints were not covering teeth, in spectrograms the overall energy distribution obtained for dental fricative [s] was similar to that of the labiodental fricative [f], usually characterized by weak intensity.

Conclusions

In order to obtain more representative and reliable results, a greater number of individuals and a wider set of acoustic parameters have to be used. It is planned to expand the research in the future including at least all the Latvian voiceless consonants.

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SUBJECTIVE IMPROVEMENT OF CONSONANT [S] AS (SIDE) EFFECT OF AESTHETIC ORAL REHABILITATION. CASE REPORT

Cosmetic dentistry is new branch of medicine, which combines health care, customer service and beauty industry. Patients are usually somatically healthy, wealthy and request smile enhancement without any additional discomfort. They are looking for fast and excellent result. Patients' phonetic adaptation still in not properly understood. Clear speech production is essential factor describing success of oral rehabilitation. Especially this become crucial, when treating actors, singers, politicians. Aim of presentation to draw attention to the topic and invite promote interest in respective field.

Objective – Case report. Male, 32 years old, professional actor, performer, singer and TV Host presented in Dental art clinics for smile enhancement with porcelain veneers. There was no complaint on speech quality.

According to standard protocols – clinical examination was performed; diagnostic dental impressions were made and series of photo and video documentation were recorded. In agreement with digital smile design - front teeth were made longer. Dental technical laboratory made 11 ceramic restorations on upper teeth. In final stage patient was satisfied with aesthetics, but have also noticed subjective improvement of speech, namely sound [s].

Discussion- In presented clinical case speech improvement was achieved by occasion. It was not planed, and we have no objective data proving the result. This is definitely positive addition to restorative treatment, but in era of evidence, based medicine there is need for standardised protocol of speech quality assessment before and after oral rehabilitation.

Conclusions Oral cavity plays important role in speech sound production. Any alterations teeth and surrounding structures could have effect on speech intelligibility. Currently there is lack of information on speech assessment and corrections for Latvian population available in scientific

literature. There is need for detailed clinical driven guidelines for practicing dentists on patient's phonetic adaptation evaluation and improvement. There is need for interdisciplinary approach to this topic.

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THE LITHUANIAN PREVERB *SU-* AND THE CLASSICAL GREEK *ΣΥΝ-*

The Lithuanian preverb *su-* has a very close similarity with the Classical Greek preverb *συν-*. By the way, Lithuanian *su-* indicates contact or union, accomplished action, movement of go and back, beginning of an action, an integral action (not unknown to the Latin corresponding preverb *cum-*), indicates all the things mentioned by transitive verbs, the carrying together, intensive function as *pa-*; with intransitive verbs: an abridged sense, the beginning of an action, a resultate of an action, used as intensifier for, e.g., *visi*, concentric movement, accomplishment, even in an unity. While *συν-* denotes, as “full” preverb, union or, on opposite meaning, confusion; with the comitative sense taking different meanings, depending if the verb is related to persons or things. Even though, the prominent significances of *συν-* as preverb, are: together, in one time, in the same time, too, as well, from all the parts, completely. Since the Κοινή, *συν-* assumes the tendency to mix, also, with other preverbs, to emphasize the participation of the persons into the action. The use of this preverb as “empty” is also analyzed: senses of completion or of annihilation. All the analyses are conducted by examples. Examples about the use of corresponding Sanskrit *sa-* are also added. Used with names, the Sanskrit *sa-* is very near to the Lithuanian and Classical Greek preverbs, denoting the senses of “having, endowed, accompanied, with, etc.”, in constructions with names. All this late use with a strict relation with Classical Greek *ἀ-*. Meanwhile, Sanskrit particle *su-* can also have some likeness with Lithuanian use of vow and compliment, like for example “*su gimtadieniu*” (happy birthday), with Sanskrit *su-krtam* (Bravo! Well done!). All these linguistic facts are analyzed through examples. Thus, the indoeuropean languages are so interconnected, sometimes in a remarkable way.

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MICHALON LITUANUS' PERCEPTION OF KYIV

The treatise "DE MORIBUS TARTARORUM, LITUANORUM ET MOSCHORUM FRAGMINA" (1550) was written by Michalon Lituanus for the young Grand Prince Žygimantas Augustas in order to push him to remedy the "spoiled", in his opinion, gentry customs of the time. The same idea is embedded in the descriptions of the customs of neighboring nations such as Tatars and Russians, where the author was looking for the examples of allegedly abandoned in his native country militancy, simplicity and righteous justice.

The text of the treatise is replete with numerous toponyms, namely Rome, where the cult of Aesculapius was spread from the city of Epidaurus, as well as the capital of Lithuania, Vilna, which was burned down to ashes in 1529. Occasionally there are as well the names of the Ukrainian cities of Mohilevv, Rohaczow, Czornobil, Kaniievv, Czerkassi as well as Moscow's Rezani, Tvver, Suzdal, Volodovv, Mozaisco in the work.

However, a fragment of the treatise Michalon Lituanus devotes to the description of Kyiv (Kiovvia), which he visited in person as the member of the Crimean embassy. The author not only depicts the beauty of the lands of Kiovvia and the greatness of its main river Borysthenem, detailing the richness of fauna and flora, the customs and traditions of its people, he also mentions the ancient legend that Ilium or Troy were once on Kyiv territory (territorium Kioviens).

In the treatise, Kyiv appears as a Christian city with ancient churches (basilicas) and rich monasteries (monasteria) built and decorated with overseas precious materials. Particularly, the author highlights the monastery dedicated to Saint Mary (Beatae Virgini Mariae), in the catacombs and underground passages of which there were numerous tombs with imperishable remains that were worshiped by the Rhuteni, because the latter believed that the souls of those whose bodies were buried there had found their eternal salvation. Natural riches, happy and free people, beauty and shrines of Kyiv were the cause of envy from the neighboring states according to the author.

This text is rightly considered to be one of the most reliable and colorful early evidences of the city of Kyiv, which held an honorable place among the European capitals.

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LINGUISTIC IDENTITIES AND ATTITUDES: CASE STUDY OF VISAGINAS MULTIETHNIC COMMUNITY

Throughout the Baltics, the issues of ethnic minorities, language attitudes, education, identity have played important roles in the process of social, political and economic transformation. Moreover, language and education policies were always the prerogative of the state. The policies on inclusiveness, cultural and linguistic diversities and equal opportunities made some changes in policy-making process. However, following the recent developments in the region there was an urgent need for a more constructive dialogue among culturally and linguistically heterogeneous groups.

This paper offers critical analysis of identities, attitudes and practices in culturally and linguistically heterogeneous town Visaginas (Lithuania). Visaginas provides a very special case, as it represents geographically, culturally and ideologically isolated ‘migrant island’ (Baločkaitė, 2010). The town was built in the 70s, as a home for Soviet workers engaged in the construction of the Ignalina Nuclear Power Plant (INPP). After the declaration of Lithuanian Independence, Visaginas went through different stages of complex developments, tensions and uncertainties in a search of its’ own identity and co-existence modes with the rest of Lithuania. The ethnic composition of the town still reminds the former Soviet Union with 52% of the population being ethnic Russians, Belarusians (9.89%), Poles (9.32%), and Ukrainians (5.16%) as Russian-speakers, and Lithuanians as minority with only 18.27%. The paper will discuss ‘bottom-up’ accounts and will show what is happening in everyday linguistic practices and realities, ranging from ethnolinguistic nationalism, the dominance of Russian, as a post-Soviet heritage, and the post-modern approach of diversity and multilingualism. Moreover, the analysis will discuss the growing tendency to reanalyze concepts of ethnic and linguistic identity apart from long-term dominated Russian or soviet identity. This allows an exploration of how practice engages or disengages with policy and the tensions. As it will be presented, the tensions are not just between local, cultural and nationalist needs, but between what Heller and Martin-Jones (2001) have referred to as the ‘new global forms of cultural, economic and social domination’.

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**THE PECULIARITIES OF FORMATION OF THE TRANSITIONAL
RASEINIAI GEOLECT: THE INFLUENCE OF EXTRALINGUISTIC
FACTORS ON THE LINGUISTIC PREFERENCES OF THE PRESENTERS**

Geolinguistic trends in Lithuanian dialectology and methodologies have allowed the study of language variation to be supplemented by extralinguistic variables that may determine the choice of a member of the ordinary language community to use one or another language variant (cf. Fisher 1964; Cheshire 2002: 423-443; Romaine 2003: 98-118; Horvath, Horvath, Ronald 2001: 344; Eckert, McConnell-Ginet 2013; Aliūkaitė, Mikulėnienė 2014: 33 et al.).

The preliminary studies of the Southern Samogitian Raseiniai subdialect performed by the sociogeolinguistic method showed the shift of the geographic map of the distribution of dialectal forms and the preliminary (extralinguistic) reasons for the change of the Raseiniai subdialect (Meiliūnaitė, Mikulėnienė 2014: 145–146; Vaitmonienė 2014).

The report emphasizes that the perception of the "own" dialect (language) by the Southern Samogitian Raseinians is based on the subjective understanding of non-dialectal features. It shows the correlation of the sociodemographic, cultural variables and linguistic preferences for one's language variant.

The attractiveness of the non-dialectal code, the importance of the linguistic homeland factor for the estimation of one's (non) dialectal language implies the desire of the Southern Samogitian Raseinians to identify themselves with the non-dialectic code user and the possible vertical change of the subdialect, that is, the convergence or equalization of the dialect with the standard language.

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VARIATION IN FRENCH. THE CASE OF ADJECTIVES

This study examines, from a psycholinguistic perspective, the narrative discourse of unilingual speakers from France and Quebec (Canada) whose first language is French. The choice of these two varieties is based on the geographical distance that separates them, the distinct development of each variety and the presence of English in Quebec. The corpus is composed of three types of stories, each presenting different characteristics (stories based on a series of illustrations, stories based on a short animated film *Quest* and stories recounted from the speaker's personal experience). The data were gathered following a very strict protocol. The goal of the study was not revealed to any of the participants, who were each recorded separately.

Many researchers agree that each language has its own way of conceptualizing events and that the grammatical and lexical categories of a language influence the conceptualization. Studies by Slobin (1991, 1996, 2003), who analyzes the expression of motion events in languages, emphasize the orientation of the speaker's attention when it comes to reporting dynamic events and static descriptions. Is conceptualization different in the varieties of a language? If so, how do these differences manifest themselves and what are the reasons for this variation?

Adjectives are not absolutely necessary - they provide greater precision to the information being conveyed. Before the age of 15, narrative texts can not contain objectives (Gayraud, 2000). In adults, the presence of the adjectives and their number are related to the degree of elaboration of the statement or narrative:

(1) *Yesterday I saw a movie.*

(2) *Yesterday I saw an interesting / fascinating movie.*

By analyzing the adjectives used in the corpus, we examine their number, their distribution in different types according to their form and the use of intensifiers.

Speakers from France and Quebec focus on diverse aspects of the situations they perceive and use different strategies to express them. The most striking differences involve, among other things, the use

of adjectives, their functions in the narratives and interaction with other word classes (nouns, adverbs and verbs).

The results of our analyses fully support the hypothesis which states that the conceptualization of events and the organization of information in narrative texts differ in the two varieties of French. In the stories in French from France there are many more adjectives and their variety is greater than in the stories from Quebec. Although these differences are less dramatic than those found in comparisons between texts of different languages or texts in a common L2 produced by speakers of different mother tongues, each of the varieties of French has its own way of allowing speakers to consider the selection and the organization of information. Thus, the attention of speakers from France and from Quebec is held by different elements and the same elements contained in the stimulus material are treated in a specific way in each of the varieties.

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CATALONIAN AS A MEDIUM SIZED LANGUAGE

I will firstly present a general information about the Catalanian language, also about its dialects and varieties, and shortly also about its history. Further I will emphasize the importance of the language for a nation without statehood by bringing some examples from the history of the Catalanian language and presenting parallels with other linguistic domains. Finally, I am going to present peculiar aspects relating the concept of ‘medium sized language community’ in the context of challenges in language policies, ideologies and practices (especially focussing on the situation during the last decades).

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THE INFLUENCE OF STANDARD BASQUE IN THE SYNTAX OF DIALECTS

This work presents the influence of Standard Basque in the syntax of Basque Biscayan varieties. It is a diatopic and sociolinguistic research as it shows the differentiation between elder (60-80) and youth (20-30) from 20 localities.

Data for this research was taken from a more exhaustive PhD research where the linguistic variation from these 20 localities was investigated. A questionnaire was prepared to collect different parts of language such as morphology, phonology, lexicon and syntax and 100 questions were done to 2 female informants in each locality. All data was analysed by *DiaTech* and *SPSS* statistic programs.

This paper is focused in two variables: a) (*hau*) variable, variation according to the position of demonstrative pronouns and; b) (*bi*) variable, variation according to the position of numeral 2. In most of Basque varieties the demonstrative words follow the noun ('*mutil hauek*', NOUN-DEM.PL., "guys these", so *these guys*), but in traditional Biscayan varieties the demonstrative precedes the noun ('*honek mutilek*', DEM.PL-NOUN.PL., "these guys"). On the other hand, in most of the varieties the numeral 2 precedes the noun ('*bi liburu*', NUM.-NOUN, "two books"), but in traditional Biscayan varieties the numeral 2 follows the noun ('*liburu bi*', NOUN- NUM., "books two"). Nevertheless, as in many other languages, linguistic change is happening due to Standard (Auer 1998; Auer & Hinskens 1996; Aurrekoetxea 2003, 2006; Ensunza 2016, 2015; Unamuno, Ensunza & Ormaetxea 2015, etc.). The influence of Standard Basque on vernacular is evident, but this change is happening further and faster than what it was expected.

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PANEVĖŽIŠKIAI DIALECT PROPER NOUNS: PRONUNCIATION, SPELLING, NORM

Proper names are part of the language and are standardized according to language laws.

In the area of the stress retraction, it is most difficult to distinguish between the words of the 2nd and 4th accentual paradigms when their first syllables are long.

In Northern Lithuania, standard forms of surnames and place names are Maskoliūnas, Pocėvičius, Ožiūnas and Oniūnai, Tolminiai, etc., but dialectically they are pronounced and officially written as Maskuliūnas, Pucėvičius, Užiūnas, Uniūnai, Tulminiai.

The short stressed vowels of Rytų Aukštaičiai (Eastern Highlanders) naturally become half-long and unnaturally become long. Then the place names are written Dvariūkai / Dvariūnai, Pūpiškiai / Pūpiškiai, Striūkai / Striūnai.

Daglienai, Degėšiai, Linkava, Petrošiūnai are the regular forms of place names that have been restored from the dialect to the standard language, but their forms are written and recommended Deglėnai, Degėšiai, Linkuva, Petrašiūnai. Endings of part of the place names are written in two ways.

It is not recommended to write unstandardized forms of names in the official language and other languages, but they are often written in such a way in Polish.

When it is difficult to identify the mother tongue of historical persons, it is enough to write their names in the national language at the places where they are immortalized.

The procedure for changing surnames requires clearer regulation of the combination of different proper names of persons, the replacement of endings and suffixes.

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DIALECT FAIRY-TALES AS THE MEANS OF CULTURAL RESILIENCE OF A RURAL COMMUNITY

The author of the presentation explores the universal elements as well as local specifics in the unique dialect fairy-tales from the village of Fintice in the Šariš region of eastern Slovakia. The folk-tales were recorded by an ethnographer Jozef Kolarčík in 1950s and preserve the authentic dialect forms spoken in the village at the time of their transcribing. The research seeks to identify the presence of the narratives classified according to the Aarne-Thompson index (1960). Textual analysis reveals the migrating motifs that appear in the folklore of other nations (e.g. ATh 4 – “*The ill one carries a healthy one*”; ATh 5 – “*a bitten leg*”; ATh 158 – “*Wild animals on the sledge*; etc.) which confirms the universality of human experience as well as the effectiveness of the oral tradition. The migrating narratives in the analysed tales are intrinsically interlinked with the local element represented by the references to Fintice places (*Ostra skalka, Mag'ec, Močidla*) or people (the family names *Marcin, Satkovo*) which strengthen the sense of genius loci in the tales. The strong linguistic identity of the place is also reflected in the use of archaic dialect idioms and other figurative language that often proves to be stronger in its expressiveness than the Standard Slovak constructions and images. The vividness and explicitness of dialect forms bring about the greater comic effect of the tales in comparison to their Slovak versions. They also break the motivic and linguistic taboos usually present in Slovak fairy-tales. The dialectological and etymological analyses reveal archaic vocabulary that points to numerous linguistic influences on Šariš dialect (e.g. horses *šargi* from Hungarian *sárga* – “yellow”) as well as a long-gone farming lifestyle of this rural area (*bojtar* – “sheep puncher”, *batar* – “a carriage with high side-boards”).

The presentation stresses the need to present the linguistic and motivic uniqueness of the “peripheral” folk-tales and thus “*highlight the micro-cosmopolitan complexity of places and cultures which are often outside the critical purview of the urban metropolis*” (Cronin, 2006, p. 18). It is done via two editions of five Fintice fairy-tales, the first one in a dialect-only form (*Zazračni dzvonček*, FACE

2015) and later dialect-Standard Slovak version (*Zazračni dzvonček – Zázračný zvonček*, FACE 2018) that both reinforce the cultural resilience of the village community and help to sustain and further build its heritage archive (Beel et al., 2017). Their publication is the way to preserve ethnolinguistic diversity as one of the facets of cultural diversity identity and a strong identity marker (Wolfram – Ward, 2006, cf. Smakman – van der Meulen, 2018, p. 42). The author believes exploring and presenting Fintice dialect folk-tales to readers is one of the ways to slow down the drift from the countryside “*that detracts from rather than enhances cultural diversity and represents a significant threat to linguistic diversity, to name but one component of cultural specificity*“ (Abley, 2003).

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**A SEVEN-LEAGUE BOOTS SIGHTSEEING TOUR THROUGH PAST AND
PRESENT OF STANDARD DUTCH. WITH SPECIAL ATTENTION
FOR THE EVER CHANGING NORMS**

The historical development of Dutch is well documented from the phase of Middle Dutch (ca. 1150–1500) onwards. The emergence of Old Dutch from West Germanic (the ancestor of present-day English, Scots, Frisian, German and Dutch) and the divergence of Dutch and Low German on the one hand and High German on the other is marked by developments which have been reconstructed with a fair amount of accuracy.

As is the case for both Old and Middle English and Old and Middle High German, Old and Middle Dutch were not focussed and coherent, homogenous (let alone standardized) systems, but rather diasystems of related local dialects. There are very few written sources of Old Dutch, but Middle Dutch is documented reasonably well - although only a limited set of local and supralocal varieties have been documented for specific historical periods.

Modern Standard Dutch developed as a koinè for written usage, to facilitate supraregional commercial and political contacts. It was partly constructed by a group of scholars from a range of disciplinary backgrounds who were commissioned by the then government. The grammatical, lexical and stylistic development and spread of incipient Standard Dutch was in part parasitic on the rapidly developing book trade, the spread of Humanistic thinking and gradual political unification.

For centuries the demographic and functional extension of Standard Dutch was limited; until the early 20th century, Standard Dutch was the language of the social uppercrust and existed mainly in written form. Most Dutch people spoke a local dialect or regional language; nowadays, these are falling into disuse, but they leave traces in new regional varieties of Standard Dutch. At the same time, partly autonomous national standard norms seem to develop in Flanders (the northern, Dutch speaking part of Belgium) and Surinam, a development which may ultimately result in polycentrism.

For the three parts of the language area, the outcomes of a recent large-scale online survey (N=6,773) allow insights into the position of Standard Dutch in the key domains of daily life and into attitudes towards the language.

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INTONATION OF STATIC URBAN LANDSCAPE DESCRIPTIONS IN ENGLISH PROSE

In spite of a relatively sufficient level of researching description and its kinds, in linguistics English landscape descriptions' prosodic characteristics have been beyond any scientific attention. In view of this, the objective of the paper is to ascertain English static urban landscape descriptions' prosodic characteristics by means of performing its auditory analysis. Studying the intonation distinctive features of these landscape descriptions made it possible to substantiate the invariant intonation pattern, which enables their oral actualisation.

Methodological grounds to the study of English prose static urban landscape descriptions comprise a functional and communicative approach to researching the peculiarities of landscape descriptions' intonation organisation (Artjomov, 1974; Kalyta, 2001), general theoretical phonetic and phonological statements in terms of mechanisms and laws of phonetic segmental and suprasegmental units' functioning in the text oral actualisation (Taranenko, 2017; Brazil, 1997; O'Connor, 1984), the principle of conserving the utterance emotional-and-pragmatic potential (Kalyta, Taranenko, 2012, pp. 186-191; Kalyta 2018, p. 190). Differentiation of landscape descriptions (Humeniuk, 2009, pp. 165-169) was made according to eight criteria, among which locality type is the main characteristics of the descriptions under study. Studying of static urban landscape descriptions' intonation organisation resulted in creating the model of multilevel language units' interaction in oral actualisation of landscape descriptions (Humeniuk, 2011, pp. 161-165).

The experimental study programme included the following steps: the choice of language material and its presenters, landscape descriptions' auditory analysis by phoneticians, summary of the experimental results and their linguistic interpretation. The suggested methodology guaranteed a succession of experimental material corps formation and sequence of auditory analysis. Observance of all the experimental phonetic study programme and methodology stages made it possible to fulfil static descriptions' auditory analysis and make adequate interpretation of the obtained results.

The carried out auditory analysis enabled us to ascertain the invariant prosodic pattern of static urban landscape descriptions: a mid-raised head, functioning of all kinds of scales, low-falling and low-rising terminal tones, mid and widened pitch range, positive widened and negative wide intersyntagmatic pitch interval, positive mid and widened interval variants between the pre-head and head, negative mid, narrow tonal interval in the segment “scale – nucleus”, perceptive and intrasyntagmatic pauses, moderate and slowed down tempo, moderate loudness.

The developed classification of landscape descriptions’ linguistic features and multilevel language units’ interaction model in actualising the aforementioned descriptive fragments may serve as a theoretical ground for the further developing a fuller classification of not only landscape descriptions, but also other kinds of this composite-and-speech form and their realisation specifics. The data, obtained during the auditory analysis, prove that static urban landscape descriptions have a specific intonation organisation, which enables their correct identification according to their type (urban) and kind (static). We think that the results presented in the paper may serve as a starting point for a further scientific research of prose descriptions in the field of text linguistics, stylistics, general phonetics and intonology in mono- and multisystem languages.

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CIRCULARITY IN DICTIONARY DEFINITIONS: SOME THEORETICAL AND PRACTICAL PROBLEMS

There are several kinds of circular definition. First, circularity may refer to definitions that use the word being defined as a part of the definition. This kind of examples often can be found in the part of entry where collocations are given:

portatīvais dators – dators, kas paredzēts nesēšanai sev līdz (MLVV).

(portable computer – ‘computer that can carry with oneself’)

Second, circularity refer to definitions that use synonyms or other kind of wording, that lead to another entry which leads back to the first entry (A=B, B=C, C=A). For example,

vīrietis – sieviete pretēja cilvēku dzimuma būtne [...] (MLVV).

(man – ‘person, opposite of woman’)

sieviete – vīrietim pretēja cilvēku dzimuma būtne [...] (MLVV)

(woman – ‘person, opposite of man’)

Thirdly, a circular definition is one that assumes a prior understanding of the term being defined.

Compare two definitions:

zirneklis – ‘neliels (2–10 mm) posmkājis ar 4 pāriem kāju un 3 pāriem tīmekļa dziedzeru vēdera apakšpusē’ (MLVV).

(spider – ‘small (2–10 mm) arthropod with 4 pairs of legs and 3 pairs of silk glands at the bottom’)

vóras – voragyvis, darantis tinklā, kuriuo gaudo mažus vabzdžius maistui (DLKŽ).

(spider – ‘arachnid, that spin webs to hunt and eat small insects’).

To understand the first definition, one must look for a word “posmkājis” (‘arthropod’) and also has to have some prior knowledge of what is “tīmekļa dziedzeri” (‘silk glands’) or look for this lexical item in dictionary. For the lay person that is not a biologist, probably the most important feature of spider is that it spins webs as mentioned in second definition.

In theoretical literature a circularity is considered to be always avoidable (see for example, Wierzbicka 1993; 61). But there are some theoretical and practical aspects which makes this statement questionable (for example, an efforts to avoid circularity may lead to definitions that are too complex and hard to understand).

The aim of this presentation is, firstly, to examin, if circularity is a problem in Latvian and Lithuanian lexicography, secondly, to examine, to what extent circularity is really a problem in general and thirdly, to offer some sugestions, when circularity shoud be avoided and when it is acceptable. Dictionary definitions will be analysed from user perspective (namely relationships between definitions and dictionary target audience).

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DLKŽ – Dabartinės lietuvių kalbos žodynas <http://lkiis.lki.lt/>.

MLVV – Mūsdienu latviešu valodas vārdnīca <https://tezaurs.lv/mlvv/>.

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WHY 'PROXIMAL' DEMONSTRATIVE PRONOUNS ARE USED INSTEAD OF 'DISTALS' IN SOME EASTERN LITHUANIAN SUBDIALECTS

The standard Lithuanian demonstrative pronouns used to be considered as members of the near-distant opposition¹ in Lithuanian linguistics usually (Ambrazas 2006, 262–263):

Demonstrative pronouns usually refer to a definite thing (person, phenomenon): *tas, ta* 'this', 'that', *šis, ši, šitas, šitą/šita* 'this (one here)', *anas, ana* 'that (one)'. They exhibit/express contrast between the 'near' (*šis, ši, šitas, šitą/šita*) and 'distant' (*anas, ana*) reference. *Tas, ta* are the neutral members of the near-distant opposition: they can be contrasted both to *šis, ši, šitas, šita/šita* and *anas, ana*.

When we look at the actual use of the demonstrative pronouns, we can find many examples where demonstrative pronouns are used when contrast between the near and distant reference is implied: *Šis namas yra didelis, o tas – daug mažesnis* 'This house is big, that one is significantly smaller'.

Still, there are plenty of cases, when a speaker makes a different choice to refer to some entities in a space. For instance, by saying (1) *Tas atrodo geresnis* 'That one looks better' a speaker refers to a teapot among many other teapots located at distance of one meter from interlocutors; yet by questioning (2) *Kam priklauso šis namas?* 'Who owns this house?' he/she points out to the visible referent about one kilometer away. It seems from the given examples that proximity and distance do not play any important role in current speaker's choice. It was influenced by other factors surely.

The present talk is aimed to discover the reasons why 'proximal' demonstrative pronouns are used where 'distal' ones are expected. In other words, it focuses on cases presented by the second example earlier. For the analysis, some Eastern Lithuanian subdialects were chosen. During my talk I will show that physical proximity or distance from interlocutors is not the only one determinant of using and

¹ This could be the reason why the demonstrative pronoun *tas* loses its place in the system and becomes a neutral member as it is stated in 'Dabartinės lietuvių kalbos gramatika' ('A Grammar of Modern Lithuanian'), but this is not the case of my research.

selecting (nominal) exophoric demonstratives in some Eastern Lithuanian dialects; rather, these deictics are used according to the degree of access that interactants, the addressee in particular, have to referent. *Accessibility* (Hanks 1990) in this research is considered in the *domain of perceptibility* (Hanks 1990, Jarbou 2010): location, distance, direction of each of the interlocutors in relation to the referent, the readily perceptible qualities of the referent itself.

The features can be considered as the determining factors for high accessibility of a referent within the perceptibility domain in researched Lithuanian dialects are:

1. The referent is the only one of its type in perceptible, sensory context.
2. The referent has more prominent features than other entities in context: it has easily identifiable size, shape, color, location, or any other particular quality or qualities easily recognizable at the moment of utterance:
 - a. common background of knowledge;
 - b. shared location.

As it was proved by the examples, there is no correlation between a referent's degree of accessibility and its distance from interlocutors. If objects are distant, this does not essentially make them low accessible – they can be high accessible still. This is the main reason why 'proximals' are used in some contexts where 'distal' ones are expected in researched Eastern Lithuanian dialects.

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METHOD OF PSYCHO-ENERGYGRAM FOR THE UTTERANCES’ LINGUAL-ENERGETIC ANALYSIS

Within the development of theoretical and methodological foundations of speech energetics carried out within the scientific search of the Kyiv phonetic school, there arose a natural for the science necessity in defining the dynamic patterns of psycho-physiological energy fluctuations occurring in the communicant’s body during self-developing processes of speaking-and-thinking and thinking-and-acting activities.

The topicality of this issue became apparent due to the fact that, on the one hand, in the course of the conceptual idea of speech energetics development, we substantiated and experimentally verified basic stipulations of its methodology that enabled us to describe a qualitative picture of the synergetic self-development of cognitive processes of speaking-and-thinking and thinking-and-acting activities in the person’s spiritual sphere. Such a description was performed on the basis of a well-known Klymenyuk’s pyramid (Klymenyuk 2010, p. 210). On the other hand, using the methods of similarity theory, we obtained a dimensionless quantitative *K*-criterion for defining the level of the utterance’s emotional-and-pragmatic potential (Kalyta, Taranenko 2012). The third and a rather important factor was the principle of “preserving the utterance’s emotional-and-pragmatic potential” (Kalyta 2007), which served as the foundation for speech energetics theory. According to this principle, during oral and written materialization of speech, this potential is able to be redistributed between phonetic and other linguistic and paralinguistic means.

A significant role in increasing the relevance of solving this issue was played by methodological substantiation (Klymenyuk 2017, p. 443) of the necessity to introduce into cognitive research the notion of “concept” as a general scientific category of the highest level of abstraction. Due to this, we acquired the opportunity to vary the content of the concept within the range of notions used in related to linguistics sciences. These notions may include, for instance, various pictures of the world (technical,

biological, social, etc.), the concept image, gestalt, frame, pattern, the concept-scheme of actions, concept-scenario, as well as verbal, emotional, tactile, auditory, visual, olfactory, taste, smell concepts, etc.

A set of theoretical assumptions and experimentally verified factors thus created served as a basis for the development of a complex method for integrating into the interdisciplinary scientific picture all the qualitative and quantitative characteristics typical of cognitive processes and psychophysiological acts of the speakers' interaction. The required method was named as the method of psycho-energygram.

Its essence lies in turning the coordinates of the Klymenyuk's pyramid 90 degrees clockwise. As a result of such coordinates' rotation, we can form a coordinate grid with the central axis for the time countdown of any linguistic phenomenon self-development (the axis is marked in milliseconds for utterances and for more durable phenomena each division of the grid can represent hours, years, decades, etc.). Vertically upwards and downwards from the beginning of the time scale, there are symmetrical scales of the *K*-criterion values, directed towards the synergetic parameters of order of the self-developing systems of individual's speaking-and-thinking and thinking-and-acting processes (e.g., the cultures of micro- and macrosociety, skills of emotional and rational thinking, scientific and individual pictures of the world, etc.).

By expert differentiation of the utterance emotional-and-pragmatic potential into its emotional and pragmatic components, interpreted by attractor-structures, we acquire ample opportunities for a comprehensive description of qualitative regularities and dynamic quantitative characteristics of the interaction of a large variety of factors that influence the self-development of communicants' speaking-and-thinking and thinking-and-acting processes.

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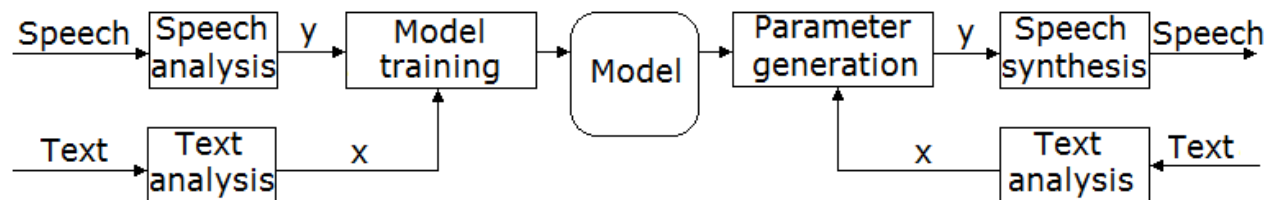
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STATISTICAL PARAMETRIC SPEECH SYNTHESIS OF LITHUANIAN

Statistical parametric method is one of the most recent and most promising speech synthesis methods [1]:



Acoustic features y are obtained from speech recordings and linguistic features x are extracted from corresponding text. The model is trained using linguistic features as input and acoustic features as the desired output.

During synthesis, linguistic features x are extracted from the text and acoustic features y are generated using a trained model. A voice recording is created from the acoustic features.

The model is often divided into a decision tree for linguistic processing and a hidden Markov model (HMM) for modelling acoustic features. Recently, neural networks (NNs) have become a popular solution, they are able to replace the functions of both the decision tree and the hidden Markov model. This work will use neural networks implemented in the Merlin package [2].

The vocoder World was used to extract the acoustic features from the signal and convert them back. It uses the cepstral coefficients, their deltas and double deltas, the fundamental frequency, its delta and double delta, the aperiodicity parameter. Acoustic features are common to all languages, while the set of linguistic features is language dependent. The set of 36 linguistic features was adapted for Lithuanian:

Phoneme attributes: phoneme identity, as well as two phonemes left and right, phoneme position in the syllable forward and backward (F&B);

Syllable attributes: stressed or not, long or short, accent, number of phonemes (these four attributes are calculated for the previous, current and next syllables), the syllable position in the word (F&B), position in the phrase (F&B), the number of stressed syllables in the phrase (F&B), distance to the nearest stressed syllable forward and backward, the name of the syllable center.

Word attributes: the number of syllables in the previous, current and next word, the word position in the phrase (F&B).

Phrase attributes: number of syllables, number of words, phrase intonation.

It is hard to expect that a given text will contain all possible combinations of attribute values. To reduce the number of combinations, a so-called questions file is created, in which attribute values are combined into logical groups. In the Lithuanian questions file, phonemes were combined according to phonological features, such as front, back, upper, lower, long, short vowels, stops, fricatives, voiced, unvoiced, soft, hard consonants, and so on. The attributes having numerical values were also combined, e. g., one syllable, one or two syllables, one to three syllables, and so on. The Lithuanian questions file contains 1633 rules.

The voice database Aiste developed by project LIEPA [3], with over 161,000 phonemes and over 3 hours of recordings, was used to train the model. Model training lasted about 13 hours [4].

Human-listeners were involved to assess the quality of synthesized voice: 23 second-year students (three groups, 10, 9 and 4 students, respectively). To assess the intelligibility of words in the sentence, 30 sentences were used, synthesized by the unit selection method [5] and the statistical parametric method.

Method	Intelligibility
Statistical parametric	97,84 ± 0,91%
Unit selection	95,21 ± 1,68%

For assessment of acceptability, 10 pairs of sentences were presented to the listeners when the same sentence was synthesized using the unit selection and statistical parametric method. The order of sentences in a pair is random. Listeners had to choose whether the first sentence compared with the second sentence is:

- much better (-2 points);
- slightly better (-1);

- the same (0);
- slightly worse (1);
- much worse (2).

Similar experiment was performed when comparing natural human voice recordings with the sentences synthesized using statistical parametric method.

	Acceptability
Statistical parametric method better than unit selection	1,28 ± 0,19
Statistical parametric method better than recordings	0,05 ± 0,11

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TRENDS IN EUROPEAN LANGUAGE POLICIES AND LANGUAGE TECHNOLOGY

Since 2004 the European Federation of National Institutions of Language (EFNIL) has been collecting information on language policy and language practice in its member countries in the European Language Monitor (ELM).

The data collected and presented by the ELM address domains that relate directly or indirectly to linguistic status planning, acquisition planning, and corpus planning in the individual countries such as

- Official national language(s) vs. regional and minority languages;
- Language legislation and administrative language regulations of the country and its regions including regulations for immigration and citizenship;
- Instruction in and use of national and other language(s) in primary and secondary education and in vocational training;
- Instruction in and use of national and other language(s) in tertiary education and research;
- Use of language(s) in national and regional politics, public administration, and judiciary institutions;
- Use of language(s) in mass media and cultural institutions within the country;
- Use of national language(s) in national and international industries and commerce;
- Use of national language(s) for dubbing and/or subtitling of imported films and TV broadcasts;
- Use of national language(s) as official language(s) in other countries and/or regions;
- Instruction in and use of the national language(s) as foreign language(s) in other countries and regions;
- Use of national language(s) in international institutions.

The latest collection of data (ELM 4) took place in 2018 and will be presented at the next EFNIL conference in October 2019. 23 European countries have contributed, and for the first time, questions about policies on language technology have been included.

In my presentation, I will first give an overview of the results of ELM 4 (2018) compared to ELM 3 (2014), and outline the trends in European language policy that emerge. Secondly, I will focus on the questions about European policies on language technology.

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LANGUAGE POLICY AND SUSTAINABILITY OF ESTONIAN IN HIGHER EDUCATION

In recent years, the question of the language of instruction in higher education has been an important topic in Estonia as well as in Europe as a whole. Studies on the internationalization of higher education and the universities' choices of languages of instruction mainly point to the wide use of English as a *lingua franca* and emphasize the undeniably positive aspects of this tendency from the pragmatic point of view (Soler 2019). While English is the indisputable leader on the international education market, higher education has several important roles besides its market potential, such as preparing specialists needed by the society and the state and "providing a public service as national institutions" (Saarinen 2012: 158). In addition, national language in higher education and research is a cultural phenomenon – a domain of language use that requires care and development.

Higher education and language policy analyses of Estonia as well as other Baltic countries indicate that in the globalizing world the internationalization of universities is swift in the above-mentioned countries and has brought about a noticeable increase in the relative importance of English as a language of instruction (cf. Klaas-Lang 2016; Klaas-Lang, Metslang 2018, Soler, Vihman 2017; Rozentalde 2018; Soler 2019). However, English as a language of instruction does not accompany the national language but frequently replaces it as is evident in the empirics of the current presentation. While the discourse of the sustainability of languages originally concentrated on minority languages, by now it has transferred to languages with considerably larger number of native speakers, cf. Ehala et al 2014. The language of higher education has been emphasized as one of the most important indicators among the factors of language sustainability, c.f. Vilà, Brexta 2014. National languages being replaced by English in their former functions in one domain (higher education and research) can first cause a loss in an adjacent domain (e.g. general education), followed by further loss elsewhere. The Study on the State of the Language in Estonia compiled in 2017 points out, that language use in higher education and research is often the most fragile and vulnerable area, "since it influences

students' communication skills as well as the functionality of Estonian in every domain. Language use in higher education is therefore one of the pivotal parameters and influencing factors of language vitality" (SSLE 2017: 45).

The presentation will provide an overview of language situation in Estonia. The focus of the review is the language policy of Estonian universities. It is an attempt to show how acts, which regulate the institutional language environment, and the ensuing activities maintain a balance between mother-tongue-medium higher education and international openness. The data originates from documents concerning Estonian higher education and language policy, but also from a data set collected with the help of the Ministry of Education and Research and colleagues from the University of Tartu. The author also makes use of her extensive experience working as professors at the University of Tartu and the University of Helsinki and as compiler of the Estonian Language Council language policy strategies.

The actions of Estonian universities in relation to development of curricula in English where the objective is to compensate for the decrease in Estonian students by enrolling more foreign students and at the same time adhere to national visions of internationalizing the institutions of higher education. The tendency for the proportion of English to increase can be seen at the Master's level, but especially in Doctoral studies: the language for the dissertations and defenses has been approximately 90% English already for years.

We have government support activities for developing textbooks and terminology, also for studying the Estonian language, but we lack the state-approved principle to preserve Estonian-medium higher education in the future. As a positive shift on a political level, there were parliamentary debates in 2017 and 2018 on the preservation of the position of Estonian in higher education, numerous media activities related to the issue, the fact that the higher education language policy reached the party manifestos and the coalition contract in 2019. The necessity and the state's duty to ensure the sustainability of the Estonian language in all spheres of life, including higher education and research is again gaining its place beside internationalization as the developmental priority of academic environment. And as was shown in the Study of the State of Estonian Language (2017: 48): For the preservation of Estonian as a language of higher education, developing attitudes and sensing personal responsibility are even more important than national measures.

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BETWEEN SCYLLA AND CHARYBDIS: ON LANGUAGE SITUATION AND LANGUAGE POLICY IN CONTEMPORARY ICELAND

In late modernity, Icelandic culture and society is faced with difficult choices and challenges as to language management, as concerns both language corpus and language status planning (see, e.g., Kristinsson 2014, 2018).

The structure and basic vocabulary of Icelandic has undergone only minor changes in its 1100 years history, and Iceland's literary tradition, its linguistic heritage and ideologies of linguistic purism have been a major strand in Icelandic national identity. Consequently, the preservation of linguistic and literary continuity is a principal objective in national cultural policies (Kristinsson 2012, 2014). At the same time, the advent of globalisation entails increased everyday presence of English in (social) media, commerce, academia, popular culture, digital technologies, etc., with what appears to be previously unparalleled impact, among other things on reading habits, linguistic input, and allocation of linguistic domains in society at large.

While Icelandic is the first language of about 88% of the Icelandic population, comprehensive recent polls show that majority of Icelanders claim to hear and read some English on a regular basis, and many of them also claim to use English regularly. For Icelandic 3–5 years old children, about 60% watch English language programmes on channels such as Netflix and YouTube (Sigurjónsdóttir 2019). For the age group 3-12 years old children, about 50% play computer games in Icelandic, while the figure for English language computer games is about 75%; the younger children are more likely to play the Icelandic games (Nowenstein et al. 2018). Concerns have been raised that such extensive English language environment on a daily basis, from early age, is bound to have negative implications for traditional Icelandic language culture, i.e., firstly, for language attitudes in general, as English is favourably viewed, and, secondly, for the native grammar and lexicon, since it is suspected that linguistic input in Icelandic will decrease proportionally as English language input increases. There are concerns that traditional Icelandic grammar and adherence to an Icelandic language standard is already

being affected as a consequence of recent rapid changes in Icelandic language ecology; indeed, recent research indicates that increased English language input among 16–20 years old speakers of Icelandic correlates with increased insecurity and non-standard use of subjunctive and indicative mood in the Icelandic verbal system (Thórsdóttir 2018).

In Icelandic language management, ignoring the impact of globalisation on contemporary linguistic repertoires is not an option, and again, neither is major negligence in preserving a rich linguistic and literary tradition which is perceived to be a unique cultural heritage. Thus, there is need for some balanced analysis of the possibilities and limitations of present-day language management efforts. Is it possible to attain the best of both worlds?

In Greek mythology, Scylla and Charybdis refer to mythical monsters, one on each side of a treacherous sea strait. Metaphorically, delivering Icelandic linguistic and literary heritage to the younger generations of Icelandic speakers is like travelling in unsafe waters where you neither wish to be captured by the gleam of a single global communication code and its concomitant homogenous popular culture, nor by the monster on the other side which appears as destructive isolationism and parochialism. My claim is that informed language policies can indeed enable safe navigation between Scylla and Charybdis. One of the most important factors for a successful journey is the development of Icelandic language corpora and affordable and accessible language technology infrastructure, and linguistic tools and technical gadgets based on written and spoken modern Icelandic, as well as computer games and films carrying Icelandic content which can appeal to children and youths in their native tongue (cf. Kristinsson 2016). Other ways of supporting intergenerational transmission of written and spoken Icelandic include socio-economic efforts that aim at facilitating more quality time for young families, preferably resulting in increased linguistic input in traditional Icelandic.

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ROLE OF PHONETIC MEANS IN DISTINGUISHING SINCERITY IN ENGLISH UTTERANCES OF SYMPATHY

The rapid advancement of today's technologies and broadening of intercultural interaction provide a perspective area for linguistic research focused on cultural differences and their influence on participants' behavior in the process of communication. One of such areas is the study of phonetic means' role in correct decoding of the utterance's meaning with the further application of the study results in teaching intonation and appreciation of its importance in the process of communication. Results of a number of phonetic researches aimed at finding out the prosodic organization of different types of utterances prove that intonation plays a key role in expressing the individual's emotions in speech (Kalyta, 2001, 2007). It is also known that intonation patterns can acquire dozens of modal meanings depending on the speaker's pragmatic intention, communicative situation and social statuses of the participants of communication (Kalyta, 2001; Taranenko, 2014; Kutsenko, 2017). Moreover, when expressed orally one and the same phrase can convey different meanings solely due to various patterns of its prosodic organization.

The aim of the present research is to define a set of prosodic means that serve to identify the English utterances of sympathy as sincere ones.

In the course of our analysis we grouped all the utterances of sympathy into four classes according to the speaker's pragmatic aim, namely: the expression of sympathy proper, compassion, consolation, encouragement (Kutsenko, 2017). It should be noted that in each of the subgroups we registered utterances which were perceived as both sincere and insincere ones. Within this paper we focus on sympathy proper with a view to defining the role of prosodic means' interplay in the utterances expressed by similar verbal means.

According to the research results, sincere utterances of sympathy are marked by the mid or low voice range at their beginnings which shows the speaker's respect towards the interlocutor and understanding of the situation. Additionally, a low falling concave nuclear tone with a slow rate of its

movement accentuates the speaker's deep emotional involvement into the negative situation of the co-converser. The following example demonstrates the interaction of phonetic means in achieving the pragmatic intention of the speaker to express his sincere sympathy:

(1) DR. KENNEDY: || *I'm* *sorry* *Adam* || (fragment from 'Peter Benchley's Amazon', TV series, 1999)



In cases of insincere sympathy, the key element that helps identify such utterances is the tempo. The changes in tempo variations from moderate to accelerated one make the speaker sound anxious, worried, and disrespectful, e.g.:

(2) CLAIRE: *-I'm* *so* *sorry*. || (fragment from 'Broadchurch', TV series, 2013)



Besides, a narrow negative pitch interval at the juncture of pre-nuclear part and a nuclear tone also functions as the marker of insincere sympathies.

Thus, the key prosodic means that allow the listener to recognize sincere sympathy utterance are the pitch interval at the juncture "pre-nuclear – nuclear part", the type of nuclear tone, the rate of its movement, and tempo.

From a communicative perspective, the knowledge of prosodic means interplay can help the speaker avoid misunderstanding when expressing sympathy.

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STANDARD LITHUANIAN IN THE CONTEXT OF POST- STANDARDIZATION OF EUROPEAN STANDARD LANGUAGES: SOME THEORETICAL INSIGHTS

During the past few decades, the European languages and their standard varieties have experienced significant changes. The reasons of these changes (that took place due to the political, social, economic, cultural development of European countries) are common: globalization, democratization and internetization, as well as different intensity and directions of migration.

Unsurprisingly, researchers of the European languages show considerable interest in the development of standard languages and changes in their relationship with non-standard varieties. There are a lot of theoretical and empirical studies of the convergence processes of these varieties (cf. German – Auer, Spiekermann 2011; Dutch – Grondelaers, Van Hout 2011; Italian – Berruto 2017; Norwegian – Sandøy 2011; Finnish – Nuolijärvi, Vaattovaara 2011, etc).

Standard language is usually defined by the following attributes: commonality to society as a whole, homogeneity of norms, stable codification and prestige. Thus the scope of issues related to the dynamics of standard languages is broad:

- 1) the changing relationship with other varieties of the national language,
- 2) the increasing or decreasing variability of public usage (especially mass-media),
- 3) the changing nature of the codification of standard language norms,
- 4) the changing ideology and prestige of the standard language,
- 5) the relationship between changes in usage and language ideologies.

The European standard languages are experiencing two-fold (structural and ideological) changes to a different degree. In terms of usage, variability and colloquialization increases, while in terms of language ideology, prestige of the standard language weakens or a new standard emerges. These changes drive the development of various post-standardization models of standard languages, such as destandardization, demotization, restandardization (cf. Coupland, Kristiansen 2011; Berruto 2017). At the same time, it should be taken into account the fact that “specific nature of these language dynamics

differs from nation to nation, dependent on the (historical) context” (Ghyselen, Delarue, Lybaert 2016).

The development of standard Lithuanian has several specific facets. First, its norms could not develop naturally during the 50 years of Soviet occupation as they were under the substantial influence of the Russian language and currently they are affected by the English language and its growing prestige. Second, standard Lithuanian entered the post-standardization process rather young compared to some other European standard languages (it was codified by Jonas Jablonskis in the very beginning of the 20th century). During the current development period, the gap between codified norms and real usage is growing and it can be treated as the formation of a substandard variety – an intermediate layer between regiolects and standard language (see Miliūnaitė 2018). The concept of substandard has had little application in Lithuanian linguistics until recently, but it can help to explain the current dynamics of standard Lithuanian. Studies in this field in Lithuania are still rather fragmented and it would not be reasonable to categorize the dynamics of standard Lithuanian according to one concrete model. Although there are attempts to adapt the ongoing changes to the demotization model (when the standard language ideology stays intact and the usage becomes more and more informalized), this does not include all processes that are currently in progress.

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NAMES OF LEGAL ENTITIES AND THEIR LINGUISTIC NORMALITY

Names of companies, institutions and organizations established in the Republic of Lithuania, including legal persons, are regulated by several legal acts. Article 16 of the Law on the State Language states that names of all enterprises, establishments and organizations functioning in the Republic of Lithuania shall be formed adhering to the norms of the Lithuanian language and the resolutions of the State Commission of the Lithuanian Language. Article 2.40 of the Civil Code of the Republic of Lithuania states that: 1. The name of a legal person shall consist of words or combinations of words whose figurative meaning is used or which have a direct meaning. 2. The name of a legal person shall be formed in accordance with the norms of the Standard language and shall not consist only of a generic word(s) designating directly the type of objects or services of the activity or only a place name or another word without a distinctive character. 3. The name of a legal person may consist of letters which cannot be understood as words and of figures or their combinations only when such a name is well established in the public. The name of a legal person associated with a foreign legal person or organization may be identical or similar to the name of the foreign legal person or organization, provided that the latter consent to the use of the name. The Language Commission has established the Rules for the Symbolic Designation of Companies, Institutions and Organizations with the last update of 4th April in 2013 by the Resolution No. N-2 (138) of the State Commission of the Lithuanian Language.

The State Enterprise Centre of Registers shall consult with the State Commission of the Lithuanian Language on whether the name of the legal entity requested for registration complies with the requirements of the Standard language. If the name is incorrect, the Registrar shall not place it in the Register temporarily. Exceptions apply to the cases set out in Article 2.40 (3) of the Civil Code if the legal person is related to a foreign legal person or organization. The Language Commission shall inform the Centre of Registers within 6 working hours. This procedure has been followed since May, 2013.

The report intends to give a brief overview of the procedure for making and registering names of legal entities established in Lithuania, to highlight the main legal and linguistic problems, to encourage discussion and to find appropriate solutions.

The legal information provided on the website of the State Commission of the Lithuanian Language was used in the preparation of the theses, see at <http://www.vlkk.lt/aktualiausios-temos/juridiniu-asmenu-pavadinimai/teisinis-reglamentavimas>.

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THE NECESSITY OF CHANGING THE LITHUANIAN LANGUAGE AND LITERATURE MATURITY EXAM

The report gives an overview of the educational situation of Lithuanian language and literature at the Lithuanian general education school, focusing on the pupils' argumentative competence.

Currently, as Lithuania prepares to update its general curricula at all levels of education, the question arises as to what competencies people need in the 21st century. The perspectives of the development of key competences are reviewed and substantiated. However, the Curriculum Update Guidelines (Draft 2019) do not address the issue of argumentative competence development, as the ability to argue is understood as a natural cognitive action. Nonetheless, argumentative competence is not spontaneous – it requires education.

The development of argumentative competence traditionally is mainly a matter of Lithuanian language and literature. Argumentation is the most important evaluation criterion for oral and written examinations. Pupils are required to have established values during the maturity examinations and to demonstrate and prove their point of view on the given problem. Meanwhile, research shows a diminishing capacity for pupils' argumentative competence. This is most evident in the essays of the maturity exam.

With the ability to choose the type of essay to be written, the vast majority of pupils (over 90%) choose reasoning essay rather than literary essay but over the last two years, the reasoning essay has been characterized as "off topic" talk. As stated by the exam assessors, when examining the problem, for example, "Do mistakes help a human grow as a personality?", graduates frequently reflect on mistakes at the beginning and at the end of the essay, but the essay, according to the assessors, "is about the freedom to do what they want, based on what they want." The assessors are simply forced to record that the pupils has somehow "written on the subject", which means that at least 1 content point (out of 7) allows the graduate to pass the exam as he / she gains other required points for style and language.

In the last two years, pupils can refer to all compulsory literature for writing an essay. However, there is a tendency to rely on only a few authors. Since literature is available during the exam, pupils write down a few quotes and then use their own words again to "produce" the required number of words. Poetry is almost unused, although it accounts for about half the volume of the literary course in grades 11–12. Pupils seem to be reluctant to rely on poetry because reading poetry requires thinking and interpreting. All this shows that changes in Lithuanian language and literature exam are absolutely necessary.

Considering the investigation of Lithuanian educational documents, analysis of scientific literature, teacher surveys, and analysis of pupils' papers, it is concluded that the written examination of Lithuanian language and literature maturity must be literary and consist of at least two parts: 1) poetry analysis (comparing two texts) and 2) literary essay (without access to texts).

Argumentative competence should, in principle, be developed by the social sciences and should be emphasized as one of the key competences in updating curriculum.

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AUSTRALIAN VARIANT OF ENGLISH

Introduction. For a long time English has been studied in its only form – BBC / RP. When contacts became more personal, regional, local and social varieties of English attracted attention both of speakers and scholars.

Previous research. Among the first scholars who focused on American English was Noam Webster [16]. At present different authors explore regional variants of English [4-5; 8] or its local varieties [2; 10; 15]. The peculiarities of Australian English is researched by J. Bernard, K. Burrige, P. Collins, F. Cox, J. Hunter, B. Moore, A. Stromberg et al. [3; 6-7; 9, 11-14].

The aim of the article is to study phonological, lexical-semantic, and stylistic aspects of Australian English.

The objectives of the article include researching historical background of Australian English, its exploration in scholarly works, analysis of phonological, lexical-semantic, stylistic peculiarities, and reasons of their origin.

Methods include comparative and etymological analyses of linguistic units, historical approach to study of Australian English as a social-linguistic phenomenon.

Preliminary observations. Australian English (AusE, AuE, AusEng, en-AU) is a relatively new version of the language (over 200 years old) that originated from now-vanished English, Scottish or Irish dialects, aboriginal and other languages brought to the continent by its dwellers [5]. Australian English began as *koine* established by the second generation of white settlers. J. Bernard refers to it as ‘proto-broad’ which diverged from a large-scale immigration influx from Britain in 1850-80s into three identifiable accents: Broad, General, and Cultivated [3].

At present the Australians have their own pronunciation, vocabulary, and style. AusE is non-rhotic, however, linking [r] can occur before vowels. An intrusive [r] may be inserted before vowels in words that do not have it in spelling. Broad Australian which moved further away from the British Standard emphasizes nasality, flatness of intonation, and elision of syllables [1].

AusE vocabulary borrowed many words spoken by British and Irish convicts that have variations in meaning now: *paddock* – “field” (BrE “small enclosure for livestock”), *mate* – “friend” (BrE “spouse”). Some other borrowed words are considered unique: *jackaroo* – “agricultural worker”, *dinkum* – “true, authentic”, *brumby* – “wild horse”, *sheila* – “woman”. Some more words are incorporated from aboriginal languages as names of flora and fauna: *dingo*, *kangaroo*, *kaola*, *ostrich*, *wallaby*; arms: *boomerang*, actions: *cooe* – “high-pitched call”, *yakka* – “hard work”.

The Australians have their own colorful vernacular called *strine* (or *Oz speak*) that originated from Cockney and Irish slang of early convicts. It is informal, humorous and metaphoric language of rebellious subculture that reflects personality of the country. It is Australia’s greatest creative product which can be ironic and self-deprecating, but also rude, crude, and cruel [3]. It is full of abbreviations, profanities, vulgarisms: *G’Day*, *footy* (for *football*); *telly* (for *television*), *barbie* (for *barbecue*), *arvo* (for *afternoon*), *Aussie* (Australia, Australian), *BYO* (*Bring your own*) meaning that people should bring their own drinks, food or dessert.

Results. The study permits to formulate the following statements: a) Australian pronunciation is non-rhotic, characterized by flatness of intonation and elision of syllables; b) Broad Australian has certain peculiarities like variations in meaning, unique words, and aboriginal borrowings; c) Australian slang (*strine*) is an informal language of rebellious subculture full of specific abbreviations, profanities, and vulgarisms.

Conclusions. Australian English is a separate regional dialect whose specific features can be traced on different levels: phonological, lexical-semantic, and stylistic.

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FORMAL BASIS OF LITHUANIAN NOUN DECLENSIONS

The first classification of Lithuanian declensions was proposed by Klein (1653: 30-55) who distinguished five major classes with further subclasses termed “paradigms”. He followed the basic principle that the nouns belong to one declension if the number of their shared inflections is significantly higher than the number of the inflections which differ. Klein and his successors were not completely consistent in applying this principle and the classification was later modified, see the latest version in (Ambrazas, ed. 1997: 107-124) consisting of five declensions and twelve paradigms.

The basic principle of classification of nouns into declensions is clear (more similarities & less differences = one declension), but it was rarely discussed in detail and attempts to formalize it were few. The first formalized approach was offered by Girdenis and Rosinas (1977/2000) who counted the similarity indices of inflections for different declensions, took into account case frequency and clustered the declensions into three macro-classes.

In our talk we will present another attempt to formalize the discovery procedure of Lithuanian declensions by employing the algorithm of Lee (2014) where inflection classes are distinguished on the basis of the Minimum Description Length principle. For the input, we took paradigms presented in (Ambrazas, ed., 1997: 110-121) with some minor additions. The algorithm used needs no prior segmentation and this allows us to be maximally agnostic with respect to possible distinctive features of the paradigms. We also propose using the following formats of the input:

- 1) Paradigms in standard orthography:
 - a) no additional marking;
 - b) accent-bearing endings are marked;
 - c) positional vowel length is marked.
- 2) Paradigms in IPA transcription:
 - a) no additional marking;
 - b) accent-bearing endings are marked;

c) positional vowel length is marked.

IPA transcription (2) can be used to eliminate any influence the orthographic conventions may play on the clustering of declensions. Version (b) is useful to demonstrate the effect the accentual paradigms have when declension and accentuation are analyzed as a unified system. Version (c) is used to analyze the effect of the positional vowel length if this feature is recognized to be relevant for the declension.

To illustrate some of our results, clustering based on the input version (1a) is presented in Figure 1:

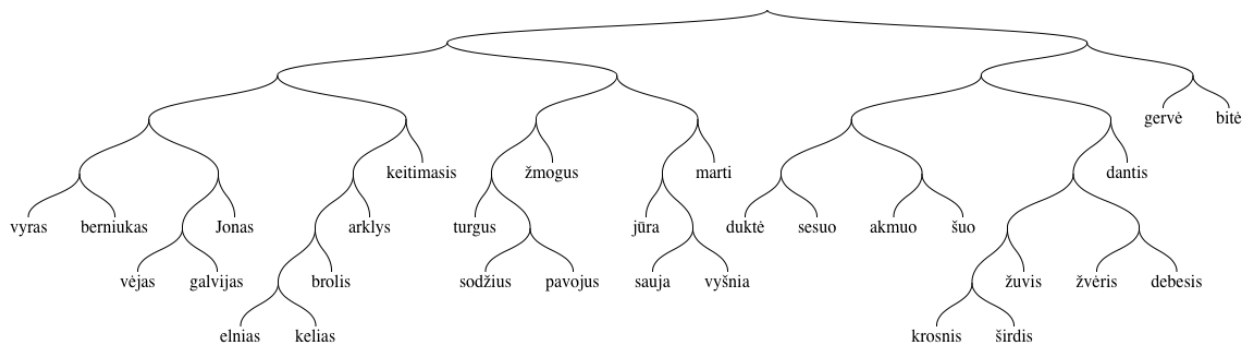


Figure 1: Clustering of Lithuanian noun declensions according to the algorithm of Lee (2014), basic orthographic input

Despite some shortcomings of the orthographic input, this version yields interesting clustering results which are close to the traditional declensions and prove their validity. The *(i)a*-declension is found in the leftmost branch, the *i*-declension is placed in the second branch from the right, the *ė*-declension is found in the rightmost branch. Some groupings, however, are unexpected: *(i)u*- and *(i)o*-declensions have separate branches, but are later merged at a higher node; the declension of *keitimasis* is based on the *a*-paradigm, but the algorithm clusters it together with some *ia*-paradigms.

In our talk we will discuss the advantages and disadvantages of the algorithm and all input formats in more detail and compare our results to earlier classifications of Lithuanian declensions.

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CATEGORY OF REPEATABILITY IN LINGUISTIC DISCOURSE

In general linguistics, the scientific understanding of language “as a set of categories and rules” has become widespread [Будагов 1980: 126]. It determined the conceptual sphere for the study of linguistic categories in the beginning of the XXI century. In philosophy there is an opinion that “language is one of the ways of representation, through which the coding of impressions is carried out” [Андрос 1980: 212].

Numerous ethno-linguistic studies convince us that “different languages differ from each other in the way they classify the perceived world in their vocabulary” [Андрос 1980: 212].

Modern science is characterized not only by the formation of new concepts, but also by the enrichment of the content of long-existing ones, the expansion of their sphere of application. In this regard, in linguistics new opportunities are opening up for fruitful studies of both general theoretical, fundamental and applied nature, which are at the crossroads of various sciences.

Category is a key concept of linguistics. On the one hand, the category has a system-structural content, because it is a component of the horizontal and vertical structure of the interpretative language model. On the other hand, this is a methodological concept, which is a tool for the cognition and typology of language material. Linguistic categories are a projection of not only the mechanism of cognition, but also of human consciousness.

In linguistics there is a broad and narrow understanding of the category: on the one hand, it is considered as “any group of linguistic elements distinguished based on a common feature”; on the other hand, “a certain attribute (parameter) that underlies the partitioning of an extensive set of homogeneous linguistic units into a limited number of disjoint classes, whose members are characterized by the same value of this attribute” [Бульгина, Крылов 1990: 385].

In recent decades, repeatability has been involved in solving categorisation problems. The subject of repetitions which arose in the ancient world [Античные 1996: 280–285] has been enriched over the

centuries with empirical material that requires rethinking and systematization. Despite significant advances in the study of various aspects of repetition, their problems remain relevant and require the solution of a number of theoretical problems that would enable one to penetrate into the realm of hidden features of language functioning.

Using the term “repeatability”, we thereby recognize the quantitative degree of realization of a phenomenon, an action, an object, a sign, or a state without restriction. Quantitative determination distinguishes repeatability from repetition on a “more-less” scale.

The categorical status of repetition, features of the expression of repetition, on the one hand, in philosophy and science, and, on the other hand, in ordinary consciousness and works of art, are developed in studies of specialists in various spheres of knowledge.

The perceptual form of categorization is allocated in the category of repetition as a category of consciousness, in addition to the traditional logical form. The perceptual perception of repetition is dominated by logical categorical content, but it is not exhaustive for the perceptual image of time. The universal characteristics of repetitions are recorded in logical categories; in the perceptual vision of time they take the form of subjective being. Perceptive categorization, unlike logical categorization, has its constant content, semantic content and structured sub-categorical organisation, which gives it a full-fledged categorical status.

The perceptual repetition is the inner empirical organization of human sensations, in which objective temporal reality is reflected. The categorical nature of perceptual time lies in the fact that constant universal content is distinguished for all the individual variability of the figurative perception of time in perceptual temporal architectonics. This content is not determined by the subjective nature of each person's perception, but by the general laws of the mechanism of perceptual perception and awareness of the temporal relations of the objective world, and in this case, the speaker's subjective status is objectified by reality.

The categorical status of repeatability provides conceptual, functional-semantic, logical-interpretative aspects. The solution of this problem in linguistics became possible due to the active use of the methodological role of philosophy.

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STEREOTYPICAL IMAGES OF THE DRUNKARD, FOOL AND INSANE, IN THE VERNACULAR LANGUAGE OF THE 19TH CENTURY

The presented research deals with the stereotypical images of the drunkard, fool and insane implemented in vernacular speech and is based on the material of the Ukrainian, English, French and Polish languages of the 19th century. Such lexical and phraseological units refer to the conceptual sphere of the person's abnormal states and demonstrate socially and culturally determined behavior patterns of that time. Nominations are mostly negatively connotated, often have a humorous effect, reflect popular beliefs, customs, archetypes of the collective unconscious.

Opposition "normal/ abnormal" is implemented in the cultural codes of all languages. All linguocultures inherent the specific features concerning people, living on the common territory, professing the same religious and sociocultural principles that demarcate the status of normality. In speech this opposition is primarily provided by nominations, which are presented by different metaphoric models.

Such models are based on a certain case motivated situation, which is a stereotypical reflection of the image inherent in a particular linguistic and cultural community. The case motivated situation is a kind of "ideal situation" that has ever been real or belongs to virtually created by human. According to V. Krasnyh, case motivated situation is the one which is firstly well-known for a certain mental-linguistic complex, is, secondly, relevant in cognitive terms, that is a variant of perception, which includes certain minimized and national-determined knowledge, or some definite idea of the situation, including connotations, which are connected with this situation, and, thirdly, the appeal to which is frequent in the given nation representatives communication.

The case motivated situation of abnormality is realized through certain inter-ethnic stereotypes. The stereotype is a standard viewpoint about social groups or individuals as representatives of these groups. The stereotype is inherent in a logical form of judgement, which is very simplified and

generalized, with emotional colouring, which gives a certain class of certain quality or installation, or, conversely, denies these qualities or installations in them, and is usually expressed by means of a sentence. Dominant for our study is the delimitating function of the stereotype. The embodiment of the generalized phenomena of abnormality in the motivation of words and idioms is determined as xenomotation (the process of formation of such units is named xenomination, and linguistic units that have arisen as a result of this process are known under the name of xenonyms).

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THE PRESTIGE OF THE LITHUANIAN LANGUAGE: PUPILS' ATTITUDE TOWARDS LITHUANIAN LANGUAGE IN THE CONTEXT OF EDUCATION POLICY

The aim of the report is to discuss pupils' attitude towards Lithuanian language and to it related tendencies of education policy, formed by national education legal documents. The report is based on the Lithuanian education legal framework analysis and the study of pupils' attitude towards Lithuanian language and its education conducted in 2018–2019.

The status of the Lithuanian language as a national language is established in the Lithuania's Constitution. Education Act² states that schools must ensure national language proficiency, as well as teachers are expected to use the Lithuanian language correctively.

The implementation of Education Act is regulated in strategic documents for education. The Strategy for the State Education 2013–2022³ states that one of education objectives is to ensure the quality of the Lithuanian language, however, its indicators and measurements are not specified, therefore, this objective remains declarative. Teaching staff is not required to have the highest Lithuanian language proficiency as well as it is not supervised if the teachers educate pupils using the correct language⁴.

Although Lithuanian Language and Literature Exam is compulsory, exam requirements for the minimum achievement level are very low⁵.

In the report, pupils' attitude towards Lithuanian language and its education is analysed based on the following aspects:

² Republic of Lithuania Education Act. Access: <https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/TAIS.395105>.

³ Strategy for the State Education 2013–2022.

Access: <https://www.e-tar.lt/portal/legalAct.html?documentId=b1fb6cc089d911e397b5c02d3197f382>.

⁴ Overall assessment indicators of teaching quality of schools carrying out general education programs.

Access: <http://www.nmva.smm.lt/wp-content/uploads/2018/12/rodikli%C5%B3.pdf>.

⁵ Assessment Criteria of the National Lithuanian Language and Literature Exam.

Access: https://www.nec.lt/failai/7825_instrukcija_LKL_VBE_2019.pdf.

- a) the relation to Lithuanian language;
- b) the role of the teacher;
- c) the social value of the language.

Research data indicates that the vast majority of pupils are proud of the Lithuanian language and consider it to be a part of their identity. The respondents recognise that it is important to have high Lithuanian language proficiency to maintain Lithuanian identity and agree that thoughts and emotions are most accurately expressed only in their native – Lithuanian language. Hence, pupils' understanding that Lithuanian language is a part of the identity constitutes a solid ground to developing their moral values.

The role of the teacher was proven to be very important in shaping the pupils' attitude towards the Lithuanian language as the study revealed that more than half of respondents agree that teaching staff should be more conscious about their oral and written Lithuanian language.

Data analysis notes a clear correlation between the pupils' performance and their education experience — the better the pupils recognise their achievements in Lithuanian language subject, the more likely they are to enjoy Lithuanian language lessons.

The respondents recognise the social value of the Lithuanian language, i. e. they realise that Lithuanian language proficiency is necessary to study in a higher-ranked gymnasium. However, research suggests that the social value of the language decreases with age as the higher the class, the less of the pupils appreciate the social significance of the language. Such findings indicate that, when forming education policy, it is necessary to pay more attention to the importance of Lithuanian language in the education process.

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HESITATIONS IN THE FIRST (JAPANESE) AND THE SECOND (RUSSIAN AS LEARNED) LANGUAGES

Proficiency in a language is one of the main factors that influence speech production. Hesitations are one of the universal features of spontaneous speech as they are the markers of the process of thinking. Thus, it is worth comparing this phenomenon in the native and second languages to understand how the processing of the first language differs from the processing of a second language.

The goal of the study was to describe the pauses of hesitation in the speech of native speakers of Japanese learning Russian as a second language.

We conducted an experiment in which five Japanese students who had at least B1 level of Russian as a second language had to perform five tasks: 1) to produce two monologues on a given topic, 2) to act out two dialogues with the interviewer, 3) to describe two pictures, 4) to read two texts, and 5) to retell them. In each task, one of the narratives was meant to be dynamic, i.e. to include mostly the description of actions, whereas the other one was static. All participants performed all tasks both in Japanese and Russian. The experiment consisted of two sessions with approximately a month between them. If a participant performed a certain task in Japanese during the first session, during the second one it was in Russian, and vice versa. The total duration of the spoken material we recorded is around 4 hours and 20 minutes.

We annotated the data in PRAAT (<http://www.fon.hum.uva.nl/praat/>) and marked all pauses of hesitation, both silent and filled ones. Then, we checked for the influence of the language and the type of the text on the number of silent hesitations using Student's t-test. We also performed qualitative analysis of the filled pauses of hesitation. We will focus on the silent pauses in the paper.

We found statistically significant influence of the language on the number of silent pauses for four out of five participants: there were less hesitations in the native language (Japanese) than in the second one (Russian). According to the results, the number of silent pauses in the speech in the second language is influenced by several factors: proficiency in the second language, the dialect (in the native

language) of a speaker, the period of residence in the country of the second language, the regularity of usage of the second language. In the speech of the informants who have been living in Russia for a long time and using the Russian language in different situations, we found fewer silent pauses of hesitation than in the speech of those who have been learning Russian longer, but not in Russia, and do not use it actively. We did not find any significant influence of the text type on the number of silent pauses in general. There is a tendency for hesitations to be less frequent in dynamic texts than in static ones only for the narratives in Japanese.

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REDUCED WORD FORMS AS AN INDICATOR OF LANGUAGE PROFICIENCY

The production of spontaneous speech is one of the most challenging skills for second language learners. We assume that one of the features that make the speech of second language learners sound unnatural is the way they use reduced words forms, i.e. words with one or several sounds omitted that are quite common for the spontaneous speech of native speakers.

In the paper, we will compare how frequent word forms which often undergo reduction in the speech of adult native speakers of Russian are realized by Chinese students learning Russian as a second language, by Russian-speaking adolescents, and by Russian-speaking children aged four to six years.

We conducted an experiment to collect the data. 16 Chinese students learning Russian as the second language (B1 or B2 level, five or more years of learning the language) and 28 Russian-speaking adolescents performed several similar tasks: an interview, a role-playing game, commenting on several pictures, and reading. 31 Russian-speaking children had a short introductory chat with the tester and then played a role-playing game “Shopkeeping”.

The analysis of 1163 realizations of 38 frequent Russian word forms in the speech of the Russian-speaking adolescents showed that 44% of them were reduced, i.e. had at least one omitted sound. We found 1380 realizations of 38 frequent Russian word forms in the speech of the Chinese students. 37% of these realizations were reduced and 40% of the realizations had at least one substitution of sounds compared to the canonical realization of a word form. The tendencies in word reduction (omissions of unstressed vowels, the consonant [j], etc.) were similar in the speech of the second language learners and native speakers. The substitutions of sounds in the speech of Chinese students were caused by the differences in the phonological systems of Russian and Chinese (for example, voiced consonants were substituted for voiceless, and vice versa). We did not find any typical substitutions of sounds in the speech of the Russian-speaking adolescents. Both the distribution of reduced and unreduced variants

as well as the typical realizations in the speech of the Chinese students were closer to the speech of the native speakers in the reading task than in spontaneous talking.

We analysed 266 realizations of 14 frequent word forms in the speech of the Russian-speaking children. According to the results, the most vivid difference between the reduction tendencies while acquiring Russian as native and as a second language is that each child normally preferred only one realization of each frequent word form in his or her speech, whereas in the speech of every Chinese student usually there were several phonetic variants of each word.

The results we obtained show that the second language learners of Russian with B1 level still experience difficulties with spontaneous speech production caused by the influence of the phonological system of their native language and by the variability of realizations of frequent word forms in their speech.

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THE VARIETY OF SLAVIC LOANWORDS IN M. VALANČIUS’ “PATARLĖS ŽEMAIČIŲ“

Motiejus Valančius was the key figure, who revived the weakening ideas of Žemaičiai Movement in the middle of the 19th century. His unique mind, intuition and non-conflict character allowed him to establish a national state of some kind and the language served as a tool of its governing. However, the lexicon of M. Valančius has not been extensively researched and his collection of small folklore “Patarlės žemaičių” (Proverbs of Žemaičiai/Samogitians), which was published in 1867, has been even less studied. Moreover, the borrowed lexicon in the collection has not been analysed at all so far.

Loanwords can be grouped not only according to their origin but also on the basis of their chronology. The oldest Slavic loanwords are borrowings from the western dialects of Eastern Slavs that date back to the 9th-11th centuries. In fact, the Slavic loanwords of the old layer usually do not differ from endogenous Lithuanian words. Most frequently they provide the only possibility of naming an object or a phenomenon, they are integrated into the phonological and morphological system and their derivational potential is the same as that of endogenous Lithuanian words. The majority of these Slavic loanwords reached the Lithuanian language from the Old Russian or slightly later from the Ruthenian language. Other Slavic loanwords at present are attributed to the group of inappropriate borrowings because endogenous words that mean absolutely the same are available in the Lithuanian language. The origin of these Slavic loanwords is more frequently unclear and only in very rare cases the chronology or phonetics of a borrowing can prompt the language donor. It is necessary to mention hybrids i.e., dialectic variants between loanwords and endogenous lexicon. Slavic loanwords and hybrids are few in “Patarlės žemaičių”: they are found in 238 out of more than 1350 proverbs. The borrowings of older layer are found there (*Vodaklės ir žvirbliai dievobaimingi bažnyčioj už **altoriaus*** (En. *an altar*) *lizdus neša. Kieno gera laimė, tas ir **bažnyčioj*** (En. *a church*) *gauna per ausį. Du **grybu*** (En. *a mushroom*) *per riebū. **Turguje*** (En. *a market*) *daugiau veršenu nekaip jautenu*). However, the majority of borrowed lexicon consists of inappropriate Slavic loanwords and hybrids (*Nė ugnies*

negaliu paųyčioti (En. *to borrow*). *Pakol ištarsi žodį ant kito, pamislyk* (En. *to think*) *apie save. Skola ne rona* (En. *a wound*), *neužgis*.). “Patarlės žemaičių” by M. Valančius contains rarer loanwords as well (*Adomkau, bjauri naujyna, Kolainiai virsta į burliokyną* (En. *a living place of Old Russian Ritualists*)).

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WHAT DOES THE CONCEPT *LANGUAGE* MEAN TO A LITHUANIAN?

The language is the basis for the nationality and a part of culture, which contributes to passing down customs regardless of the place of the individual's living. It is the language of the nation that an individual feels a part of as well as the language of his/her country and state and, what is more, a foundation of all the national values. The following basic syndromes of this concept can be distinguished:

- **a means of communication and information transmission.** While communicating the individual can not only transmit information but also express his/her opinion, persuade somebody or spread ideas. The quality of language is revealed in communication: if the aim is to persuade, influence or inform somebody, the language has to be clear, understandable, the words have to be pronounced in a normal volume and tone, otherwise such a language will not be understood and is likely to lead to tension or unfriendly atmosphere among speakers. Even more, communication can break down completely. Young people in Lithuania have started seeing the language as a tool or an instrument, which serves as a key to open the door to communication, work and learning of the surrounding world. The emergence of new understanding of the language as a language for specific professional purposes has also been observed. Firstly the language associates with the mother tongue. It is also understood as an element, which links language users, their homes and parents. Thus, communication can embrace both wider and narrower participation. Lithuanians living abroad state that they see the possibility of making yourself understood, communicating and learning new culture as well as people as the most significant factor.

- **an expression of consciousness and thoughts.** The language is understood as simply a way of expressing thoughts and this function is reflected in dialectic examples, literary discourse as well as in publicistic works. The same meaning can be found in dictionaries. The philosophical discourse particularly emphasises the link between the language and consciousness: the language derives for human consciousness; words reflect consciousness; in case the link between consciousness and

language is absent, the individual's life may break up. The language reveals the uniqueness of thinking and perception of the world. The language and the thought affect each other, and they cannot exist without each other. Therefore, harmony emerges in the language.

- **an identity marker.** In all the three parts, the language is undoubtedly a part of nationality and culture, which contributes to passing down customs wherever we live. It is the language of the nation that an individual feels a member of, the language of his/her country and state. The language also serves as an underlying basis of all the values of the nation. Young people living in Lithuania perceive the language as a part of identity, motherland, unity with other country fellows or even freedom of history. They also see the language as an underlying basis, a certain symbol or a legacy from previous generations and for this reason it has to be protected. This legacy is understood as a characteristic feature of a particular state or country as well as property of the whole nation. The language facilitates preservation of identity, the link with the nation, its culture and history for Lithuanians living abroad. The language mobilises people who share the territory and historical fate.

- **a system.** The understanding of system here is slightly different compared to that provided in a dictionary as it refers not only to a system of words and sounds but also to body language and gestures. Finally, there exist programming languages and artificial intelligence.

- **an indicator of individual's culture.** Or in other words, young people in Lithuania refer to it as a marker of individual's cultural and social layer, i.e. as a certain visiting card. Other elements of the concept show that the person's language can reveal his/her intelligence, educational background and maturity level. The language also stimulates intellectual development.

- **an indicator of life, health.** The language is one of the sign of individual's life and vitality, whereas ability to articulate and pronounce words can be seen as an indicator of health. Although this element is assigned to the periphery of the concept rather than to its nucleus, it is still relevant to the analysis of the concept.

- **non-human language.** This component also belongs to periphery because this shade of meaning is visible only in certain texts. For example, literature fully employs all the expressive powers of the language and it becomes a feature that is not characteristic of a human being exclusively. Anybody and anything that human senses embrace can speak in literature, i.e. trees, various phenomena. The animal language is even more specific – especially of the animals that are linked with humans by sacral relations.

The ideas of Vydūnas still remain relevant. He saw the meaning in learning other languages and even saw it beneficial. However, according to him, the benefit came only if an individual had profound knowledge of own mother tongue. Another thought by Vydūnas is also significant: the mother tongue has also to be learnt and only then it will disclose its treasures. Only the mother tongue allows you to express everything what you think about, feel or know. It is only in the mother tongue that everything what has been created by predecessors and passed down from generation to generation is stored and remains alive. Vydūnas was against the messy language stuffed with loanwords because borrowings from other languages rarely clarify the thought. The users of mixed language encounter even bigger obstacles because words reflect consciousness and they are forced to untangle concepts that derive from different consciousnesses. According to him, the language clearly shows what is already alien and not worth belonging to it – you only have to listen better. It is important also to listen to the words of J. Minkevičius, who states that if an individual is not in unity with the language, he or she becomes disabled in a certain way.

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MAPPING LINGUISTIC VARIATION NOW AND THEN

During the late 19th and the early 20th century some parts of Europe have gone through an era of language and dialect documentation. The outcome of this era are numerous language atlases, eg. Georg Wenker's *Sprachatlas des Deutschen Reiches* (German language atlas), Jules Gilléron's *Atlas linguistique de France* (Linguistic atlas of France) or also the *Lietuvių kalbos atlasas* (Lithuanian language atlas). The aim of all these projects was to document language variation in time of rapid development in mobility, economic and demographic growth. The atlases which are left to us are of an inestimable value – they allow us today to understand the mechanisms of diachronic language change much better and they give us the possibility to interpret synchronic language change much more successfully than before.

In the past 10 years, the use of new methods in variationists' linguistics has been the starting point of a second era of language data collection. Together with the historical material out of the already mentioned atlases, the newly elicited data encourages linguists to think about the creation of a new language atlas generation.

Most recently, we find ourselves faced with the question of how to publish the results of our own new data collection. This talk takes a closer look to historical and recent data collections and their outcome both, in and outside Lithuania. We will discuss why the new language atlases differ greatly from their historical ancestors today and whether the paradigm of sociolinguistics, brought up in the 1960ties, has had an influence or not.

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NEW LINGUISTIC TOOL FOR SPEECH INTONATION ANALYSIS AND ITS APPLICATIONS

IntonTrainer software system was designed to train learners in producing a variety of recurring intonation patterns of speech in foreign language. The system is based on comparing the melodic (tonal) portraits of a reference phrase and a phrase spoken by the learner. The main algorithms used in the training system proposed for analysing and comparing intonation features are considered. This work is a follow up study to the previously introduced model of universal melodic portraits (UMP) of accentual units (AU) for the representation of phrase intonation in text-to-speech synthesis [1, 2].

The proposed computer trainer provides additional visual feedback, as well as a quantitative estimation of the correctness of speech intonation in the process of foreign language learning [3 – 5] or for an instrumental evaluation of the intonation quality of synthesized speech [6]. “IntonTrainer” is available for free download (see <https://intontrainer.by>). It is primarily focused on learning the intonation of foreign languages. A set of reference sentences is given which represents the basic intonation patterns and their main varieties of Russian, British English, American English, German and Chinese speech. The system analyses intonation, represents the tone pattern and spoken phrasal intonation on the screen, and estimates an intonation similarity.

We also conducted an experiment on an instrumental evaluation of the prosodic quality of synthesized Russian speech by using of “IntonTrainer” computer system. Our approach to assessing the intonational quality of speech allows to treat a synthesized speech with the same strict requirements as are applied to students studying Russian as a second language. In [6] we describe the technology used for the instrumental evaluation of the intonation quality of synthesized speech and the acoustic database of reference phrases used to assess the intonation quality of synthesized speech.

The main results of the update of the IntonTrainer system for the purpose of analysing and studying the prosodic signs of emotional intonation are described in [7]. A distinctive functional feature of the

updated system is the creation of an expanded set of prosodic signs of emotional intonation. We describe an upgrading of the “IntonTrainer” for the purposes of analyzing and studying the prosodic signs of emotional intonation, which did not include the creation of a valid speech emotion recognition model. The ultimate goal was limited to the creation of a tool that would provide analysis and visualization of an extended set of prosodic signs of emotional intonation, and which could be used as a new tool for phonetic studies of speech.

The purpose of this article is to give a detailed description of the structure and features of the practical use of the developed system which can be used in the following fields:

- In foreign languages learning to visualize and correct intonation or for improving intonation skills of one’s native language in some professions: call center operators, radio and TV announcers, etc.
- Study of individual, emotional and stylistic features of intonation.
- Comparative evaluation of speech intonation in norm and pathology.
- Estimation of the intonational quality of synthesized speech, etc.

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**THE EFFECT OF OTHER LANGUAGES ON PUPILS' LITHUANIAN:
THE CONNECTION BETWEEN LANGUAGE USAGE,
TEACHING, AND LEARNING**

Pupils' language is attracting an increasing amount of attention from scientists and members of the public who are pondering as to what extent other languages could affect the development of pupils' language, deteriorating literacy, and so on. Another thing that makes addressing changes in the usage of the Lithuanian language at a school so important is that it is at this time that the effect of other languages is the strongest and with the compulsory learning of the Lithuanian language in place, the school offers the biggest set of opportunities to influence the usage of language. Having identified the languages that have the biggest effect on pupils' language and having assessed the connections between the Lithuanian language and teaching and learning it, we can affect and build pupils' competences of the Lithuanian language.

Based on the data from pupils themselves* (200 pupils from grades 4, 6, and 8 from different cities of Lithuania: Druskininkai, Kaunas, Klaipėda, Panevėžys, Šiauliai, Vilnius), the report introduces the pupils' opinion of the languages that dominate their vernacular, demonstrates how the pupils' answers correlate to their attitudes towards Lithuanian classes, teaching the Lithuanian language, and the Lithuanian language in its own right.

When asked how about their progress in learning Lithuanian and a foreign language, the pupils said their Lithuanian was at the lowest level. This obviously has to do with Lithuanian classes. The study has revealed a direct relationship with pupils who pointed they were excelling in Lithuania also claiming to be enjoying their Lithuanian classes. This fact is also tied to the attitude towards the Lithuanian language. The answers to statements I am proud of the Lithuanian language are in direct connection with statements I enjoy Lithuanian classes, I excel in Lithuanian at school.

An interesting fact is that when asked about the language in which they usually watch films, the majority of the pupils said they do it in English rather than Lithuanian. Browsing the Internet is pretty

much a similar story: most of the pupils said they browse the web in English and not in Lithuanian. Whereas the situation is quite the opposite when it comes to reading books, with the majority of the children reading their books in Lithuanian and only individual pupils reading them in English or Russian. This is an important thing to note, for book-reading could offer an opportunity to affect and shape the language skills in pupils.

*The data were collected by participating in a project supported by the State Commission of the Lithuanian Language.

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THE PERCEPTION OF POSTVOCALIC NASALS IN STANDARD LATVIAN

It is known that murmur spectrum of nasal consonants contains mainly cues for nasal manner of articulation, while the primary information for indicating place of articulation regardless consonant manner is found in the formant (mostly F2) transitions of adjacent vowels (Delattre et al. 1955, 769; Ladefoged 2003, 53). Still, perception studies suggest that murmur structure is relevant for distinguishing between nasal places as well and complements the cues encoded in the adjacent segments (Repp 1986; Repp & Svastikula 1988).

In Repp (1986) and Repp & Svastikula (1988), it was concluded that nasal murmur contributes to recognition of nasal place significantly for /m/-/n/ distinction in both CV and VC syllables. The present study, which is currently in progress, deals with perception of Latvian nasals in postvocalic position and complements the experiment with prevocalic nasals conducted by Taperte (forthcoming). There are three nasal phonemes in Standard Latvian: bilabial /m/, dental /n/ and palatal /ɲ/ (Laua 1997, 35, 39–40, 51). The aim of the paper is to investigate the relevance of murmur segments and vowel formant transitions for the perception of /m/-/n/, /n/-/ɲ/ and /m/-/ɲ/ contrasts. For this purpose, a perception experiment has been carried out. Stimuli have been created using laboratory speech recordings from two native Latvian speakers (one male and one female) by extracting vowel and murmur portions from the VC parts of CVC sequences, where V is one of the vowels /i, a, u/ and C is one of the nasals /m, n, ɲ/.

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SYNERGETIC DESCRIPTION OF PHONOCONCEPTS TYPICAL OF ENGLISH SMALL FOLK TEXTS

The present-day development of psycholinguistics and cognitive science based on the ideas of synergetics enables the scholars to get a new insight into the mechanisms of speech generation and production. Considering this, the aim of our research is to describe the phonoconcepts generated in the person's spiritual sphere in the process of English folk texts' oral actualization.

Following the definition put forward by A. Kalyta (Kalyta 2016, p. 40) we shall view the phonoconcept as a specific cognitive entity, formed on the basis of a person's communicative experience, which comprises a content minimum of knowledge, and is capable of being stored in an individual's long-term memory in the form of a sound image or symbol as well as of being reproduced in speech with the help of definite phonetic structures.

The study of this issue in terms of English folk texts actualization proved the methodological expediency of applying the Klymenyuk's pyramid (Klymeniuk 2010, p. 210) depicting a complex synergetic mechanism of the conceptual spheres formation in the individual's memory in the processes of thinking and speaking activities. Sound and auditory concepts being of a verbal nature are encoded by the speaker and decoded by the listener as a certain semantic entity primarily due to their definite intonational organization.

The synthesis of the outlined ideas allowed us to form a synergetic model (Kalyta, Taranenko 2011) presenting the self-development of phonoconcepts' generation in the individual's spiritual sphere in the process of reading out loud or retelling English folk texts.

The linguo-energetic interpretation of the obtained results made it possible to conclude that the functioning of phonoconcepts in folk texts is preconditioned by their semantic, structural, functional and pragmatic specificity. Due to this, we registered the phonoconcepts of moral admonition, introduction into the narrative, climax tension, expressing sincere gratitude, warning, direct address, rhetorical question with the connotation of persuasive inducement, sarcastic question, etc.

Each phonoconcept, irrespective of the text genre, is actualized by a definite intonation pattern. For instance, the phonoconcept of sincere gratitude is materialized with the help of a slow rate of a falling tone on the word *Thank*, e.g.: “\Thank you \kindly, |sir”, ...-I \thank |Thee.

The intonation pattern of the phonoconcept representing a rhetorical question of inducement consists of a falling tone with an upward movement on the nuclear syllable and a low level pitch of the unstressed syllables, followed by a negative mid or widened pitch interval: \Tell me |therefore, | which of them will \love him \most?”.

Due to their didactic nature, the majority of the analyzed folk texts are characterized by the phonoconcept of moral admonition, whose intonation pattern contains prosodic contrasts, the wavy movement of pitch within the syntagm, equally prominent notional words, rhythmic regularity and the absence of fluctuations in pitch, loudness and tempo: For |many are |called, | but \few are \chosen.” ||; |First |come, | |first \served.

The conducted study proves the expediency of using the Klymenyuk’s pyramid model as an effective methodological tool for the synergetic description of various phonoconcepts actualization in different types of utterances and texts.

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USE OF LANGUAGES IN BORDERLAND AREAS: COMPETITION AND ASPECTS OF INTERACTION

The paper addresses the peculiarities of the functioning of languages and their competition in Lithuania's southeastern and southern borderland areas. It analyses the situations of natural communication in the context of language (code) switching: when speakers are fluent in several languages and use them at the same time by actively switching between languages in conversations.

Though Lithuanian borderland or peripheral dialects or, to be more precise, local Lithuanian, Polish and Belarusian language varieties, have been studied for over a century, only the comprehensive studies of the past years revealed that it is not accurate to analyse local languages separately by focusing on each of them as an individual system. In such a complex – bilingual or even trilingual – linguistic environment the studies cannot limit with, for instance, phonetics, morphology or lexis of a single language. The research can only be successful and accurate in case two (or even three) languages, which are in use, are studied at the same time.

The present study brings forward and discusses the following major aspects of interaction of the three languages:

- 1) it identifies the patterns of convergence of phonetic phenomena: the reasons of levelling of phonetic phenomena of the language varieties functioning in the areas concerned are sociolinguistic; the comparison of the peculiar qualities of local Polish and Belarusian dialects revealed that their phonetics is essentially the same; some cases which are not typical of local Belarusian and Polish dialects when consonants are intensively confused were recorded; the informants pronounce the soft consonants used in the local Lithuanian dialects in the same way as they are pronounced when speaking local Slavic dialects; a careful phonetic study of the local Polish language may even reveal which language the informants used before learning to speak Polish – Belarusian or Lithuanian;

- 2) lexical or morphological interference: the core of common lexis, i.e. the mirror reflection of the same lexemes in all three languages, also creates the effect of language levelling; bilingual informants can translate an unknown or forgotten word, e.g. they generate unknown Polish words from the Belarusian language by applying several adaptation rules; local Polish and Belarusian dialects include Lithuanian constructions, e.g. participial forms with *-fšy*; the dative used in place of the Polish prepositional dative form, etc.; local Lithuanian dialects contain a number of lexical and grammatical Slavicisms, and their formation is first of all close to that of Belarusian.
- 3) a number of lexical and grammatical loanwords have established themselves in actively contacting Lithuanian and Slavic languages – it is one of the conditions accelerating the inclusion of foreign syntactical models into Lithuanian and their taking over; in the course of language (code) switching a single language system is created which is adjusted to two (or even three) used languages by turning them into an essentially one language; hence, people often use a single system containing elements from two or several languages; speakers associate the means of expression of a foreign language with their own and easily include them in their own language: prepositional constructions replacing respective non-prepositional constructions are becoming more and more common in Lithuanian borderland dialects.

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PRESCRIPTIVISM OR SCIENTIFICITY IN LINGUISTICS: A MISLEADING DILEMMA?

There are few things that heat the linguists' passions like the juxtaposition of descriptivism and prescriptivism and a descriptivists' crusade against the language standardisation, which has been ongoing for almost two decades, do.

An applied approach, where some alternative is preferred as a more suitable one and the language users are recommended to choose a standard version, is treated as a non-scientific activity by the descriptivists; this approach is propagated not only in the academic community, but also in society.

The analysis of "scientificity" vs "non-scientificity" would be much more productive if the linguists took a view from outside following the renowned modern methodology. We suggest opening the gates to a modern paradigm fundamental-applied-experimental research, acknowledged and applied in the European Union, described in the Frascati Manual instead of the opposition descriptivism vs prescriptivism applied to linguistics.

The Frascati Manual, which has been published by the Organisation for Economic Cooperation and Development (OECD) since 1963, has been used in carrying out comparative research and experimental development (R&D) analyses of different countries for over fifty years. Based on the initiatives of the OECD, UNESCO, European Union and multiple regional organisations, it has received global recognition as a standard for R&D surveys. The definitions contained in the Manual are recognised and applied by many countries, thus they allow for a general discussion in various fields. The Frascati Manual is considered the de facto reference document used in the field of R&D across many countries of different levels of economic development, different economic structures, and national research systems. The Manual focuses on the boundaries defining what is and what is not R&D. It is important to understand that the subject of Frascati analysis is the entire field of scientific activity, which helps avoid speculations that linguistics is allegedly subject to some exclusive, differently interpreted, scientific methods.

The presentation will show that the point where, according to the descriptivists, science ends and “non-science” begins is actually a transition to applied science and, consequently, to experimental development. A new paradigm is presented through the analysis of standardisation of new borrowings, as involving the stages of R&D.

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THE CORPUS OF TRANSCRIBED RUSSIAN ORAL TEXTS AS A TOOL FOR SPOKEN WORD RECOGNITION MODELLING

The variability of spontaneous speech remains one of the main problems for successful automatic speech recognition. However, a native speaker normally easily recognizes spoken word. We have been developing the Corpus of Transcribed Russian Oral Texts since 2009 in order to describe the phonetic variability of spoken Russian and to test speech recognition models.

The corpus includes the recordings of several talk shows and a radio interview. 115 minutes of spontaneous Russian are provided with the orthographic and acoustic-phonetic annotations that are available online: <http://narusco.ru/search/trn-search.php>. By using the online search one can find out what pronunciation variants a certain word can have in spontaneous speech. Reduced word forms are always among these variants.

In the paper, we will describe how our Corpus can be used for spoken word recognition modelling. Noun phrases with the reduced ending of the noun and its dependent elements (adjectives, ordinal numerals, and pronouns) were used as the material. We developed and checked a computer algorithm that is believed to be similar to how a listener recognizes spoken word. Previous psycholinguistic studies have shown that native speakers rely on the semantic and grammatical context to restore reduced units (Ernestus et al. 2002, Nigmatulina et al. 2016). Thus, the program has the main block, the module that retrieves the morphological information about candidates for recognition and the rules for word form processing and syntactic grouping. As there is experimental evidence that the mental lexicon of a Russian speaker includes all word forms (not only lemmas) (Ventsov et al. 2003: 26) and as there is an assumption that at least some reduced variants can be stored in the mental lexicon, the lexicon used by the program consisted of all realizations of all word forms found in the corpus. While interpreting a discourse unit with a reduced noun phrase the program was choosing among all possible interpretations of every reduced realization using both the morphological and semantic information about the candidates.

The analysis of the answers returned by the program demonstrated the efficiency of the algorithm — the reduced word forms were recognized correctly in the majority of examples. The main shortcomings to be solved in future research are as follows: 1) the algorithm should include the information about word frequency (presumably retrieved from the Russian National Corpus), and 2) the syntactic features of verbs should be described in more detail.

Although the main aim of our corpus is to provide the data for spoken word recognition modelling, we argue that the principles of annotation we developed (when all words are annotated manually and both in orthography and phonetically) can be useful for the development of spoken corpora for other languages.

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**LINGUISTIC AND NON- LINGUISTIC IN THE BELLES-LETTRES STYLE
GENERATING PROCESS (ON THE BASIS OF ENGLISH
MEDIEVAL POETRY)**

Medieval literary texts contain a lot of contexts, there being no counterparts among modern phenomena. The feature makes necessary the procedure of their analysis to be corrected [Golubev, 1982: 4].

The paper aims at investigating specific linguistic and non-linguistic aspects which influence on the style generating process; genetic relations of the folk and the courtois found in the domain of stylistic devices applied; linguistic characteristic features proper to the romances genre as well as their ethno-cultural colouring.

Discursive nature of the text and the style phenomena supposes to study interrelationship of linguistic and extra linguistic factors. The aim proves to be possible by virtue of the dialogue theory due to its connection with a wide range of linguistic issues; narrowness of the General Linguistics' scope [Vassulinskaia, 1979: 213] as well as the dialogue's dependency on the communicative situation [Peshkov, 1988: 149].

The sense of the text when perceived as given resulted from the mapping of inner and extra textual facts, the primary condition of the style originality [Grigoriev, 2006: 120].

Characteristic features marked by inner and extra aspects are considered in sociology of the literary language, the belles-lettres style basis, the direction developed by M. M. Gukhman.

Inner aspect of the literary language sociology focuses at the social differentiation and its reasons.

Extra aspect of the literary language sociology includes a number of issues connecting with the linguistic situation [Gukhman, 1977: 41], determined by certain socio-historical conditions.

The evolutionary processes of the style, genre and dialect under the influence of the socio-historical situation can be taken into account as an example of the phenomenon under study. Specific characteristic features of the processes mentioned in Great Britain appear as a consequence of the

Scandinavian and Norman Conquests. The very developing and strengthening of belles-lettres genres depend upon the ethno-cultural type dominant within the borders of a certain geographical territory. The Scandinavian dominance in the North East of the country stimulates flourishing of the ballad genre whereas the French chivalry culture which chances to be dominant in the South of the British Isles makes impulse to the romance genre flamboyancy [Iartseva, 1955: 101].

The further development of the genre literary system goes on within the scope of the marked areals under the further influence of the factors of the socio-cultural nature.

The same principle is the basic one in stylistic parameters' differentiating which function as indicators of definite groups' language.

The analysis of illustrative examples fixed in the textual material of the poem "Sir Gawain and the Grene Knight" demonstrates some genetic relations of courtois and folk stylistic devices. This stylistic group is presented by mostly lexical phenomena, id est, epithets and metaphors, used in portrait descriptions of the romance personages as well as every day scenes.

Original folk stylistic traditions are subjected to numerous transformations under the influence of altered and altering factors of linguistic and non-linguistic character. The fact to be considered while analyzing documental witnesses of art communication of ancient periods.

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THE FUNCTION OF CONTEMPORARY CULTURE AND ART IN REVITALIZING THE ENDANGERED LANGUAGE AND REAWAKENING OF THE DYING CULTURE AND IDENTITY

One of the characteristics of the reawakened languages of the last decades is that they do not reflect as much through policy and formal institutions as in the 19th century, when political demands were, as a rule, associated with formal request towards recognition of a language and its introduction to schools, administration and public life, but through (popular) culture, i.e. music festivals, drama, poetry, contemporary media art, as it is the case of the Welsh, Sámi languages, Cymbrian etc.

Films and other genres of visual arts in the regional, minority and local languages have won recognition across ethnic borders breaking the stereotyped thinking that such languages cannot compete with “main”, i.e. official national languages due to their regional boundaries. It seems that linguistic purism is in process of abandonment and a juxtaposition of languages is becoming appreciated. Regional, minority and local languages though being one of the keys of preservation of differences between regions and local environments, used to symbolize backwardness and lack of education for centuries, but in recent years the use of these languages has slowly discarded an associative relationship to the lack of civilization.

The purpose of the paper is to illuminate how to revitalize an endangered language and reawaken the culture and identity of its speakers through culture and art. My survey has focused on the two autochthonous minority languages spoken in Friuli Venezia Giulia, Italy, i.e. the Slovenian and the Friulian ones. In the last decades one can notice a number of different cultural and artistic activities in both communities, the common concept of which is to avoid folklore and create the most advanced artwork search, but under one condition: artists who come from all over the world must only work under the impression of stimuli coming from the environment.

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