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**DIVERSITY IN VERBALIZATION OF THE CONCEPT UNIVERSITY IN  
THE ENGLISH EDUCATIONAL DISCOURSE  
РІЗНОМАНІТНІСТЬ ВЕРБАЛІЗАЦІЇ КОНЦЕПТУ UNIVERSITY В  
АНГЛОМОВНОМУ ОСВІТНЬОМУ ДИСКУРСІ  
РАЗНООБРАЗИЕ ВЕРБАЛИЗАЦИИ КОНЦЕПТА UNIVERSITY В  
АНГЛОЯЗЫЧНОМ ОБРАЗОВАТЕЛЬНОМ ДИСКУРСЕ**

Розглянуто різноманітність вербалізації концепту UNIVERSITY в англomовному освітньому дискурсі. Надано дефініцію поняттям «концепт», «освітній дискурс», які були розглянуті через призму когнітивної лінгвістики. Проведено аналіз на підставі найбільш поширених варіантів англійської мови – британської англійської та американської англійської. Дослідження проводилося на основі освітнього дискурсу, в якому було проаналізовано по п'ять ВНЗ Великої Британії та Сполучених Штатів Америки. Для дослідження різноманітності вербалізації концепту UNIVERSITY було обрано фреймову структуру, яка найповніше відображає лексико-семантичні особливості досліджуваного концепту. Надано схематичне бачення концепту UNIVERSITY, в якому було виділено його складові: субфрейми, слоти та субслоти. Так як під час дослідження концепту UNIVERSITY був використаний компонентний та концептуальний аналіз, то було порівняно словникові дефініції вербалізаторів досліджуваного концепту. Аналіз досліджуваного концепту показав, що лексична одиниця *university* – це поняття, яке включає в себе цілий ряд характеристик та асоціацій. Лексичні одиниці, що представлені в освітньому дискурсі, були проаналізовані на основі їхнього сприйняття носіями англійської мови. Встановлено, що лексико-семантична структура концепту UNIVERSITY є досить складною та розвинутою. Під час дослідження концепту були розглянуті суттєві відмінності у вживанні лексичних одиниць, які актуалізують концепт UNIVERSITY. Причиною даної різниці є лінгвокультурні, а також історичні особливості розвитку двох досліджуваних варіантів англійської мови.

*Ключові слова: концепт, концептуальний аналіз, компонентний аналіз, освітній дискурс, вербалізація, лексико-семантичний варіант, британська англійська, американська англійська.*

Рассмотрено разнообразие вербализации концепта UNIVERSITY в англоязычном образовательном дискурсе. Предоставлено дефиницию понятиям «концепт», «образовательный дискурс», которые были рассмотрены сквозь призму когнитивной лингвистики. Проведен анализ на основании наиболее распространенных вариантов английского языка – британском варианте и американском варианте. Исследование проводилось в рамках образовательного дискурса, где было проанализировано по пять вузов Великобритании и США. Для исследования разнообразия вербализации концепта UNIVERSITY была выбрана фреймовая структура, которая наиболее полно отражает лексико-семантические особенности исследуемого концепта. В данном исследовании предоставлено схематическое видение концепта UNIVERSITY, в котором было выделено его составляющие: субфреймы, слоты и субслоты. Так как при исследовании концепта UNIVERSITY был использован компонентный и концептуальный анализ, то было предоставлено сравнение словарных дефиниций вербализаторов исследуемого концепта. Анализ исследуемого концепта показал, что лексическая единица *university* – это понятие, которое включает в себя целый ряд характеристик и ассоциаций. Лексические единицы, представленные в образовательном

дискурсе, были проанализированы на основе их восприятия носителями английского языка. Установлено, что лексико-семантическая структура концепта UNIVERSITY является достаточно сложной и развитой. Во время исследования концепта были рассмотрены существенные различия в употреблении лексических единиц, которые актуализируют концепт UNIVERSITY. Причиной данной разницы являются лингвокультурные, а также исторические особенности развития двух исследуемых вариантов английского языка.

*Ключевые слова: концепт, концептуальный анализ, компонентный анализ, образовательный дискурс, вербализация, лексико-семантический вариант, британский английский, американский английский.*

This article discusses the diversity in verbalization of the concept UNIVERSITY in the English educational discourse. The definition of the notions “concept”, “educational discourse” have been revealed through cognitive linguistics. The analysis is based on the most common variants of the English language – British and American. The research has been conducted on the basis of the educational discourse of the leading universities of the UK and the USA, namely, 5 leading universities of the UK and 5 universities of the USA. In order to study the diversity in verbalization of the concept UNIVERSITY a frame structure has been chosen. This structure fully reflects the lexic-and-semantic features of the concept under study. The article presents a schematic view of the concept UNIVERSITY, where its components has been highlighted: subframes, slots and subslots. When examined the concept UNIVERSITY, component and conceptual analysis has been used, so that the vocabulary definitions of the verbalizers of the concept under study have been compared. The analysis has shown that the lexical unit “university” is a concept that includes a whole range of characteristics and associations. Different lexical units presented in the educational discourse have been examined on the basis of English-speakers’ perception. It has been stated that lexical-and-semantic structure of the concept UNIVERSITY is quite a complex and developed one. Significant differences in the use of lexical units that actualize the concept UNIVERSITY has been considered. The reason for this difference are linguocultural as well as historical features of the development of the two variants of the English language.

*Key words: concept, conceptual analysis, component analysis, educational discourse, verbalization, lexical-and-semantic variant, British English, American English.*

Nowadays, universities are becoming more and more internationalized, so there is a question of using a number of languages of international communication (such as United Nations working languages (6 languages) [17], languages of the European Union (23 languages) [22], as well as the interaction of these languages, and as a result, the culture of the native speaker’s country with the culture and traditions of a country, in which the host university is located. Therefore, universities face the task of solving the issues of establishing language policy, multilingual education, that is why they should adapt to the local language situation, taking into account international exchange and cooperation as well as the growing need to learn languages of international communication. Collaborating with various administrative units of the government and ministries, universities develop language policies with the aim of establishing and implementing high-level goals, such as maintaining the standards of their degrees and other qualifications at the highest, internationally

competitive level; providing opportunities for students to learn and to develop their full potential to pursue their future lives and careers [20]. So, a university – is a place where the language policy is implemented.

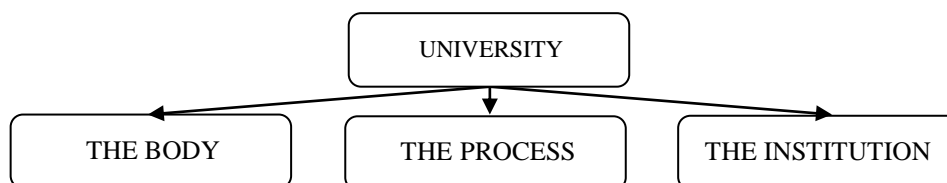
Linguistically, the concept UNIVERSITY is a multifacet unit. The analysis of the “concept” belongs to one of the priority areas of language studies. The concept is the unit of mental or psychic resources of our consciousness and the information structure that reflects the knowledge and experience of a person; the operative content unit of memory, mental lexicon, the conceptual system and the language of the brain, the whole worldview reflected in the human mind [5, p. 89-90]. Concepts are mostly viewed through the discourse analysis. By discourse we understand a closed communicative situation (event), the components of which are communicants and the text as a sign of mediation, that due to various factors mediates communication and understanding (social, cultural, ethnic, etc.) [6]. The subject of this study is an educational discourse. The educational discourse is defined as a sphere of interaction between actors of the educational process, which exists in educational environment of different levels, includes participants of a discourse, different educational goals, values and content [1]. The main feature of the educational discourse is that it is limited to a certain social institution, namely, an institution of higher education [3].

The aim of the given study is to examine the peculiarities of the concept UNIVERSITY in similar linguocultural areas. The main objectives of the given research are: to identify features of the verbalization of the concept UNIVERSITY; to determine the relevance of the verbalization of the concept UNIVERSITY in the British and American educational discourses. In order to fulfil these objectives, it is necessary to pay attention to the structure of universities. To describe the concept, it is appropriate to use a frame structure. Frames are units that are organized around a certain concept. In contrast to a simple set of associations, these units contain basic, typical and potentially possible information that is associated with a particular concept [2, p. 16-17]. The analysis of the verbalization of the concept UNIVERSITY was conducted on the basis of the research of educational discourse of some

universities of the UK and the USA, namely, 5 leading universities of the UK and 5 universities of the USA. The analyzed lexical units allow establishing the features in perception of different educational phenomena by certain English-speaking countries.

So, to single out the verbalizers that accompany the concept UNIVERSITY the following methods have been applied. Based upon the conceptual analysis that includes studying the structure, schematization of the concept and the cultural description of its constituent elements [7, p. 249], component analysis, where the meaning of a word is an organized structure of the set of elementary units [8, p. 112], and the analysis of dictionary definitions, where the focus is on vocabulary interpretation as the source of the discovery of semantic components [9], the most significant verbalizers have been selected. In the view of the language policy and multicultural affairs there were singled out 3 subframes within the concept UNIVERSITY: THE BODY, THE PROCESS and THE INSTITUTION.

One of the approaches of the conceptual analysis that fully reflects the lexicological and semantical features of the concept is a frame structure. The frame structure is represented as a two-level structure. It is a network of nodes and links between them [6, p. 771]. Schematically, the frame structure of the concept UNIVERSITY can be represented as follows:



The analysis of factual material has shown that the most abundant group of lexical units is united by the cognitive feature THE BODY. The given subframe is actualized with 60 lexical units (*president, chancellor, vice-chancellor, rector, provost, faculty, staff, students, undergraduate, postgraduate, academic, academic staff, dean, assistant dean, associate dean, professor, assistant professor, associate professor, instructor, lecturer, tutor, teacher, etc.*). The subframe THE BODY, in its turn, is grouped into the following slots: THE HEAD, THE STAFF, STUDENTS.

It should be emphasized that two variants of the English language are presented

by diverse verbalizers due to different educational cultures.

According to the multicultural features of the concept under the study, the analysis of leaflets and web-sites has identified that the slot THE HEAD is verbalized by the following lexical units: *president / chancellor / vice-chancellor / rector*. The research has shown that the lexical unit *president* is a feature of the American educational discourse. The study of vocabulary definitions as well as leaflets of Harvard University, Princeton University, California Institute of Technology, confirms that (*president* – is the head of a university (North American) [12]).

In the British educational discourse, a head of university is represented by the lexical units *chancellor, vice-chancellor* and *rector* [12]. The dictionary gives the following explanation: “The Chancellor does not take part in running the university”; “the honorary head of a university (British and Canadian)” [12]. Other dictionaries also highlight the abovementioned: “the titular head of a British university” [16]. So, a *chancellor* is the titular head of the university, and the one who manages the university is represented by the lexical unit *vice-chancellor*. According to the dictionary definition: “*Vice-Chancellor* – is the person who runs a British university” [16; 14]. The study of the web-sites, leaflets and printed materials about the leading universities in the UK [20; 21] confirms this definition. According to the educational discourse of web-sites and leaflets of the University of Oxford, the Chancellor is a person who is “usually an eminent public figure elected for life, serves as the titular head of the University, presiding over all major ceremonies” [21], whereas the Vice-Chancellor “holds office for seven years and is the senior officer of the University” [21]. Having considered the verbalizer *rector*, one should mention that *rector* – is the “person in charge of a university or school” sometimes with clarification “of certain university, college, school” [12; 18].

Taking under consideration the slot THE STAFF it is necessary to point out, that both in the American and British educational discourses the lexeme *staff* denotes the entire staff employed by the organization [11]. This was confirmed on the basis of studies of the US and UK universities’ leaflets [13; 15; 20]. Dictionaries mark the lexeme *faculty* in the meaning of the staff of professors and teachers as a feature of

the American educational discourse [11; 12]. In the British educational discourse the people who are specialized in teaching are called *academic staff* [20]. The lexeme *faculty* is also viewed as a department in a university [14].

The analysis of factual material has shown the difference in definition of the lexical unit *dean* that actualizes the slot THE STAFF. It should be noted that the lexical unit *dean* has different lexical-and-semantic variants (LSV – is one of structural variants of the word, which cumulative semantics, in the case of polysemy, “splits” into separate parts [4]), both in American and British English. In the American educational discourse one should mention the following LSV of the lexical unit *dean*: **a)** the head of a division, faculty, college, or school of a university; **b)** a person who is in charge of one of the parts of a university (such as a college or school) [12; 16], for example in the American educational discourse we can find the following verbalizer – Dean of Stanford Graduate School of Business. In perception of American English speakers a *dean* is defined as the head of a part of the university. Having considered the British educational discourse, we can mention the following LSV (BrE): **a)** a person who is in charge of one of the parts of a university (such as a college or school); **b)** a person whose job is to give advice to the students in a college or high school and to make sure that they obey the school’s rules [16]. Considering the first LVS (a) of the lexeme in question, one can say that a *dean* is a head of the faculty. As for the other definition – LSV (b), one can mention that in collegiate universities [20; 21], each college may have a dean who is responsible for discipline. The analysis of extralinguistic information found out that in the educational discourse of St Hugh’s College (the University of Oxford), a dean of the college is responsible for disciplinary matters, and also controls a group that includes an Assistant Dean and usually four Junior Deans. Their duties include watching during the evening and night hours, and they must respond to complaints or incidents in College [21].

The analysis of the lexical unit *students* is a question of the further investigations of the concept UNIVERSITY.

So, both in the American and British educational discourses there is almost

the equal number of verbalizers in the subframe THE BODY. The difference lies in the fact that these verbalizers acquire different cognitive features in different educational discourses.

The next subframe with common cognitive features under the study is THE PROCESS. The given subframe is actualized with 24 lexical units (*semester, quarter, term, curriculum, course, module, lesson, lecture, subject, classes, etc.*). In the given research the subframe THE PROCESS is limited to the lexical units *semester, quarter* and *term* that verbalize the slot TERM.

The American educational discourse has shown that the lexical unit *semester* is a half-year term in a school or university, especially in North America, typically lasting fifteen to eighteen weeks [16; 18]. An academic year is divided into 4 parts – quarters, as well [18]. For example, according to the American educational discourse the academic year at Stanford University is verbalized by the following lexical units: Autumn, Winter, Spring and Summer Quarter [19].

Both in the American and British educational discourses the lexical unit *term* denotes “each of the periods in the year, alternating with holiday or vacation, during which instruction is given in a school, college, or university, or during which the law court holds sessions” [18]. A *term* in this sense does not have a fixed calendar, it is divided into a *quarter, trimester* or can consist of two *terms*. According to the British educational discourse many universities designate terms as Autumn, Spring and Summer terms, their duration is uneven. Considering the British educational discourse the academic year at the University of Oxford is actualized by three lexical units: Michaelmas, Hilary, Trinity (eight-week terms) [21], eight-week term at the University of Cambridge has the following verbalizers: Michaelmas, Lent, Easter [20]. Therefore, a trimester system dominates in perception within the British educational discourse.

Thus, the subframe THE PROCESS has more verbalizers in the American educational discourse than in the British one. This can be explained by the fact that the UK is apparently more traditional, whereas the USA is more democratic in terms of designating some notions.

The last verbalized subframe under research is THE INSTITUTION. The given subframe is actualized with 14 lexical units (*institute, college, school, laboratory, campus, faculty, department, etc.*). An immediate analysis of the factual material has allowed us to state that the means of verbalization of this subframe in the given research are nouns: *college, department, school* and *faculty*.

When studied the lexeme *college*, it was found out that in the American educational discourse the lexeme *college* is denoted as a place where students may obtain a bachelor's degree, but a university offers a degree in both bachelor's and master's degrees. It should be noted that in British English, the lexical unit *college* is used in the names of some schools, especially when designating private schools where the education is paid by parents. In the historical past, the lexical unit *university* was used as a synonym to the lexical unit *college* [10, p. 623]. Thus, in the American educational discourse these notions are identified: a university is equal to a college with university functions.

The next two verbalizers *school* and *department* also have linguistic and cultural differences. Having analyzed lexicographic sources, we found out that the lexeme *school* – is the part of a college or university specializing in a particular subject or group of subjects both in the British and American educational discourses [11]. The essential distinction between what is called *department* in British English and American English is to be noted. According to the American educational discourse a *department* is a component of a school [19; 15]. Considering the lexical unit *department*, it is worth noting that *department* is a division within a school that is responsible for a particular area of study [11]. In the educational discourse of the University of Cambridge there are 6 schools, each of which is divided into faculties, which, in their turn, have departments [20]. In the educational discourse of the University of Oxford there are 4 academic divisions, within which are individual departments, faculties or other centres [21]. So, there is a difference in perception the lexical unit *department* within the British educational discourse itself.

As it was said above, people who teach in a college or university, or in a department of a college or university are meant by the lexeme *faculty* in case of the



American educational discourse, whereas a structural component *faculty* as a department within a university or college is a peculiar feature of the British educational discourse. The analysis based on the British [20; 21] and American educational discourses [13; 15] confirms the given diversity in verbalization.

In the American educational discourse as well as in the British educational discourse there is almost the equal number of verbalizers of the subframe THE INSTITUTION.

To sum up, the verbalization of the concept UNIVERSITY has been studied on the basis of two commonly and widely used variants of the English language. In the given research the concept UNIVERSITY is verbalized by 98 lexical units. Thus, the concept UNIVERSITY has more verbalizers in the American educational discourse than in the British one. The reason for that is the fact that the UK is apparently more traditional, whereas the USA is more democratic in terms of designating notions in the sphere of education. There is a significant difference in the verbalizers that actualized the concept UNIVERSITY in the English educational discourse that acquire their own cognitive features functioning in the field of educational discourse due to certain historical, cultural factors. The verbalization of the concept UNIVERSITY has been displayed by means of the frame structure that fully reflects lexical-and-semantic features of the given concept. The perspectives of the further research are determined by the cognitive and linguistic features of other subframes and slots composing the structure of the concept UNIVERSITY.

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