Teaching English to University students, whose majors are either sciences or humanities, aims at developing their cross-cultural communicative competence based on professional knowledge and skills which will allow them to use English as a means of general- and special-purpose communication in their work and research areas.

One of the ways to greatly contribute to students’ professional image in the future is shaping their professional language image which is supported by enlarging their professional vocabulary. Thus, we as teachers may use two approaches to teaching students special-purpose languages. The first approach is focused on introducing new terms and special words naming professional ideas, things, objects and processes, and therefore working on students’ memorizing the new professional vocabulary. The second one consists in research-based activities aiming at students’ studying and understanding language laws and processes such as mechanisms of metaphor, metonymy and theory of primary and secondary nomination that regularly take place in a language and underlie the development of a special-purpose language.

In our paper, firstly, we will characterize a special-purpose language as a dynamic system designed to name things and processes. We will dwell on the ways of developing special-purpose vocabularies and their role in communicating professional ideas. Secondly, we will look at metaphor as an effective and regular tool to develop special secondary meanings of common words in special-purpose languages. In this part we will also focus on a special-purpose language, language tools and techniques, used by PR and advertising specialists who shape public opinion. Thirdly, we will illustrate the effectiveness of this research-based approach to enlarging students’ professional vocabulary. Fourthly, we will demonstrate research-based tasks and activities designed to develop students’ professional vocabulary using professional-oriented academic and newspaper texts and stories in our booklet.

Keywords: special-purpose language, term formation, secondary metaphorical meaning, mechanisms of metaphor, comparative method, component analysis method, continuous sampling method.

1 INTRODUCTION

Global trends in social and economic development reveal that scientific, technical and technological progress, as well as international and intercultural interaction and cooperation are being driven basically by developments in science and technology that involve generating new ideas, concepts and knowledge underlying further discoveries and breakthroughs. Apart from these global trends, we are facing a necessity to introduce and utilize new information and data in a variety of professional and special fields of economy, industry and technology, thus, supporting their promotion and development, which results in a variety of special-purpose languages needed to effectively communicate and share professional concepts and outcomes, and thus, interact and operate in a multilingual environment. The English language has been a bridge language to be used all over the world for years and in our context it is necessary to speak about the special-purpose English language which may be subdivided into as many special-purpose languages as many professional fields there might be. We may distinguish among engineering English, marketing English, IT English and many more other special-purpose English languages. And all of these special-purpose languages are characterized by special-purpose vocabularies (terms, special words) used within professional communities and subgroups.

Our University students are supposed to learn the English language to use it for professional purposes to be able to communicate as specialists in their professional field interacting and collaborating with their international colleagues.
First and foremost, learners have to understand what is characteristic of the special-purpose language they are going to use as a professional communication bridge. One of the ways, let us call it, “a lecturing way”, suggests that learners write down and take time to comprehend specific rules, words, structures, descriptions, terms and special-purpose vocabulary to acquire a language for professional purposes. On the one hand, this is very helpful and necessary to build the theoretical background for developing professional practical skills in the English language. On the other hand, a University teacher of English cannot afford to spend time “lecturing English” as it is mostly a one-way engagement, and learners don’t benefit much from putting down even significant theoretical concepts elaborated by the teacher. Our classes should be more practically-oriented aiming at developing the four basic skills important to maintain professional communication (listening, reading, speaking, and writing). Besides, teaching English to students majoring in sciences (Engineering, IT, Radioelectronics, etc.) or humanities (Public Relations, Advertising, Economics, etc.) often requires teaching them how to deal with and write professional papers. It’s obvious that these professional papers are not the same (language, purpose, types and structure of documents including) for different specialties though they share common features. For instance, engineering students are focused on the structure and vocabulary of a scientific article (they are usually typical in most scientific texts) to be able to read and present scientific and technical documentation. Public Relations students, on the contrary, have to enlarge both general-use vocabulary and special-purpose vocabulary to develop their communication skills and improve their writing skills which are important to make up business documentation (business letters, pitch letters, press releases, presentations, advertisements, speaking engagements, etc.) in the future. To achieve the goal of developing the communicative competence for professional purposes learners have to learn the fundamentals of their special-purpose language. The way we use to develop our learners’ special-purpose language skills is based on language research techniques which imply that they are involved in doing language research into the writing style, choice of words (common words, special-purpose words, terms, collocations, set phrases), and metaphorical structures typical for business documentation they are interested in.

2 METHODOLOGY

The booklet we have designed for our Public Relations students includes texts on public relations and advertising to read and discuss, aiming to prepare learners to read, work with and write public relations and advertising documentation in English and discuss work-related topics. The booklet is based on authentic texts, highlighting the problems and activities in the field of public relations (PR). The topics in the booklet cover the goals, objectives and concepts of public relations, the types of documents needed to work with the media and target audiences, the features of public relations and advertising language, terms and special purpose vocabulary including and the structure of basic documents (advertising letters, press releases, pitch letters etc.) to practice public relations and advertising language in writing.

Each of the fifteen topics of the booklet is studied through the following stages: Speak out, Reading, Vocabulary, Discussion, and Self-evaluation topical quiz - which enlarge professional knowledge, develop speaking, writing, creative thinking and research skills necessary for learners’ work in the future. The "Speak out" section offers "warming up" debatable questions, introducing the topic and encouraging discussions and brainstorming ideas. The "Reading" section offers texts and extracts from English and American newspapers, political and advertising publications to develop learners’ reading skills through skimming, scanning, guided reading etc. and thus learning about characteristic features of the public relations and advertising writing style. In the "Vocabulary" section learners have a closer look into using special-purpose vocabulary for speaking and writing work-related purposes. A variety of exercises (substitution, translation, choice of words, use of synonyms, word formation, use of expressive language, research into expressive language etc.) and tasks based on language research techniques are aimed at learners’ acquiring terms, special-purpose words and structures, developing their public relations language and advertising skills and, thus, making them be able to communicate ideas according to the purpose of a document/article. The "Discussion" section offers questions for discussion and information sources to go deeper into the PR and advertising topics under discussion. The "Self-evaluation topical quiz" section encourages further topical discussions and a more thorough research into and reading about the issues suggested by the booklet.

According to researchers the PR and advertising language is made up from verbal (phonetic, morphological, lexical, syntactic), sound (musical accompaniment, "natural noises"), color (background, the general combination of shades in the image), and non-verbal means (facial
expressions, gestures, posture, direction of movement). The booklet emphasizes uses of verbal means, the lexical layer in particular.

The PR and advertising language is a representation of the modern world through language used by the PR and advertising community and, on the other hand, it forms our perception of the modern world. Public relations and advertising texts influence the behavior of addressees, using mainly suggestive methods of influencing audiences, determining the given type of behavior in advance. Historical, social, economic and ideological trends display that advertising is already a recognized tool of influence and presenting information, used by PR practitioners and advertisers in mutual interaction involving politicians, organizations, companies and publics. It seems to be extremely important to demonstrate and teach learners the effect the PR and advertising language has on target audiences who are exposed to the written or spoken word.

Studies into Russian and English special-purpose vocabulary and terminology in PR and advertising are valuable for PR and advertising students, as research techniques contribute to their understanding the mechanisms underlying developing the special-purpose language and the principles of the nomination process in general, and, thus, help learners use language tools effectively.

As learners aim to study the features of the PR and advertising language, they are supposed to use some of the well-known linguistic research methods and techniques feeding mostly cognitive methods analyzing lexical semantics:

- the stylistic devices and expressive means analysis method to identify and make professional texts using the proper functional style of language;
- the component analysis method to consider the essential elements of the primary meaning of a word triggering secondary metaphorical meanings used as terms, concepts and special-purpose vocabulary;
- the continuous sampling method to select corresponding contexts – in newspapers, magazines, on the Internet, etc. For these purposes we use the British National Corpus (BNC), the Corpus of Contemporary American English (COCA) and the National Corpus of the Russian Language (NCRL) as reliable sources of general- and special-purpose language use illustrating an extremely great variety of examples necessary to show words and word collocations in context;
- the comparative method to compare Russian and English PR and advertising language and to identify differences and similarities helpful when interpreting PR and advertising concepts in Russian and English.

3 RESULTS

Let us consider how the above-mentioned language research methods and techniques are used in teaching PR and advertising language to our PR students.

3.1 General techniques to analyze PR and advertising language

To introduce the features of public relations/advertising texts we offer our students to read corresponding extracts from different magazines and do tasks to develop their knowledge and language feeling for functional styles. The tasks to identify the features of functional styles used by PR practitioners (official documents style, publicistic style, essay style, newspaper style, belles-lettres style) are of great importance as learners have to have a good clue of their writing style for work in the future. Here are two extracts from a journal on Engineering and an article on Public Relations.

A. We are pleased to announce that Fit Fashion Show is taking a giant leap forward and moving our annual event to San Francisco's Pier 16 on September 2, 2013.

After two fantastic seasons of unparalleled success at Pitchford University, we have decided to take advantage of new opportunities. This year, you will still see your favorite elements of Fit Fashion Show: a world class production, the hottest up-and-coming designers, and an exclusive slice of the Bay’s fashionable elite. Our mission of multicultural arts promotion, ethnic diversity, and positive image remain strong, and we are proud to continue our popular high school internship program.

With a new year and a new location, Fit Fashion Show will also be making some changes. The production has been revamped to make every seat feel like a front row seat. With the shift away from
Pitchford, Fit Fashion Show is happy to open modeling opportunities and volunteer positions to the entire Bay. The 2013 beneficiary will be announced in the coming weeks.

We look forward to continuing our great relationships with sponsors, designers, press, and all of our fans – and with only 64 days until show time, our staff has kicked into full gear. Directors Mike Smith, Cate Parker, Rahul Singh, and Tina Campos, along with the staff of Fit Fashion Show, are committed to making this year’s production one that goes down in history.

Open casting calls will take place in early July for models. Anyone interested in getting involved as a sponsor, designer, member of the press, or volunteer should contact info@fitfashionshow.org

For more information, please visit www.fitfashionshow.org

We look forward to seeing you at Pier 16 in San Francisco on September 2nd! [16]

B. The robotic molecule, developed by David Leigh's laboratory at the University of Manchester, consists of three main components: a rotatable arm, a molecular platform and the small cargo molecule, 3-mercaptopropanehydrazide. The robot arm sits in centre of the platform, at either side of which is an aldehyde group. The cargo molecule attaches at one side of the platform through a covalent hydrazone bond with the aldehyde on that side of the platform.

The gripping end of the robot arm possesses a thiol group. In the presence of iodine under basic conditions the thiol group of the arm and the cargo react to form a disulfide bond. The cargo is now attached to both the gripper and the platform. When acid is added, three processes occur sequentially. First the disulfide bond connecting the gripper and the cargo becomes locked, secondly the hydrazone bond between the cargo and the platform is loosened, and there is a rearrangement of hydrogen bonds at the nitrogen-rich fulcrum of the robot arm. This introduces strain, causing the arm to swing across to the other side of the platform, taking the cargo with it. [9]

After reading the pieces learners are supposed to answer the following questions on the writing style of the pieces.

1 Do you think the writing styles in the texts are:
   o very formal?
   o quite formal?
   o neutral?
   o quite informal?
   o very informal?

2 Do you think these pieces appeared in:
   o a computer magazine?
   o a general magazine for young people?
   o a general magazine for adults?
   o an online bulletin board?
   o the science page of a newspaper?

Give reasons for your choices.

When doing similar tasks it is important that learners should see and understand clear differences between the functional styles and their typical stylistic features serving their purposes.

The PR and advertising language uses a great number of stylistic devices and expressive tools which we refer to lexical semantics (hyperbole, adjectives and adverbs, neologisms, euphemisms, simple and colloquial vocabulary, puns etc.). To help learners build a strong feeling for the PR and advertising language and develop their language skills the following tasks and exercises are offered in the booklet. Here are some of them.

1 Read the press release for the fashion show [16], and identify the means that make the text expressive.

2 Find examples of neologisms in advertisements.

3 Use dictionaries to find words marked as used in PR, management, advertising etc.
4. Use a dictionary to find synonyms to the word *courage* and say how different their connotative meanings are.

5. Comment on a few headlines in the Forb's newspaper [7] and describe the image of the reader (basing on the language used in the headlines).

6. Read the comments of readers on problems in education [12] and classify the vocabulary used into bookish/learned words and terms, common literary words, common colloquial words, slang, and jargonisms.

It is obvious that to do the above given tasks learners have to have a special background to be able to do stylistic analysis. Our PR students do the Russian language course which covers some of the aspects of Russian stylistics that can be applied to do the given tasks. However in case if learners are still embarrassed we’d rather teach them the basics of stylistics on examples found in media issues and offered in the booklet. The algorithm is as follows.

1. Ask learners to read the advertisement below and say what it is about.
   
   It’s better than a mattress! It’s a whole new kind of sleep comfort. It’s like floating down a lazy stream. It’s a FLOATRESS! …

2. Offer your learners to discuss questions like: What does “Floatress” mean? How is the word formed? Are there any other stylistic devices and expressive means?

3. Explain the way the new word is made and the purpose of other stylistic devices and expressive means in the advertisement.

Here are the examples of stylistic devices and expressive means from the booklet helpful to show learners the essentials of advertising and PR stylistics using the algorithm above.

1. Social media can augment PR efforts and serve as an amplifier. [13] (To explain usage of simile as a stylistic device used to emphasize ideas.)

2. Author and digital media expert David Meerman Scott preaches speed and relevance. [13] (To explain usage of literary words as a stylistic device used to emphasize ideas, the use of preach is related to metaphor which will be discussed later.)

3. We are pleased to announce that Fit Fashion Show is taking a giant leap forward and moving our annual event to San Francisco’s Pier 16 on September 2, 2013. [16] (To explain usage of evaluating adjectives and hyperbole as a stylistic device used to emphasize ideas.)

4. The production has been revamped to make every seat feel like a front row seat. And all of our fans – and with only 64 days until show time, our staff has kicked into full gear. [14] (To explain usage of idioms as one lexical unit, not the sum of words constituting it.)

5. Most press releases are drier than bone. Sometimes by necessity, such as when public companies have to report earnings or management changes, sometimes by people who don’t know how to write well, or many times, because a committee makes “improvements” and with each draft, more juice is sucked out of the orange until only the rind is left. [14] (To explain comparisons and metaphors as stylistic devices used to emphasize ideas.)

6. Because it’s in their best interest to sell you more ads, advertising folks tell clients what you WANT to hear. “Baby you’re the best! You just need to pay for a few months more for billboards and TV spots!” [13] (To explain usage and purpose of informal vocabulary.)

### 3.2 Metaphor and component analysis method

One of the stylistic devices widely used in PR and advertising texts is metaphor which requires a thorough look at the way it is formed. The following examples from the booklet demonstrate metaphor as an effective and typical stylistic device to make pieces of writing expressive and help learners to identify metaphorical structures in contexts.

1. Find your specifics and make them newsworthy. **Dig** deep. **Sharpen** your narrative. [15]

2. The commercials for the search engine Bing.com depict good examples of the **bombardment** of different media with an action as simple as a single query. [6]

3. **Billboards are speaking** their message in silence. [6]

4. Charlesworth is a product placement **evangelist**. [6]
Quotes should be used sparingly so you don’t interrupt the flow. [6]


A brief series of questions that result in new information that shed light on a certain issue might be newsworthy to the trade media. [13]

So the challenge is to make your client shine. [8]

In a sea of emails how did we sparkle? [8]

Target the appropriate media. [8]

Your letter needs to begin with a strong hook that will grab their attention and entice them to keep reading. [8]

Columns written by you and your clients are excellent vehicles to establish credibility and raise visibility. [8]

From today, broadcasters have the green light to charge brands to appear in top-rating shows. [11]

In advertising, originality is king. [11]

You will still see your favorite elements of Fit Fashion Show: a world class production, the hottest up-and-coming designers, and an exclusive slice of the Bay’s fashionable elite. [11]

Op-Ed is not the place to trumpet your product as a solution, it’s a more subtle form of publicity. [15]

In order to show learners how general purpose vocabulary may become metaphorical we have to explain what metaphor is and why it is used.

Learners are well aware of the purpose of general-use words that is to name things, processes, objects, etc. The main aim of a special-purpose language is the same, that is to name new things, processes, objects and concepts in a professional field scientists and developers get as a result of their research. The concept of nomination as the formation of lexical units characterized by a nominative function, i.e., serving to name and distinguish fragments of reality and form corresponding concepts about them in the form of words, combinations of words, set expressions and sentences takes the fundamental position in developing special-purpose vocabularies which are fed on general-purpose words denoting everyday objects, typical environments (animate and inanimate nouns including), everyday activities and processes. Our amazing mental activities allow us to name a new thing using common words on the basis of common features of these things compared, which we linguistically define as secondary nomination, metaphor-based secondary nomination, in particular. This type of nomination is one of the productive ways of term formation on the basis of semantic derivation of common vocabulary. For example, in the Oxford English dictionary the word “evangelist”, the primary meaning of which is “a person who seeks to convert others to the Christian faith, especially by public preaching” has the secondary meaning “a zealous advocate of a particular cause” based on the characteristics “preaching, proclaiming, supporting” and “strong belief” shared by the primary and secondary meanings. So the context helps learners clearly understand that Charlesworth is not a preacher or missionary who supports evangelism but he comes across as a strong supporter and believer in product placement as an effective way of advertising a product. A strong hook in a piece of writing that grabs our attention is not “a curved or sharply bent device, usually of metal, used to catch, drag, suspend, or fasten something else” that ‘grasps, seized or takes suddenly and roughly’ our attention and an exclusive slice of the Bay’s fashionable elite is not “a thin broad piece cut from a larger object’. Learners manage to identify the metaphors based on some common features in the primary and secondary meanings without looking up in dictionaries and feel free to create their own metaphors based on their native language experience.

Metaphor contributes to bright and memorable advertising texts sparkling with fresh and original ideas and, thus, is a necessary language tool of influence for PR practitioners and advertisers. Apart from this, metaphor is an economical way of naming objects, processes, phenomena, due to the semantic duality, which makes it possible to compare different concepts to be widely used for enlarging special-purposes vocabularies.

Using the component analysis method helps in analyzing the essential elements of the primary meaning of a word triggering secondary metaphorical meanings used as terms and special-purpose vocabulary. Table 1 below demonstrates a few general-use words developing metaphor-based special
meanings used in the PR and advertising language to show how metaphor mechanisms work to produce terms and special secondary meanings.

**Table 1. Metaphor-based meanings of general-use words as terms and special-purpose vocabulary.**

<table>
<thead>
<tr>
<th>General use words</th>
<th>Primary meaning</th>
<th>Secondary meaning (metaphor-based)</th>
<th>Common feature(s) shared by the two meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>frictionless (technologies)</td>
<td>frictionless – ‘not impeded by or creating friction, smooth’ [4]</td>
<td>‘achieved with or involving little difficulty, effortless’ [4]</td>
<td>‘no force, effort’</td>
</tr>
<tr>
<td>a (news) peg</td>
<td>peg – ‘a small cylindrical or tapered pin, as of wood, used to fasten things or plug a hole’ [4]</td>
<td>‘an aspect or angle of a story that makes it newsworthy’ [4]</td>
<td>‘important, bright’</td>
</tr>
<tr>
<td>brand</td>
<td>‘an identifying mark burned on livestock or (especially formerly) criminals or slaves with a branding iron’ [4]</td>
<td>‘a type of product manufactured by a particular company under a particular name’ [4]</td>
<td>‘a mark made to identify an object’</td>
</tr>
<tr>
<td>a target audience</td>
<td>target – ‘a person, object, or place selected as the aim of an attack’ [4]</td>
<td>‘a particular group at which a film, book, advertising campaign, etc., is aimed’ [4]</td>
<td>‘aim’</td>
</tr>
</tbody>
</table>

### 3.3 Continuous sampling method and language corpora

PR and advertising vocabulary and general-use words are used in collocations which are “the systematic co-occurrence of words in use, words which tend to occur frequently with one another and as a consequence start to determine or influence one another’s meanings” [10]. This is a crucial idea in teaching language as words are not used separately but they go together. To help learners to understand what a collocation is we may guide them to thinking of examples of words which are likely to occur in the context of one another – things like “reach” and “target audience”, or “build” and “relationships”, or “press” and “release”. These words which have a good, strong hunch can occur next to one another. As Tony McEnery, an expert on corpus linguistics, emphasizes, “our hunches about words which can occur next two or in the immediate vicinity of one another – sometimes can be right. Sometimes they’re not. There are important associations sometimes which we don’t necessarily think of, or which we may think are more or less important than they actually are”. Let’s consider the collocates of the word “target”, its various meanings may be specified or observed through looking at the words which frequently co-occur with the word “target”. The continuous sampling method is used to select corresponding contexts and find out collocations in the British National Corpus, (BNC) [1], the Corpus of Contemporary American English (COCA) [2] and the National Corpus of the Russian Language (NCRL) [5] including an enormous variety of texts of different genres. The British National Corpus demonstrates 34 779 search results for ‘target’ and 11 957 search results for ‘target’: advertising, where ‘target’ occurs as a noun and as a verb in a variety of contexts:

1. “having the individual as the primary target of intervention” (blog.practicalethics.ox.ac.uk/tag/obesity/) [1];
2. “According to a Wall Street Journal report, the new system will let marketers target users with ads…” (openmoodle.conted.ox.ac.uk/mod/forum/discuss.php?d=1276) [1];
3. “Alpha Users the most valuable marketing targets with mobile ads” (openmoodle.conted.ox.ac.uk/mod/forum/discuss.php?d=1789) [1];
4. “Moreover, this concept enables advertisers to reach their target group directly” (openmoodle.conted.ox.ac.uk/mod/forum/discuss.php?d=1921) [1];
“The advertiser is able to directly target the desired audience, with no waste of inventory or campaign spend; the consumer receives personally relevant advertising and is therefore more likely to recall” (openmoodle.conted.ox.ac.uk/mod/forum/discuss.php?d=3101) [1];

“Advertisers can target ads based on geographic market, platform and device manufacturer and capability” (openmoodle.conted.ox.ac.uk/mod/forum/discuss.php?d=512) [1];

“which then become an identifiable target” (blog.practicalethics.ox.ac.uk/2013/02/why-advertising-gay-conversion-therapy-is-like-advertising-make-up/), etc. [1]

The COCA offers 33011 search results for ‘target’ and shows the most frequently used collocations in contexts with “hit”:

1 “We know for a fact that the weapon system hit its intended target…” (from “PBS NewsHour” for November 13, 2015) [2];
2 “They’re trying to hit a moving target” (from “A disjointed APPROACH TO POT”) [2];
3 “Coke has not been able to hit its long-term target of 3 percent to 4 percent annual growth” (from “Coke CEO facing super-size hurdles” by Leon Stafford), etc. [2]; with “population”:
4 “Our target population was students with strong risk for mathematics difficulty” (from “Effects of a Multitier Support System on Calculation, Word Problem, and Prealgebraic Performance Among At-Risk Learners” by Powell, Sarah R. and others) [2];
5 “...he is a very, very easy and compelling target” (from the interview With Vermont Senator Bernie Sanders), etc. [2]

Working with the language corpora helps to determine the most important and relevant collocates and see how they are used in context which allows acquiring natural language and develop PR and advertising language skills. These techniques are very frequently used in corpus linguistics and can provide great insights into textual data. The booklet offers learners a number of exercises to practice matching words to make collocations. Here are some of them.

1 Match the following words / word combinations on the left and on the right to make phrases from the text. Translate them into Russian.

1. hand out a. via unpaid or earned methods
2. persuade audiences b. between organizations and their publics
3. explain the jobs c. into positive stories
4. build mutually beneficial relationships d. for public outreach
5. translate those messages e. to their grandparents
6. special events designed f. free samples at the mall

2 Match the following words / word combinations on the left and on the right to make phrases from the text. Translate them into Russian. Analyze the way the phrases are made.

1. a wave of a. the space or time
2. the cost of b. designs
3. creative c. long-term relationships
4. image d. phone calls
5. production e. enhancement
6. creation of f. costs

The tasks above aim to practice learners’ memory and language feeling for collocations. We encourage learners to use the language corpora to look for more contexts for the collocations they come across in the booklet.

### 3.4 Comparative method

The comparative method is used to compare Russian and English PR and advertising language and identify differences and similarities helpful when interpreting PR and advertising concepts in Russian and English. A number of words denoting PR and advertising concepts may have no equivalents in Russian or English. Here is Table 2 presenting different ways to interpret PR and advertising concepts in English and Russian.
<table>
<thead>
<tr>
<th>English term</th>
<th>Explanation / definition</th>
<th>Russian term</th>
<th>Explanation / definition of the Russian term</th>
</tr>
</thead>
<tbody>
<tr>
<td>mindshare</td>
<td>'relative public awareness of a product or brand' [4]</td>
<td>description</td>
<td>'relative public awareness of a phenomenon'</td>
</tr>
<tr>
<td>body copy</td>
<td>'the main body of text in an advertisement (or occasionally other document), excluding the headline, captions, etc.' [4]</td>
<td>*, основной текст (рекламного объявления) [3]</td>
<td>'the main body of text in an advertisement (or occasionally other document), excluding the headline, captions, etc.'</td>
</tr>
<tr>
<td>press kit</td>
<td>'a package of promotional material provided to members of the press to brief them, especially about a product, service, or candidate' [4]</td>
<td>*, ['pres'kit]</td>
<td>'a package of promotional material provided to members of the press to brief them, especially about a product, service, or candidate'</td>
</tr>
<tr>
<td>content marketing</td>
<td>'a type of marketing that involves the creation and sharing of online material (such as videos, blogs, and social media posts) that does not explicitly promote a brand but is intended to stimulate interest in its products or services' [4]</td>
<td>[kəntent 'mɑrketing]</td>
<td>'a type of marketing that involves the creation and sharing of online material (such as videos, blogs, and social media posts) that does not explicitly promote a brand but is intended to stimulate interest in its products or services'</td>
</tr>
<tr>
<td>outside contributors</td>
<td>'writers for a magazine not belonging to or coming from within a particular group' [4]</td>
<td>* независимые авторы [3]</td>
<td>'writers for a magazine not belonging to or coming from within a particular group'</td>
</tr>
<tr>
<td>columnist</td>
<td>'a journalist contributing regularly to a newspaper or magazine' [4]</td>
<td>[kələmnɪst], ведущий рубрики (в газете или журнале), колумнист [3]</td>
<td>'a journalist contributing regularly to a newspaper or magazine'</td>
</tr>
<tr>
<td>news peg</td>
<td>'an aspect or angle of a story that makes it newsworthy' [4]</td>
<td>description</td>
<td>'an aspect or angle of a story that makes it newsworthy'</td>
</tr>
<tr>
<td>editorial board</td>
<td>'a group of people, usually at a publication, who dictate the tone and direction the publication's editorial policy will take' [4]</td>
<td>*редколлегия [3]</td>
<td>'a group of people, usually at a publication, who dictate the tone and direction the publication's editorial policy will take'</td>
</tr>
<tr>
<td>white paper</td>
<td>'a one-to five-page document that describes a given problem and proposes a specific solution to the problem' [4]</td>
<td>* [vait 'peiper]</td>
<td>'a one-to five-page document that describes a given problem and proposes a specific solution to the problem'</td>
</tr>
<tr>
<td>write-up</td>
<td>'a written account, in particular a newspaper article giving an opinion or review of an event, performance, or product' [4]</td>
<td>description</td>
<td>'a written account, in particular a newspaper article giving an opinion or review of an event, performance, or product'</td>
</tr>
</tbody>
</table>
As we can see from the table, not all the PR, advertising and marketing terms have equivalents in the Russian language. The corresponding squares are marked with the asterisk, or filled in with the word “description” or the transcribed English word/word combination. The asterisk means that the Russian PR and advertising community uses a native Russian word or a word combination to denote the corresponding PR concept. The word “description” implies that PR people describe or explain this or that concept in Russian providing a longer phrase than the corresponding English term. The transcribed English word shows that the English term is borrowed into the Russian language with the pronunciation tailored to the Russian phonology. Teaching learners to compare PR and advertising terminology helps them to avoid ambiguity and misunderstanding in professional communication contributing to their more successful and competitive image of a knowledgeable PR worker.

4 CONCLUSIONS

Learning a special-purpose language requires learning and using special and terminological vocabulary used by experts, and it is important to use language-research methods and techniques revealing the natural way professional language is used in context and develops. Language corpora and dictionaries are important and reliable sources to build learners’ special-purpose language skills and their strong language feeling for collocations. Learning how the PR and advertising world uses stylistic devices and expressive means as tools to shape and influence public opinion plays a determining role in understanding the basics of PR and advertising jobs.

REFERENCES