

**LATIP 2021****International Conference on Language and Technology in the Interdisciplinary Paradigm****PECULIARITIES OF LANGUAGE AND STYLE OF TEXTS FOR  
CONSTRUCTION WORKERS**

Alesya Abrosimova (a), Nataliya Kolesnikova (b), Yuliya Ridnaya (c)\*

\*Corresponding author

(a) Novosibirsk State Technical University, K Marx Prospect 20, Novosibirsk, 630073, Russia  
abrosimova@corp.nstu.ru

(b) Novosibirsk State Technical University, K. Marx Prospect 20, Novosibirsk, 630073, Russia  
nkolesnikova@corp.nstu.ru

(c) Novosibirsk State Technical University, K. Marx Prospect 20, Novosibirsk, 630073, Russia,  
ridnaya@corp.nstu.ru

**Abstract**

The article is devoted to the description of linguistic and stylistic features of the codified Russian language for construction workers. On the basis of the analysis of current Russian textbooks on construction, modern terminology dictionaries on construction, standards and regulatory documents, dissertations and articles devoted to the description of the Russian language for construction workers there have been defined morphological, lexical and syntactic features of the construction language. Considering morphological peculiarities of construction texts, the most common word-formation processes have been revealed and the derived words have been classified according to their meaning. The lexical features of texts on construction, mainly, include the presence of special professional terminology. The examples of construction terms classified according to their meaning are presented in the article. The typical for construction language syntactic constructions have been described, the belonging of construction texts to different substyles of a scientific style has been established. The analysis of the language and stylistic means allows one to determine the belonging of construction texts to the following substyles: scientific-business, academic-scientific, academic-scientific-business, which in turn can help develop methodology models and integrated courses teaching Russian and foreign construction students to professional language more effectively.

2357-1330 © 2021 Published by European Publisher.

*Keywords:* Construction texts, functional-style belonging, lexical, morphological, syntactic features



## 1. Introduction

In recent years, there has been an increasing interest of linguists and methodologists in studying a language used in a particular professional sphere of communication. The language can be named as a professional language, a sublanguage of a specialty, a professional dialect, a professional style, a special language, a language for specific purposes (LSP).

The LSP is often used in the methodology of teaching foreign languages and Russian as a foreign language (Tokareva et al., 2018). Also, this term can be found in scientific and methodological literature devoted to the issues of teaching Russian students to Russian and speech culture with emphasis on the language of students' future occupation (Skorikova, 2016).

There is a large volume of published studies describing the role of a professional language for communication and education (Bryson 2016), emphasizing the importance of studying lexical and morphological features of a professional language (Volokhova, 2021; Volokhova & Karellova, 2018). Moreover, the necessity of analyzing professional language, namely, construction texts based on genre-approach in order to facilitate an access of construction workers to information is underlined by Condamines and Péry-Woodley (2007).

Thus, the study aims to describe the features of the codified Russian language of construction and to analyze the selection of language and stylistic means allowing to determine the belonging of construction texts to different substyles of a scientific style, such as scientific-business, academic-scientific, academic-scientific-business. In this context the term 'academic' is used for academic student activity or academic sphere of communication. So, the study of the language of a specific professional field, which provides the language understanding and mastering by a closed group of people with the same scientific-professional worldview and inducted into profession through the shared use of professional words and terminology, defines the topicality of our work.

## 2. Problem Statement

The results of studies on special or professional language can solve several problems. First, they can enrich the genre studies, since language means are normally used according to a genre peculiarity and in accordance with a specific functional style. Second, they can help solve some linguo-didactic problems concerned with teaching future specialists to have a good command of Russian and foreign professional languages which is one of the requirements to quality of training future graduates of technical universities.

Much of the current literature on studies of construction language pays particular attention to its lexical, morphological, word-forming and syntactic peculiarities (Budagyan et al., 2015; Khisamova, 2014; Trofimova & Shchitova, 2020; Zhakhanova, 2015). However, there are no works devoted to the relationship of the construction text with the functional style. Thus, the study aimed at defining the belonging of construction texts to the scientific style, namely, its substyles sets a number of research questions to consider.

### **3. Research Questions**

There are several questions to be considered within our study. Firstly, on the basis of previous researches it is necessary to identify what lexical, morphological, syntactic features of construction texts are by classifying their linguistic and stylistic means. Secondly, there is the need for analyzing the construction texts to define what specific functional style they correlate with.

### **4. Purpose of the Study**

The purpose of the study is to describe the features of the codified Russian language for construction workers and to analyze the language and stylistic means allowing one to determine the belonging of construction texts to different substyles of a scientific style, such as scientific-business, academic-scientific, academic-scientific-business and distinguish different genres within the substyles. The obtained results can allow developing the methodology for teaching Russian and foreign students to Russian for construction workers through forming and development of students' genre competence in scientific / professional sphere of communication (Kolesnikova & Ridnaya, 2019, p. 387).

### **5. Research Methods**

The analysis was conducted on the material of the current Russian textbooks on construction, modern terminology dictionaries on construction, standards and regulatory documents, dissertations and articles devoted to the description of the Russian language for construction workers. Moreover, the distinction between different genres within construction sublanguage was drawn on the basis of the genre approach widely used for teaching special/professional language (Bhatia, 1991; Henry & Roseberry, 1998).

### **6. Findings**

As a result of analysis of construction texts there have been distinguished morphological, lexical, syntactic and stylistic features.

#### **6.1. Morphological Features and Word formation**

Considering morphological peculiarities of construction texts and word formation processes typical of language for construction workers it has been found that the sublanguage is characterized by the use of the following types of nouns: nouns with foreign-language roots, prefixes, suffixes; nouns with abstract meaning; nouns derived from verbs with no suffix; nouns derived from relative adjectives, nouns that mean tools, instruments, doer of action; plurals formed irregularly; nouns formed by nominalization. As for adjectives used in the sublanguage, they include: adjectives derived from nouns; adjectives formed by stem composition; adjectives that mean 'containing small amount of additives' that is not typical of literary language and is considered as additional quantitative meaning; superlative forms of adjectives.

The processes of word formation of the described nouns and adjectives above, their morphemic features and examples are presented in Table 1.

**Table 1.** Word formation in construction language and derived words meaning

Part of speech / meaning	Word formation processes/ morphemes	Example in Russian	Example in English
Noun	Borrowed roots, suffixes, prefixes	rostverk rigel' kronshtein	grillage girder knee
Noun (abstract meaning)	-niye, -ost', -stvo, -iye, -ka, tsiya, etc. -	vozvedeniye ukladka gidroizolyatsiya	erection laying waterproofing
Noun derived from verbs	No suffix	szhim otzhig	pressing annealing
Noun derived from relative adjectives	-ost'	ozyornost'	lake percentage
Noun (tool, instrument, doer of action)	-tel'	stroitel' rastvoritel' uplotnitel'	construction worker dissolvent intermediate layer
Noun (plural form)	Irregular word-forming	stali kleiyi smoli	steels glues resins
Noun	Nominalization	vyazhushcheye vyazhushchiye gidrovlicheskiye	binder hydraulic binder
Adjective	Stem composition + -ichesky, -al'ny, -itel'ny, -enny	steklokristallichesky gradostroitel'ny	glass-ceramic city-planning
Adjective (containing a small amount of additives)	-isty(-istye)	glinistiye chastitsy peschanisto-alevritovaya glina	clay particles aleurolite-siltstone clay
Adjectives (Superlatives)	-eyshy	krasiveyshy material dlya oblitsovki	the finest material for facing
Non-finite verb forms	Suffixes for Russian attribute and adverbial participles	armirovannoye steklo bakilizirovannaya fanera	reinforced glass bakelized plywood
Verb (passive meaning)	-sya	ispol'zuyutsya prikreplayutsya	are used are fixed
Prepositions and conjunctions	Derivation from notional words	po mere v techeniye putyom	as soon as during through

The word formation processes for finite and non-finite forms of a verb are also described in the table above. It is typical of construction language to use attributive and adverbial participles and verbs with passive meaning. As for functional words, prepositions and conjunctions used in texts for construction workers, they are mainly derived from notional words.

## 6.2. Lexical Features

The lexical features of texts on construction, mainly, include the presence of special professional terminology. Construction terminology is a set of concepts of this branch of production and science and has its own categorical features or meanings: subject terms, construction properties, technological techniques, objects of activity, means of activity. The examples of construction terms classified according to their meaning are presented in Table 2.

**Table 2.** Construction terms classified according to their meaning

Meaning	Example in Russian	Example in English
Subject terms	vodoprovod tsement beton	water pipeline cement concrete
Construction processes	zhelezneniye pressonaniye szhatiye	ironing moulding compression
Properties	morozostoykost' teploprovodnost' poristost'	freeze resistance thermal conductivity porosity
Technique	obzhig rasplav nagrev	burning melting heating
Object of activity	silovaya forma mostovoy kran	stress mould travelling crane
Means of activity	armaturnaya stal' yacheisty beton sterzhnevaya atmatura	reinforcement steel hollow concrete reinforcement rod

## 6.3. Syntactic and Stylistic Features

The morphological and syntactic features of the construction sublanguage include constructions with the preposition '*dlya*' – 'for' (e.g. '*prednaznacheny dlya...*' - are intended for; '*mogut byt' ispolsovany dlya...*' – can be used for... ) and chains of genitive cases (e.g. '*ustriystvo pokrytiy dorozhnykh odezhd avtomobil'nykh dorog* – equipment for paving road dressing).

Passive constructions with predicates expressed by 'short participles', passive constructions with suffix '*-sya*', and indefinite-personal and impersonal sentences characterize the factual nature and generality of material narration. In addition, the language for construction uses a great deal of complex sentences with conditional clauses (e.g. '*Rasshivka shvov proizvoditsya v sluchaye, yesli steny ne shtukaturyatsya*' - The joint-pointing is done if the walls are not plastered).

It is worth mentioning that construction texts include pictorial symbols, tables, diagrams, drawings, graphic images, abbreviations adopted by the professional society and corresponding to the norms and standards (Ginsburg, 2013).

The language of written texts for construction workers is a conglomerate of scientific, standard and professional or codified languages. The codified professional construction texts and scientific texts have

the same stylistic features. These two types of texts are characterized as informative ones that means they contain scientific information about construction processes, objects, engineering materials, etc. Besides, they are characterized by fixed sequence of material narration, they contain concise and valid information.

The texts of construction also include the features of business writing: a rigid compositional structure, a regulatory nature of the relationship between an addresser and an addressee, fixed expressions and clichés.

On the border of the above mentioned registers, there are texts that contain the features of scientific, academic-scientific substyle, and business style. This register is a collection of construction texts (report on construction internship, report on pre-graduate work, training presentation, etc.), compiled by future specialists and addressed to professionals (lecturers, researchers, experts). We correlate these texts with academic- scientific- business substyle.

Depending on their communicative purpose, construction texts are implemented in different spheres: scientific (scientific style and genres: dissertation, scientific article, etc.), professional (business style and genres: drawing, project, agreement, etc.), academic-scientific (academic-scientific substyle and genres: textbook, guidelines and manuals, lectures) and academic-scientific-business (academic-scientific-business substyle (register) and genres: report on construction internship, report on pre-graduate work, training presentation, etc.) (Abrosimova & Kolesnikova, 2018).

## 7. Conclusion

As a result of the conducted research, the literature on the topic was reviewed, word formation peculiarities of construction terms and language means of construction texts were identified, the peculiarities of syntactic structure of sentences used in text for construction workers were analyzed.

The analysis of the language for construction workers and the established belonging of construction texts to academic-scientific-business substyle allow developing methodology models and integrated courses teaching Russian and foreign construction students, as well as students of different engineering courses more effectively.

## References

- Abrosimova, A. V., & Kolesnikova, N. I. (2018). Speech genre 'report' and its variants (linguodidactic aspect). *The world of science, culture and education*, 2(69), 225-229.
- Bhatia, V. K. (1991). A genre-based approach to ESP materials. *World Englishes*, 10(2), 153–166.
- Bryson, D. (2016). Professional language: understanding and being understood. *Journal of Visual Communication in Medicine*, 39:3-4, 158-159. <https://doi.org/10.1080/17453054.2016.1246942>
- Budagyan, I. G., Vishnevetskaya N. A., & Romanova O. N. (2015). Specific translation of the architectural texts. *Business. Education. Law. Bulletin of Volgograd Business Institute*, 4(33), 351-355.
- Condamines, A., & Péry-Woodley, M-P. (2007). Linguistic Markers of Lexical and Textual Relations in Technical Documents. In D. Alamargot, P. Terrier, & J.-M. Cellier (Eds). *Improving the Production and Understanding of Written Documents in the Workplace*, (pp. 1-16), Elsevier. [https://doi.org/10.1163/9789004253254\\_002](https://doi.org/10.1163/9789004253254_002)

- Ginsburg, M. D. (2013). Seven main features of professional languages, distinguishing them from the commonly used language. *Bulletin of the Chelyabinsk State University*, 31(322), Philology.
- Henry, A., & Roseberry, R. (1998) An evaluation of a genre-based approach to the teaching of EAP/ESP writing. *TESOL Quarterly*, 32(1), 147–156.
- Khisamova, A. F. (2014) Structural characteristics of specialized text in building sublanguage. *International Research Journal*, 5-2(24), 75-76
- Kolesnikova, N. I., & Ridnaya, Y. V. (2019). Mastering written scientific genres as a prerequisite for effective teaching academic writing. *The European Proceedings of Social & Behavioral Sciences*, 73, 383-389. <https://doi.org/10.15405/epsbs.2019.12.41>
- Skorikova, T. P. (2016). Culture of scientific speech in postgraduate technical college education. *Russian Language Studies*, 1, 152-159. <http://journals.rudn.ru/russian-language-studies/article/view/13491>
- Tokareva, E., Ivanova, P., & Krylova, E. (2018). Presentation as an effective way of teaching LSP as university. *The European Proceedings of Social & Behavioral Sciences*, 51, 1487-1493. <https://doi.org/10.15405/epsbs.2018.12.02.158>
- Trofimova, N. A., & Shchitova O. G. (2020). Foreign naming units for advanced construction terminologies in Russian. *TSPU Bulletin*, 2(208), 49-54. <https://doi.org/10.23951/1609-624X-2020-2-49-54>
- Volokhova, V. V., & Karelova D. G. (2018). Typical peculiarities of the professional German language. *Philology. Theory and Practice*, 12(90), 491-495.
- Volokhova, V. V. (2021). Professional language and one of the methods for enriching its vocabulary (on the example of construction vocabulary of the German language). *Baltic Humanitarian Journal*, 1(34), 331-335.
- Zhakhanova, Z. R. (2015). Features of terminological word formation in the Russian language by the material of sublanguage of architecture and civil engineering: diachronic aspect. *Philology. Theory and Practice*, 4(46), 63-65