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**Focusing on contracted forms in English:
language exposure and acquisition opportunities
(based on EFL course materials analysis)**

The article focuses on English contractions, mainly contracted auxiliaries, used in the English language. It is considered the types of contracted forms and their use in spoken and written language. Some of the most common and uncommon contracted forms have been listed in this article. The potential of course material, used in EFL setting in a public technical university, has been analyzed.

Keywords: English contractions; common and uncommon contractions; EFL course materials; language exposure; language acquisition opportunities.

It goes without saying that contracted forms (known as short forms) have been investigated rigorously from different perspectives by the researchers. There are many studies devoted to contractions investigation with grammatical or register-related focus, type of contractions and their use in spoken and written language have been examined as well [2, p. 172], [3, p. 219], [5, p. 130]. By definition «contractions are a shortened form of a word formed by omitting one or more letters which are most often replaced with an apostrophe» [7]. In fact, an apostrophe is applied to point the place of the missing letters in written

language. It is basically considered that contracted forms are typical features of spoken, informal English. It worth mentioning that the more informal the communication is, the more widely-used contracted forms are incorporated in speech. U. Hiller suggested three main groups of contractions, they are: «auxiliary contractions, NOT-contractions and the imperative» [4, p. 195]. Auxiliary contractions can be demonstrated in the following examples (it's from it is; I'll from I shall, I will; you're from you are and etc.); contractions with the particle not can be illustrated as follows (don't from do not; won't from will not; isn't from is not and etc.) and the imperative (let's from let us and etc.). Additionally, the contracted forms can be grouped according to the style of speech which they are used in, namely formal English (we'll from we will; she'd from she would; isn't from is not) and informal English (gonna from going to; kinda from kind of; gotta from got to).

There exists the opinion stated by A.E. Skaterenko [6, p.787] that the use of shortened forms, mainly in correspondence, occurs for the following reasons: a writer doesn't want to make any effort (about 66%), the writer wants to save time (about 14%) and occasionally (about 20% of all cases).

The focus of the current study is to overview some of the most common and rarely-used contractions in the English language and to analyze the English textbooks, used in public technical university in the EFL setting (fall semester, sophomores), in order to figure out whether the course material contains the most common or less common contracted forms. It can be assumed that the learners might run into difficulties when they encounter contracted case in the course material. Such situation could occur for the reason that some of the cases cannot be known to a learner, as shortened forms sometimes do not really look like the original words. The most widely-used English contractions (selected randomly) are presented in Table 1 together with their frequency according to data of the world's most frequently used online corpora the iWeb which is about 14 billion words in size. The iWeb is known to be bigger than COCA (Corpus of Contemporary American English) and BNC (British National Corpus) in more than 25 and 14 times correspondingly.

Table 1

Some of the most common English contractions and their frequency

Full form	Contracted form	Frequency	Context example
I am	I'm	6318165	# I'm lost here
You are	You're	4275072	# you're not alone in this world
Cannot	Can't	2946717	# but no, it can't be
Did not	Didn't	2854914	# we actually didn't have time for that
We are	We're	1935185	# we're always learning
Will not	Won't	1604181	# but you won't be learning from just anyone
Have not	Haven't	835010	# but we haven't got halfway

As it is illustrated in the table, the contracted forms are widely-used indeed and their frequency hits confirms it. Despite the use of shortened forms in informal, spoken language one should keep in mind that their use in academic discourse is not appropriate. In compliance with *A Short Guide to Academic Writing Style* published on the website of Duke University it is recommended «to omit contractions and spell the words out completely for example, do not versus don't» [1]. However, it is supposed that the additional quantitative analysis of the corpus of academic papers is needed to receive valid data on the use of contractions in the academic papers.

Together with common contractions, there exist contractions in the English language which are not widespread much. They are basically used in songs, TV shows, radio programs, dialects and etc. (Table 2).

Table 2

Less common English contractions and their frequency

Full form	Contracted form	Frequency
Who would Where is	Where's	32822
Who would	Who'd	32105
What would	What'd	2459
What are	What're	1544
Would not have	Wouldn't've	71
I would not have	I'dn't've	16
Will not have	won't've	14

As it has been demonstrated in Table 2, some of the English contractions occur rarely as their frequency numbers are not so high in comparison with those presented in Table 1. As regards to the textbook used for the second-year students in the fall semester in the EFL classroom, it comprises a lot of cases of contracted forms, among them the most common are: I'm (25 hits), won't (12 hits), we're (13 hits), you're (11), can't (12), didn't (8), haven't (9). As for the less common shortened forms they have not been found in the course book. However, in spite of the fact that this class of contractions is a typical feature of informal English and used in songs, TV shows, radio programs it is recommended to include texts of various contractions types as the learners use diverse resources to acquire the language and some of the contractions might not be recognized.

To sum up, no matter what kind of contracted forms is considered to be common or uncommon, the idea behind is that they all significantly important for learning the language because they make speech more lively, native and diverse. In order to help students be more involved in the learning process and raise their motivation towards contracted forms acquisition it is advisable to incorporate songs, TV shows, radio programs and social network blogs, live communication in the course of study.

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Перевод зачинов как основного структурного элемента сказок

Сюжеты сказок имеют определённые особенности и характеристики, которые необходимо учитывать при переводе. Важно принимать во внимание не только национальные черты сказки, но и её жанровую специфику. Одним из важнейших структурных элементов сказки является зачин. Для зачина характерны специальные формулы, которые следует учитывать и сохранять при переводе.

Ключевые слова: зачин сказки; типы инициальных формул; традиционные языковые формулы; перевод; сюжет сказки; структура зачина.

Произведения таких жанров, как сказки, былины, как правило, имеют устоявшуюся словесную формулу, характерное начало – зачин. В словаре литературоведческих терминов зачин описан как «начало произведения русского народного литературного творчества – былины,