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How concepts are understood – online collaborative work and corpus data

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Abstract

The present study examines the engagement of Polish university students of English and American university non-language majors in a virtual exchange within the TAPP project within a semester of their studies in the year 2019 aimed at achieving the clarification of the senses of colloquial language as well as terminological yearnings the American students use in their written works. The paper discusses the concepts of *broad meaning* and *linguistic naturalness* and introduces a cognitive linguistic interpretation of interlanguage *commensurability* in translation. The materials researched in the present paper include samples of the students' online queries, peer correction, supplemented by a presentation of those lexical forms which needed further lexicographic and corpus data consultation.

Keywords

broad meaning, corpus data, commensurability, dictionary, native-language, naturalness, non-native language, online peer collaboration, TAPP

Jak rozumiemy pojęcia – współpraca online i dane korpusowe

Abstrakt

Studium przedstawia zaangażowanie polskich studentów anglistyki i amerykańskich studentów kierunków nie-językowych we współpracę online w ramach projektu TAPP w ciągu jednego semestru studiów w roku 2019. Bardziej szczegółowo, praca prezentuje sposoby zastosowane przez polskich studentów dla uzyskania głębszego wyjaśnienia zarówno znaczeń potocznych jak również terminologii używanej w esejach amerykańskich studentów. Artykuł objaśnia pojęcia *znaczenia szerokiego* i *naturalności językowej* oraz wprowadza znaczenie *współmierności międzyjęzykowej*, znane z prac językoznawstwa kognitywnego. Materiały prezentowane w pracy zawierają próbki wzajemnych tekstów i poprawek oraz pytań i odpowiedzi, jakie studenci wymieniają między sobą, uzupełnione poprzez omówienie tych form leksykalnych, które wymagają dalszego pogłębiania treści i formy w materiale słownikowym oraz w korpusach językowych.

Słowa kluczowe

dane korpusowe, język nierodzimym, język rodzimy, naturalność, Projekt Transatlactic Pacific (TAPP), słownik, współmierność międzyjęzykowa, współpraca online między rówieśnikami, znaczenie szerokie

1. Introduction

The successful use of native – non-native team-based work depends on a number of factors such as, primarily, sufficient proficiency in the common language, in our case English, the ability of team members to work together collaborating on the assigned cases, relevant intercultural as well as some digital competences both to smoothly exchange information with the partners as well as to widen the repertory of knowledge needed to fully comprehend the language used by the partners. The patterns of

collaborative work during the project life time (one semester), will be presented together with the types of corrective feedback. Further exploratory materials, aimed to lead to the identification of fuller and more precise meanings both of the terminological uses in the native speakers' works as well as the colloquial language the US peers used in their less formal style. This study identifies comprehension problems the Polish students experience during the exchanges. What follows is a presentation of materials to support solving their comprehension problems, in particular online dictionaries, language corpora – such as the Corpus of Contemporary American English, contrasted with the British National Corpus (BNC) and the most up-to-date NOW corpus available online. Additional tools are the National Corpus of Polish (nkjp.pl) and the parallel English-Polish corpora publicly available to support Polish students' translation tasks. Our data suggest that future studies could complement the analysis with such data derived from other channels (e.g., informal online blogs or posts), and can be used by students for communication and organization of native – non-native student collaborative teamwork.

2. Collaborative activities and the technological turn

It is widely accepted (e.g., Surowiecki 2005, Lewandowska-Tomaszczyk and Bogucki 2016) that groups working as teams are more effective than efforts of an individual. In the context of Second Language Acquisition, this principle seems to work particularly well and collaborative tasks are especially strongly inspired by a technological turn in computer science and development of computer language tools. Moreover, both emailing, video-meetings and communication platforms of all types are widely used at present as educational tools. Learning is mediated then by such a context in a project discussed in the present study. The students not only exchange the texts and introduce their comments but also ask questions to understand interpretative nuances of the texts, which contributes both to their subsequent translation tasks but also to the raising both of their

linguistic and inter-cultural awareness. In this sense, the study analyzes the materials which combine the processes of conscious reflection with those of writing skill development with the American students and moreover, equally significant, translation skills with the Polish students.

3. TAPP: US-Polish university students cooperation project

The cooperation referred to in the present paper is a project within a larger Trans-Atlantic & Pacific collaborative scheme (TAPP). It was first started in the 1999–2000 academic year by Bruce Maylath and Sonia Vandepitte and it involves the collaboration of students in two or more universities in different countries (Humbley et al. 2005). The TAPP has grown to include 41 universities in 19 countries (see TAPP site <https://sites.psu.edu/massimoverzella74/what-is-tapp/>) and its main aim is “to share insights into collaborative writing across borders and cultures, and, in the course of this work, to gain knowledge of others’ cultural bases.”

The engagement of Polish university students of English and American university non-language majors in this virtual exchange within the TAPP project started in the year 2015. The research published around this topic ranges from a discussion of the students’ correction strategies, dynamic profiles, reflective memos, as well as the use of argumentative structures in their exchange (Lewandowska-Tomaszczyk 2021a, Lewandowska-Tomaszczyk and Słomski 2016, Lewandowska-Tomaszczyk and Veramoothoo 2021). The present study analyses ways the Polish students collaborating with American students within the TAPP project achieve the clarification of the senses of lexical and terminology items the American students use in their written works, consulting the vague and unclear expressions in lexicographic materials, online documents, and authentic corpus data.

The collaboration varies among pairs or groups of instructors, but typically consists of US-based students in technical and professional writing classes creating documents, and students abroad translating these texts into their national languages, providing feedback on each other's work, or engage in both commenting, and eventually translating them into Polish in the case of Polish students.

In the cooperation stage referred to in this paper, the universities cooperating were the University of Minnesota and University of Applied Sciences in Konin (Poland). The Minnesota students were all non-language students, while the Konin students who took part in the collaboration were two groups of first and second year students of the MA programme in Translation Studies. Their curriculum combined theory and language practice in general English and in the respective domains, so the TAPP cooperation provided an opportunity for them to use and develop their language skills. Essentially, the TAPP collaboration between the Polish and US students functioned as a peer review activity in which the groups received feedback, usually shared by email messages, on their essays from their TAPP partners and they often used Google docs, PDFs and Word documents to provide their feedback. As mentioned above, the Konin students were additionally required to provide English-to-Polish translation of their US partners' texts.

The lecturers introduced this project by discussing terminology and concepts referring to various genres and styles. The students completed the first draft of their essays (in some cases – their research-based proposals, in some others – more personal notes concerning their first years at the university) and then emailed them to their partner students. They commented on their peers' texts, asking for clarification on terms and offering grammatical and syntactical suggestions. The students answered with their suggestions and either made the suggested changes or explained in an email or in a videocall why they had written the particular passage. If both parties were satisfied, the exchange ended there. However, many pairs continued the process with further drafts of the text until full satisfaction was

achieved. The Polish students were then asked to present the translation of their partner students' text to the Polish instructor.

4. Reflective learning

At each of the stages of the Poland-US cooperation Polish students submitted their reflective learning memos (Lewandowska-Tomaszczyk 2021), a practice carrying relatively high educational value, which has been used in such contexts for some time. Its popularity has grown to the extent that it is often adopted by educational practitioners who teach classes of this type (e.g., Calderhead 1987; Allard et al. 2007).

The data, collected here, indicate that such a cooperative format as the one applied here as well as corpus-based data enriched with supplementary online materials, involve students performing tasks which can be believed to promote reflection. The materials available here are written data coming originally in the form of student exchange of email letters and notes and online discussions with their peers and with the teachers coordinating this project. Reflective discussions and learning refer in this context to contemplating the content in various contexts (Farr and Riodan 2012) as well as interpreting and discussing them in classroom contexts.

5. Native – non-native peer interaction

The success of cooperative education programs depends upon the mutual benefit of the students and lecturers. Qualitative case studies of this kind provided some evidence that this a cooperation format produces fairly high levels of student performance and skill development.

TAPP collaborations have commonly included writing-translation projects, in which one class writes texts in a source language, then works with another class that translates these texts into a target language (Maylath et al., 2013, 2013a). The exchange referred here is based on writing tasks performed by US

students (NS) and the translation of these texts from English into Polish with the translations commented upon by the Polish students from the same group, and modified accordingly, when needed. Apart from general structural and syntactic changes, the students made an attempt to provide clarification of some of the less common terms as well as idiomatic and colloquial expressions the American students used in their texts. This part of task is invariably related with conceptual – and linguistic – indeterminacy of linguistic meanings.

6. Concept ambiguity and clarification strategies

It is generally assumed in Cognitive Linguistics, which is taken as the basic linguistic framework in the present study, that meanings, which are defined as convention-based conceptualizations, are not discrete entities, fully determined, even in fuller context.¹ Therefore, as argued in Lewandowska-Tomaszczyk (2021) it is essential to identify first the basic, *prototypical senses* of concepts and then their *broad meanings*, which include, apart from the core part, their contextual, culture-specific, and connotational properties defined in terms of a parametrized set of their system-related *semasiological* as well as *onomasiological* properties (Geeraerts 2015), emphasizing the significant role of extralinguistic reality in the process of naming. Thus it is also needed to adjust the study methodology towards a multifaceted analysis of linguistic forms and consider the interdisciplinary – linguistic, cultural and social domains – to identify the *cultural conceptualizations* of the analysed forms (Sharifian 2017). In the present case a cognitive corpus-based analysis in monolingual English contexts and in the translation data of lexicographic and parallel corpus materials used to be performed in order to more fully determine the relevant linguistic meanings.

¹ This is particularly true of context-free abstracted, less specific, lexical meanings in which *schematization* plays a role, when contrasted with what Langacker calls “*usage events*, i.e. the actual pronunciations and contextual understandings” (Langacker 2008: 16).

In the context of the cooperation discussed in the present paper, a complex set of areas of reference in cognitive cross-linguistic analyses of what is considered *broad linguistic meanings* (Lewandowska-Tomaszczyk 1989, 2012, 2012a) is carried out in terms of the following *language forms clarification strategies*:

- (i) the exchange of the students' authored texts between the American and Polish students
- (ii) identification of problem areas, typically connected with the semantic scope and uses of particular problem areas in the partners' texts
- (iii) searching up monolingual national and general English corpora as well as the materials of the English-to-Polish and Polish-to-English translational corpora (*paralela* Pezik 2014) for particular lexis and structures, their frequencies and collocations (Pezik 2012)
- (iv) identification of relevant dictionary entries in online dictionaries to examine the scope of use, genre and style of particular language chunks
- (v) identification of Polish equivalents in the parallel corpus data
- (vi) searching up bilingual dictionaries to validate the Polish equivalents
- (vii) identification of and reflection over the Polish uses of the equivalents to consider them as candidate equivalents in comparable texts identified in national corpora and over the web-based publications
- (viii) validation of the equivalents and the Polish texts in the translation produced by the translator trainees (student) for their adequacy and naturalness in a specific genre and style (reflecting on the broad senses of particular forms in context)
- (ix) an optional written task report on the performed procedure and the achieved final result in terms of the particular meaning elucidation
- (x) use of the Polish forms in various relevant contexts.

6.1. Naturalness

Apart from the understanding of the concept of *broad* meaning, the notion of *naturalness* also deserves foregrounding, particularly in the translational setting.

The broad senses are the senses that involve, apart from their core – sometimes criterial, parameters, the position of the particular meaning within a system of interrelated concepts, i.e., its semantic relational meanings and forms, activating polysemy, synonymy, and antonymy links, together with their hyponymically and hyperonymically related forms, the word usage syntactic criteria in natural language contexts, and, last but not least, their cultural-discourse adequacy. In other words, both lexical semantic criteria, as well as the syntactic adequacy and discourse type- and culture-bound appropriateness play a role. Corpus materials enable the learner to scrutinize these qualitative semantic aspects in a broad range of texts.

Corpus data relevant for translation tasks are both of the qualitative and quantitative kind. Frequencies of use and quantitative distributional facts (e.g., collocations) related to contextual factors can provide new insights into contrastive language studies and open up new prospects in translation theory and practice. The frequency characteristics will also illuminate a qualitative factor with respect to the examined data, namely, the degree of *naturalness* associated with individual constructions.² John Sinclair, who first discussed the concept of naturalness on language in (1983), gives the example Eng. *Prince Charles is now a husband* as an instance of low idiomaticity, low neutrality and high isolation, cumulated in the low naturalness of the sentence. Thus the concept of *naturalness* is understood as a system of the speaker's/writer's preferences of the use of a language unit, which is expressed via the frequency of its occurrence not in general language but in a specific, well-defined type of context (Lewandowska-Tomaszczyk 2001: 178). A more natu-

² For a thorough discussion of naturalness and the interpretation of *meaning in translation* consult the chapter by Lewandowska-Tomaszczyk *Meaning in the Encyclopaedia of Translation* (2022), publicly available online.

ral unit/structure then will be the one used more frequently in a given context.

The research task involving a *cross-linguistic comparison* is thus built around identifying cross-language similarity as a *dynamic notion*, represented as a cline exhibiting a gradual increase in diversification. The *degree of equivalence* between SL and TL structures can thus be measured in terms of the reference categories mentioned above, such as the typology of the category of *naturalness*, as well as categorization levels, prototypicality, image-schemata and their extensions, profiling and construal relations of various types, familiar from the Cognitive Linguistics paradigm (Lakoff 1987, Langacker 1979/1881).

The concept of *cross-linguistic cluster equivalence patterns* (Lewandowska-Tomaszczyk 2017), appeared particularly useful in collaborative corpus-informed teaching tasks at MA translation classes.

In section 8 of the present study parallel examples of contrastive cognitive-structural parameters of discourse and a corpus-based cognitive analysis of selected forms in English and Polish meanings are presented with a few examples of relevant cluster equivalents in Polish (Lewandowska-Tomaszczyk 2017). It is claimed that to uncover areas of analogy and difference cross-linguistically it is considered necessary to identify and analyse both a parametrized set of their semasiological as well as onomasiological properties (Geeraerts 2015), i.e., both the inherent meaning as well as the naming processes of a particular part as perceived in the outside world. To contextualize the study, the data obtained from such corpus materials should be discussed with students with reference to their cultural context (e.g., Nora 1992, Hofstede 1980, Trompenaars and Hampden-Turner 1997) as well as to particular styles and genres. These aspects are particularly well developed in linguistics and translations studies (e.g., Snell-Hornby 2006, Tirado 2019, Sharifian 2017).

6.2. Commensurability criteria

The criterion of *use*, listed by George Lakoff (1987) as one of these called *Commensurability Criteria* for comparing different languages is immediately relevant to translation tasks. It refers to a distributional range of particular language elements, i.e., the extent to which the range of use of such lexical elements in English as e.g., *to sit* in *Mary is sitting in this armchair* but also *The cup is sitting on the shelf*, correspond to different verb uses in other languages. In the example *[The products] may sit together on the shelf, and the consumer may think that those marked with CE are better than the others*³ the forms *sit* in these examples will correspond to *stand* or *lie* in other languages (e.g., Pol. produkty *stoją* ‘stand’ or *leżą* ‘lie’ na półce ‘on the shelf’).

The *framing* criterion combines the linguistic knowledge with the knowledge of the outside world. Different *object* or *event frames* or *schemata*, which regulate a top-down perspective on individual meanings are used in different languages e.g., in English the preference on the menu list is to treat some vegetables as individual entities used in the plural form e.g., the use of *carrots and peas* in the plural form in the English phrase *casserole with ground beef, **carrots**, and **peas***, while users of other languages (e.g., Polish) perceive them as a mass and use the singular (generic) noun in such cases (Pol. *z marchewką i groszkiem* lit. ‘with carrot and pea’).

Finally, the *organizational* criterion reflects distinct cross-linguistic perspectives on objects within a given category as in the cases of polysemy. Such cases represent distinct conceptual organization within semantic-conceptual categories across languages (Lewandowska-Tomaszczyk 2007). This criterion is evident in the case of *conceptual* or *lexical gaps*. In some languages as in English, for example, a fully lexicalized concept of *hubris* – negative pride – is absent, while it is present in other languages (e.g., Pol. *pycha* ‘hubris’ versus *duma* ‘pride’). Such and other

³ eur-lex.europa.eu

cases of commensurability *deficits* or *asymmetries* cause *meaning re-conceptualization* (Lewandowska-Tomaszczyk 2010) across languages and are both evident and discussed by the students in the analysis of translated texts.

It goes without saying that the students of translation specialism, who are the Polish subjects in the TAPP exchange, are typically familiar with these phenomena and recognize the types of *re-conceptualization processes*, connected with inherent *meaning approximation in communication* (cf. Lewandowska-Tomaszczyk 2010) which involve both changes in the *content of linguistic units* from one language to another but are also embedded in the *constructional properties* of language, i.e., its syntax and morphology (Goldberg 1994). The differences can also reside in the perception components and influence a possible *construal* of a scene (Langacker 1991: 551).

7. Peer corrective feedback

Corrective feedback the students are first engage in is understood here as “a more competent speaker’s reaction to learners’ ill-formed output” (Panova and Lyster 2002), and is considered an important facilitative strategy in second language acquisition and language development. The native – non-native student mutual feedback we have been observing in the analyzed context, has so far been a less frequent research topic in this area. Feedback can be understood either as *corrective recast* (direct corrections and providing correct forms) or *metalinguistic feedback* (applying a more descriptive strategy) (Monteiro 2014). Each strategy has its own advantages and drawbacks. It may be interesting to note that direct corrections were avoided by either group in our study, possibly due to politeness considerations, but also due to the fact that this type of interaction setting of basically the email exchange type provides a context which is more conducive to the metalinguistic rather than corrective recast strategy of feedback, making the former a more convenient and comfortable interactional cooperation technique than the latter. In some cases there exists a possibility that the students

did not feel confident enough in their own skills/comments/feedback.

8. Peer correction in practice

The in-text corrective feedback – by both, US and Polish, groups of students – includes some direct recast corrections, although short explanatory arguments are frequently also provided. In the case of out-of-text corrections, of a more descriptive or narrative type, it is the American students that are more attentive to avoid face-threatening acts by providing, often fairly elaborate, argumentation to their (positive and negative) comments. The Polish students tend to make reference to grammar books and dictionaries (*according to Oxford dictionary* in 1.) – in other words they appeal to authority rather than to their own language competences, particularly that some of the corrections proposed by the Polish students might have been considered as arguable.

Water is one of human beings' most basic needs. A shortage of water is a problem that shouldn't be taken lightly. Studies that have been conducted in the last 15 years show that drought conditions in the Red River Valley would lead to a major water deficit. Citizens of the Valley need a plan in place for the worst case scenario. The most logical and feasible solution is to bring water from the Missouri River to the area.

Komentarz [Rec1]: I would say "necessities". I think water is not a need, it is necessary to satisfy our different needs, it is necessary for us to live

Komentarz [Rec2]: I guess you shouldn't use contracted forms in an essay (excluding citations)– but I don't know what are the requirements

The problem the Red River Valley (and most of North Dakota) faces is an overdependence on surface water as its only sustainable source. The population of the Red River Valley is steadily growing along with its economy which puts further strain on the Red River and its tributaries as a source of water. If a drought were to occur, hundreds of thousands of people

Komentarz [Rec3]: "Overdependence" – according to the Oxford dictionary is written together

Figure 1
In-text corrections by a Polish student

9. Digital materials: Corpus data and online dictionaries

Working effectively in a collaborative team is not the only outcome expected in our case but also supporting technology skill development.

In order for Polish students to widen their language competences and make their language knowledge more substantiated in use, they are required to search for broad meanings of the problematic and unfamiliar language items in online materials such as corpora of all kinds, dictionaries and other online documents.

Both national corpora and parallel ones are used. Parallel corpora of translated materials, in which two or more language components are aligned, that is, are subdivided into compositional and sequential units (of differing extent and nature) which are linked and can thus be retrieved as pairs (or triplets, etc.), are not generally frequent as teaching tools. In our case, the materials are acquired from the Polish-to-English and English-to-Polish *paralela* corpus as used for the search of cluster equivalents in the course of translator education (Lewandowska-Tomaszczyk and Pęzik 2018).

10. Collaborative corpus-informed translation teaching

To prepare for the translation tasks and achieve fuller comprehension of the English originals Polish students first discussed the English texts with their authors. However, not always was a fuller comprehension of the concepts achieved, so a task of the online materials survey and investigation was performed simultaneously to the peer comment exchange.

Apart from mutual peer correction tasks the Polish students performed analyses of the concordance materials in English and Polish monolingual corpora (British National Corpus, COCA, NOW and the National Corpus of Polish) as well as the *paralela* corpus. Furthermore, the students generated and analysed col-

locational profiles of relevant items and performed a study on the syntactic/semantic construal (Langacker 1987) and reconceptualization types (qualitative analysis) in selected classes of example (Lewandowska-Tomaszczyk 2010). There are also corpus-based *grammars of English* published (Lewandowska-Tomaszczyk 2004) and widely used (e.g., Biber et al. 1999), recommended to students as reference materials. This was particularly helpful in meaning clarification and fuller comprehension both of the direct meanings as well as intended messages as well as their translational equivalents.

It may be significant to assume in this context that translational competence is not a uniform one type of competence. Rather, it can be considered as involving other types of competence (Neubert 2000) – language competence, textual competence, subject competence, cultural competence and transfer competence. It is precisely the *transfer* competence, including pattern-matching competence between a SL and a TL, accompanied by a decision-taking competence as well as performance competence, i.e., ability to perform in consequence of pattern-matching ability and conscious decision making, that are the most significant criterial properties in translation skills.

11. Lexis and terminology meaning clarification

The present section presents authentic instances of the Polish students' inquiry about particular monolexical and phraseological forms in American English the meaning of which was either unfamiliar or not clear to the Polish students, even in their contexts of use and often following explanatory or definitional attempts performed by the US students.

Apart from grammatical – syntactic and morphological operations observed in usage-based contexts (as e.g., in the case of part-of-speech *conversion* as in *She did really well at her first **meet***) – the American students used a number of lexical items, either less familiar to or less frequently used by the Polish students. They are exemplified in the contexts below. The Polish students typically ask questions of the form:

Pol. S [Q: (could you tell me/could you explain to me) what are X or Y ?]

The American students found such questions problematic to provide more exhaustive definitions. Instead, they typically gave examples, and the Polish students performed an explanatory task and a reflective part concerning the results of their search, following the answers they received.

Some of the cases semantically opaque for some of the Polish students were idiomatic expressions of various kinds as exemplified in the section below.

11.1. Idiomatic expressions (italicized in the examples)

Conventional Metaphor

(2) Sometimes the *best strategy for getting on track* is a little bit of parental guidance. My mom had my Blackboard and Campus Connection passwords so she could **keep tabs on my studies**.

(3) Fargo is okay, not much to do, not much to see, you know how it is," I said trying to *tiptoe around the subject of my grades*.

Metaphor – Jocular

(4) After *this epiphany*, I had a newfound drive for being studious.

In such cases a data search either in a dictionary and/or across corpus materials was sufficient to elucidate the sense.

Some more complex comprehension cases can be identified with the use of terminology in some domain-specific texts, particularly when they were used in highly marked American contexts.

11.2. Domain-specific terms

11.2.1. Academic

Independently of the culture specificity, some such uses were additionally marked in the context of the metaphoric mapping (e.g., (5)).

(5) First semester was *wrapping up*. During *dead week* I was studying until I had all content memorized that I didn't know. I had 3 final tests, one of which was Microeconomics, my worst class. *I was on an endless grind* mastering the material I had overlooked earlier in the semester *when I was shot gunning watery Busch Light rather than even touching the material*. I took my last final and headed home to Rochester for winter break impatiently waiting on my final grades. I ended up getting nothing lower than a B on all three tests. *I accomplished a 96 % grade on the Econ test I was dreading*. A job well done! it wasn't over yet, *I still had a second semester that I still needed to jump into*.

11.2.2. Military

The military terminology use as exemplified in (examples 6–10), was frequent with a few of US students in their discussions of a current debate there referring to the free access to weapons by all adult US citizens and the activities of the NRA (National Rifle Association) in the United States, an influential gun rights advocacy group.

extreme weapons

(6) *Extreme weapons* are those that are very powerful and that serve no practical purpose, such as hunting or self-defense. *Military-grade weapons* are similar due to their ability and purpose to kill as many people as quickly and efficiently as possible.

military grade weapon

(7) One that meets the standards set by the military. It doesn't matter who makes it, as long as it meets a set of standards that they all have to meet. Now, how this is done is rather sloppy. They all are not checked. Rather, they select a batch and check it. This is done with ammunition, clothing, and other supplies. In theory, it should all be to standard. In most cases, it must be American made, though. (...)

One aspect of military grade weapons is that they have parts that are interchangeable. If one gun breaks, you can take the parts from another broken gun and fix it. Civilian weapons may or may not be able to do this. This allows military weapons to be made by any company, during war, and have them all alike. Civilians like to stick

with name brands and pay the prices. This forces them to often purchase from the maker of the weapon.

Complete text available at <https://www.quora.com/What%E2%80%99s-a-%E2%80%9Cmilitary-grade-weapon%E2%80%9D>

(8) S: What is the difference between military grade weapons and civilian?

Currently the major difference is that *military rifles are capable of firing multiple rounds per trigger pull (either burst or automatic fire) and civilian models are not*. An actual military M4 has a slightly shorter barrel than a civilian carbine. Everything else is cosmetic or ergonomic.

(9) Q: What's the difference between 'assault' weapons and sporting weapons?

Sporting is semiautomatic. Yeah, it's a semiautomatic. It's not a military grade weapon. The military uses automatic weapons. <https://www.police1.com/firearms/articles/assault-weapons-vs-sporting-weapons-whats-the-difference-CD5WOUkkmBOSy0dk/> (COCA spoken)

(10)

| | |
|--|--|
| SERIES: | |
| Shameless | |
| (IMDB) (Years: 2011–: 103 episodes) Country: USA Genre: Comedy, Drama | |
| Series info | A scrappy, fiercely loyal Chicago family makes no apologies. |
| Episode | Hope Springs Paternal (2014) (IMDB) (Open Subtitles) |

S1: How much for this chair? How much you want to pay? Well, how about

S2: Cash only. Please. Dad, it's working. They're falling for it. Isn't this fun?

S1: Yeah. – You okay? – Yeah. I'm conserving my energy for Carl's thing tomorrow. Every gun's loaded, okay?

S2: So here we got your Bushmaster XM-15 semiautomatic. Premium 16-inch chrome-lined profile barrel. Sweet.

S1: What do you think about home protection? I got three little ones on the way. Safeguarding the old homestead, huh? Hey, second amendment, brother. Got to protect my freedom one bullet at a time. Okay, so...

S2: Milkor M32 MGL-140 grenade launcher. Protects a shitload of freedoms. Six-round cylinder, double-action, military grade **weapon** Missing a few parts, but... it still shoots. It's heavy.

S1: What are we talking here? How much?

S2: Well, around five grand.

S1: \$5,000?

S2: Yeah.

S1: Aw, come on, man. How much for the bat? Holy shit. I got to go.

NOW corpus

The screenshot shows the NOW Corpus interface with a search for 'military grade weapon'. The results are displayed in a table with columns for date, source, and context. The context column shows the phrase 'military grade weapon' highlighted in green in various news snippets.

| SEARCH | FREQUENCY | CONTEXT | OVERVIEW |
|------------------------|-------------|-------------------------|---|
| (SHUFFLE) | | | |
| CLICK FOR MORE CONTEXT | | | |
| 1 | 22-02-16 MY | malaymail.com | Remington and the other two defendants are culpable because they knowingly marketed a military grade weapon that is "grossly unsuited" for civilian |
| 2 | 22-01-17 IN | thecitizen.in | Fog app saying: "Reports suggest that this is a Psychological Ops military grade weapon and in the hands of mal-intentioned actors, it can have serious |
| 4 | 21-12-28 US | Penn Live (1) | It became clear to me those bullets were fired out of a military grade weapon ," he said. "It was powerful enough to pierce reinforced glass. |
| 5 | 21-05-26 NG | dailypost.ng | released from Canisters as an aerosol. # "A grenade is a military grade weapon , says multiple security experts. We invite the World to see the lies in |
| 6 | 21-05-01 AU | capsulecomputers.com.au | with aspirations of upward mobility combined with an insatiable appetite for investing in military grade weapon and vehicle technology. Arms trafficking |
| 7 | 21-02-16 NG | premiumtimesng.com | be peace? When did it become legal for civilians to carry a military grade weapon ? What if we all begin to carry automatic rifles in defiance of authority? |
| 9 | 21-01-17 US | scpr.org (1) | the Molotov cocktails didn't ignite. The person who had a military grade weapon did not seem to fire that weapon. It was not a massacre. It was not |
| 10 | 20-05-06 US | theguardian.com | Compared with all other governments. If this was an attack with a military grade weapon the UK would be fucked. Half of you would have your lips attac |
| 11 | 19-08-05 US | Westport News | to shoot people could easily, so easily, get access to a military grade weapon and that much ammo," said Hannah Shows, a former high classmate who |
| 14 | 19-07-29 US | News-Press NOW (2) | , # The Transportation Security Administration said in a statement that the military grade weapon was located in the man's checked luggage at Baltimor |
| 23 | 19-03-15 GB | Telegraph.co.uk (8) | and the other two defendants are culpable because they knowingly marketed a military grade weapon that is "grossly unsuited" for civilian use yet hac |
| 24 | 18-03-25 US | Townhall | but back to this amazing video. # She replies it's a military grade weapon , which is not an answer. Kirk aptly noted that the military also uses |
| 25 | 18-02-19 GB | ITV News | int disqualify someone from owning an assault rifle, an AR-25, a military grade weapon . I don't know what does. # "Suspected school shooter Nikolas G |
| 26 | 18-01-10 NG | 360Nobs.com | pasture? Who armed the herdsmen with AK47 rifles? Is carrying a military grade weapon and assault rifle legal in Nigeria? Are the Fulani herdsmen actir |
| 27 | 17-10-04 NZ | New Zealand Herald | how about the toxic emissions that spray from the business end of a military grade weapon ? Related articles: # The record (well, the modern record) |

Figure 2

NOW corpus concordances *military grade weapon*

A discussion of the terminology use in various contexts – both in the excerpts of US Army manuals as well in a loose conversation derived from an American soap opera show, made it possible for the Polish students to better conceptualize the lexical distinctions used by their American peers.

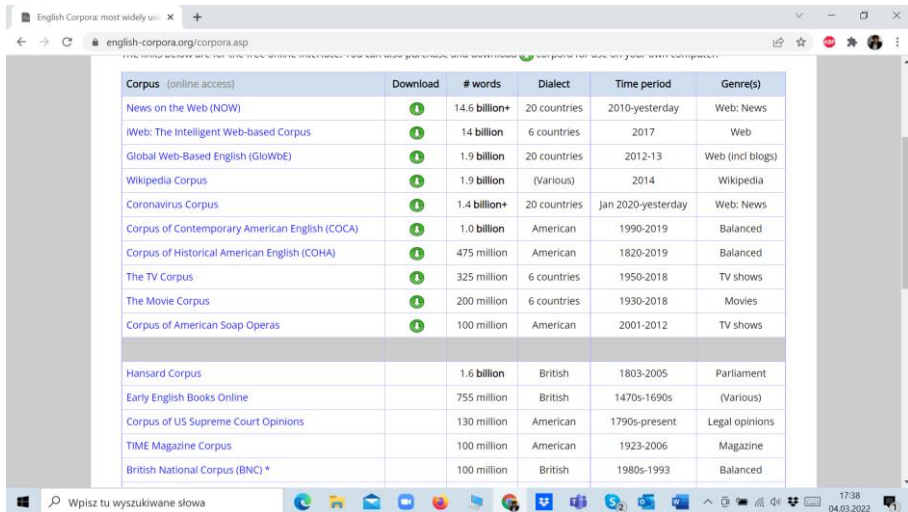
11.2.3. Sports

The culture-specificity of certain sports-related expressions was also evident in some of the US students' language.

varsity

(11) My sister had gotten into cross country; *she was running varsity* as an eighth grader.

Sentence (11) appeared problematic to the students, with reference to the expression *running varsity*. The search in a number of resources was performed by them.



| Corpus (online access) | Download | # words | Dialect | Time period | Genre(s) |
|--|----------|---------------|--------------|--------------------|------------------|
| News on the Web (NOW) | 1 | 14.6 billion+ | 20 countries | 2010-yesterday | Web: News |
| Web: The Intelligent Web-based Corpus | 1 | 14 billion | 6 countries | 2017 | Web |
| Global Web-Based English (GloWBE) | 1 | 1.9 billion | 20 countries | 2012-13 | Web (incl blogs) |
| Wikipedia Corpus | 1 | 1.9 billion | (Various) | 2014 | Wikipedia |
| Coronavirus Corpus | 1 | 1.4 billion+ | 20 countries | Jan 2020-yesterday | Web: News |
| Corpus of Contemporary American English (COCA) | 1 | 1.0 billion | American | 1990-2019 | Balanced |
| Corpus of Historical American English (COHA) | 1 | 475 million | American | 1820-2019 | Balanced |
| The TV Corpus | 1 | 325 million | 6 countries | 1950-2018 | TV shows |
| The Movie Corpus | 1 | 200 million | 6 countries | 1930-2018 | Movies |
| Corpus of American Soap Operas | 1 | 100 million | American | 2001-2012 | TV shows |
| <hr/> | | | | | |
| Hansard Corpus | | 1.6 billion | British | 1803-2005 | Parliament |
| Early English Books Online | | 755 million | British | 1470s-1690s | (Various) |
| Corpus of US Supreme Court Opinions | | 130 million | American | 1790s-present | Legal opinions |
| TIME Magazine Corpus | | 100 million | American | 1923-2006 | Magazine |
| British National Corpus (BNC) * | | 100 million | British | 1980s-1993 | Balanced |

Figure 3
Corpora of English (selection)

noun: **varsity**; plural noun: **varsities**

1. dated, British

university.

"he had his hair cut when he got back from varsity"

2. British

(especially of a sporting event or team) relating to a university, especially Oxford or Cambridge.

modifier noun: **varsity**

"a varsity match"

3. North American

the principal team representing a high school or college in a sport or other competition.

"Miller promoted him to the varsity for his sophomore season"

The screenshot shows the 'Corpus of American Soap Operas' interface. The search results are displayed in a table with columns for rank, year, source, and context. The word 'varsity' is highlighted in the context of each result.

| Rank | Year | Source | Context |
|------|------|--------|---|
| 1 | 2011 | AMC | feel like I'm in high school again? Griffin: I would lend you my varsity jacket if I had one. Kendall: Actually, I'll settle for just wearing |
| 2 | 2011 | GH | 'm supposed to be. Like if I get into Harvard and row in the varsity crew, that somehow Pentonville and all that crap that happened to me will somehow |
| 3 | 2010 | ATWT | I That's impressive. Tom: Hey. Also, on the baseball team, varsity shortstop. He's -- he's thrilled. So am I. Casey: |
| 4 | 2010 | OLTL | David: Kim, you are what we in the trade call a jgd -- junior varsity gold digger. It's a technical term, not a compliment. You're |
| 5 | 2010 | OLTL | my next diamond-encrusted toe ring when you should be thinking how will a vgd -- varsity gold digger -- like David Vickers Buchanan take that toe ring away from me. |
| 6 | 2010 | OLTL | did you go to prom with? Layla: Taylor Richards asked me. He played varsity basketball, and half the girls in school were in love with him. But |
| 7 | 2010 | OLTL | about basketball, though? Now, you were planning on going out for the varsity . That's a huge responsibility, you know. Matthew: So I'll work |
| 8 | 2010 | OLTL | We're going steady. Does this mean I need to pull out your old varsity jacket? Rex: Oh, is that what all the hot college co-eds are wearing |
| 9 | 2009 | ATWT | ? Mark: Because I have baseball tryouts. It's my chance to make varsity . Liberty: Oh, do you think that we can go the next day? |
| 10 | 2009 | ATWT | Yeah, I did, jack. Congratulations! Jonesy, my son just made the varsity baseball team. All right. Come on, let's go celebrate. I |
| 11 | 2009 | BB | why I've been shoved in a corner? Ridge and Rick, they're varsity . I'm J.V. It's okay for emergencies... Eric (Stammering) Thorne: But |
| 12 | 2009 | OLTL | You were so angry. Todd: Because of you, I didn't get my varsity letter. You messed me up royally. Mary: I couldn't breathe. My |
| 13 | 2008 | ATWT | innocence, okay? You concentrate on being you, huh? Like making the varsity baseball team. Carly: Yeah, really, Sweetie. Just try to get your |
| 14 | 2008 | ATWT | 's not gon na work, unless you're looking to score with the entire varsity hockey team. Janet: Oh, zip it. You're no fun. Liberty: |
| 15 | 2008 | GH | team as a cover so that she could see Dillon. She ended up making varsity . The debate team -- now, that was George's thing. I got |
| 16 | 2007 | OLTL | I mean, you can't be surprised. This is a small town, varsity football is huge. People were pissed when you got kicked off the team -- |

Figure 4
Corpus of American Soap Operas *varsity*

The screenshot shows the 'Corpus of Contemporary American English' (COCA) interface. The search results are displayed in a table with columns for rank, year, source, and context. The word 'varsity' is highlighted in the context of each result.

| Rank | Year | Source | Context |
|------|------|------------------------------|--|
| 1 | 2012 | BLOG shefinds.com | 3267861 Geometric Jewelry You Don't Need To Be A Varsity Mathlete To Rock # You may think you left high school math in the past |
| 2 | 2012 | BLOG blog.northjersey.com | Pretty sure her AA was 35.875 and the corrections have been made. Search Varsity Aces # Search for: Subscribe to Varsity Aces # Enter your email add |
| 3 | 2012 | BLOG blog.northjersey.com | have been made. Search Varsity Aces # Search for: Subscribe to Varsity Aces # Enter your email address to receive notifications of new posts by email. |
| 4 | 2012 | BLOG kateharding.net | so it's not like I'm hiding my body! # I miss my varsity karate club. Our senses didn't care about what shape or size we were |
| 5 | 2012 | BLOG aintitcool.com | - while DDL is a magnificent artist - that method acting shit is kinda junior varsity if he can't get into character at the drop of a hat at |
| 7 | 2012 | BLOG xojane.com (1) | the cover of a Nordstrom's Training Bra catalog. Another was on the Varsity Surfing Team. At that point my hair had begun to grow out in a |
| 8 | 2012 | BLOG xojane.com | punch line. # But I made it to top three! Bri and the varsity surfer flanked me on both sides. # For top three, they put you |
| 9 | 2012 | BLOG youthhouseoflove.com | want a letterman's (letterperson's?) jacket, so we put her varsity letter in a shadow box. I used her school colors as a background. |
| 10 | 2012 | BLOG chelmsford.patch.com | Regatta this weekend, placing 19th out of 85 boats in the men's youth Varsity 8 race. Daniel Levine, Austin Drake and Johnny Coddairre all row out of |
| 11 | 2012 | BLOG sanmarinonotribune.com | Titan tennis supporters came true last week as the San Marino High School girls' varsity tennis team overcame a semifinal scare from visiting Claremont |
| 12 | 2012 | BLOG burbankbeyond.com | Pendleton added 10 yards on eight rushes. # Williams finished his first year on varsity just 63 yards shy from breaking the single season rushing record |
| 13 | 2012 | BLOG ...mondconfidential.org | is good, our JV team is good, but somehow when they get to varsity it just goes all downhill. " # Green said he thinks that's because |
| 14 | 2012 | BLOG radaronline.com | , was repeatedly bullied after she'd had sex with four of the school's varsity football players at a party at one of the player's homes Saturday night, |
| 15 | 2012 | BLOG suathletics.com | 3.1 mile time. # In the women's open four, Syracuse's first varsity boat overcame heavy winds to emerge victorious. Led by seniors Allison Todd (coxswa |
| 16 | 2012 | BLOG suathletics.com | # Finishline right behind them. In the second place, was Syracuse's second varsity four. I like their teammates, the second varsity four crew turned in a q |

Figure 5
COCA *varsity*

ON CLICK: **CONTEXT** TRANSLATE (?) GOOGLE IMAGE PRON/VIDEO BOOK (HELP)

| HELP | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | FREQ |
|------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|------|
| | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 6779 |
| 1 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 4048 |
| 2 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 2940 |
| 3 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 2677 |
| 4 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 2672 |
| 5 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 2071 |
| 6 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1889 |
| 7 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1801 |
| 8 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1751 |
| 9 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1744 |
| 10 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1711 |
| 11 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1516 |
| 12 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1207 |
| 13 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1147 |
| 14 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1063 |
| 15 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1006 |
| 16 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | 1001 |
| 17 | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | ★ | |

Figure 6
NOW *varsity*

(SHUFFLE)

CLICK FOR MORE CONTEXT HELP SAVE TRANSLATE ANALYZE

| | | | | |
|----|-----|---------------------------|---|--|
| 1 | HBT | W_fict_prose | Q | n't take this the wrong way. Barnett, but unless you're a varsity man -- proper 'varsity, that is, not these red-brick hell-holes -- you |
| 2 | HBT | W_fict_prose | Q | way. Barnett, but unless you're a 'varsity man -- proper varsity , that is, not these red-brick hell-holes -- you can't imagine what it |
| 3 | HBT | W_fict_prose | Q | , all that lost frothy fecklessness of his youth. He calls it the varsity spirit. Says nobody who hasn't experienced it can understand it. Least of |
| 4 | K27 | W_news_script | Q | takes some beating... on Tuesday at Twickenham he wins his blue in the annual varsity game... some achievement for a man who's fought back from a broker |
| 5 | K1D | W_news_script | Q | when she becomes the first woman to turn out for the men in the annual varsity match against Cambridge. # A revolutionary type of microlight aircraft has w |
| 6 | K1F | W_news_script | Q | women to play for the men's team... but they lost to Cambridge in the varsity games # Another record has been broken at the Silverstone racing circuit... but t |
| 7 | K1F | W_news_script | Q | professional circuit. Karate is just one of the sports featuring in this weekend's Varsity Games in Oxford, when the Dark Blues battle it out with Cambridge for |
| 8 | K1J | W_news_script | Q | on the water by Putney bridge this morning, the relentless preparation continues. The Varsity showdown is almost upon them. And Oxford, since bringing in, |
| 9 | K1M | W_news_script | Q | to win the premier league title. And Oxford take on Cambridge in the 119th Varsity Athletics match. It all takes place at the Iffley Road track. And so |
| 10 | AHC | W_newsp_brdsht_nat_misc | Q | Davies the rugby player captained Cambridge to a 17-11 victory over Oxford in his fourth Varsity match last December and is almost certainly creating history |
| 11 | AKM | W_newsp_brdsht_nat_misc | Q | resumes today, undefeated on 73, and unless there is a merciful declaration the varsity bowlers, on a perfect batting pitch, can expect more of the same. |
| 12 | A3L | W_newsp_brdsht_nat_sports | Q | out of the first two First Division games. Oxford begin the build-up to their Varsity defence with a bigger overseas influence than they had even last season. la |
| 13 | AHG | W_newsp_brdsht_nat_arts | Q | activities. C. P. Kenny Dublin 4. # Letter to the Editor: Charting the varsity changes # TELEVISION has given us the dramatised documentary Last week The Sur |
| 14 | CEK | W_newsp_other_social | Q | unmemorable that it gives as much offence as a toothless poodle. Rounding up long-lost varsity chums for a rollicking angst-fest has always been a reliable di |
| 15 | K55 | W_newsp_other_report | Q | the Corals betting shop in Front Street, Consett, at the weekend. # Varsity council: # Nigel Sherlock has been appointed vice-chairman of Newcastle University |

Figure 7a
BNC *varsity* collocates (i)

The screenshot shows the British National Corpus (BNC) website interface. The 'FREQUENCY' tab is selected, displaying a table of collocates for the word 'varsity'. The table has three columns: 'HELP', 'COLLOCATE', and 'FREQ'. The data is as follows:

| HELP | COLLOCATE | FREQ |
|------|---------------|------|
| 1 | MATCH | 16 |
| 2 | CENTURIES | 2 |
| 3 | GAMES | 2 |
| 4 | GAME | 2 |
| 5 | RUGBY | 2 |
| 6 | WEEKEND | 2 |
| 7 | MAN | 2 |
| 8 | MATCHES | 2 |
| 9 | YEAR | 1 |
| 10 | LIFE | 1 |
| 11 | GROUND | 1 |
| 12 | GARDEN | 1 |
| 13 | VIRTUE | 1 |
| 14 | VICTORY | 1 |
| 15 | UNIVERSITY | 1 |
| 16 | UNDERGRADUATE | 1 |
| 17 | UNDERDOGS | 1 |

Figure 7b

BNC *varsity* collocates (ii)

An interesting conclusion from the discussion of the polysemy of the word *varsity* was drawn by the students with reference to Figure 7., in which the British English use of the word shows both semantic types of the collocates, one referring to the university, most often to Oxford and/or Cambridge, the other – similar to the American sense – referring to sports contexts.

The area related to finances and economy was one of the more lexically problematic areas, together with the field of law, the Polish students had some comprehension problems with.

11.2.4. Finances

bidder

(12) To a veteran like me 'military-grade' means **built by the lowest bidder, with the cheapest materials**, and probably ill-fitting. If 'military grade' was so great I wouldn't have bought so much non-issue kit during my time as a soldier.9 May 2020

The identification of different *types of bidder* and their possible cluster equivalents patterns in Polish was performed in the *paralela* corpus.

(13)

In particular, bids are frequent and often small in volume (only [...] [1] of [...] [1] tenders submitted by Siemens are larger than EUR [...] [1] in size), and products are highly customised and significantly differentiated. In addition, for larger contracts, there is ex-ante uncertainty about the actual value (i.e. profitability) of a project for the winning bidder. The expected value of the price offered by the lowest bidder is therefore bound to increase as the number of **credible bidders** decreases. Hence, Siemens/VA Tech's high combined market share, the relatively small size of the remaining competitors and the elimination of an important bidder increase the possibility that a dominant position will be created as a result of the merger. [Acquis comminatoire]

Przy tym należy zauważyć, że przetargi odbywają się często, ich przedmiotem są produkty znacznie zróżnicowane i dostosowane do indywidualnych potrzeb klientów, a wartość przetargów jest niska (tylko [...] [1] z [...] [1] ofert przedsiębiorstwa Siemens miała wartość wyższą niż [...] [1] EUR). W przypadku zleceń o znacznej wartości oferent, któremu udzielono zlecenia, początkowo nie jest pewien konkretnej wartości (tzn. rentowności) przedsięwzięcia. Spadek liczby wiarygodnych oferentów powoduje jednak wzrost najniższej oferowanej ceny. W związku z wysokim łącznym udziałem w rynku przedsiębiorstw Siemens i VA Tech, stosunkowo nieznaczną wielkością pozostałych konkurentów i wyłączeniem istotnego oferenta, wzrasta prawdopodobieństwo, że koncentracja przyczynia się do stworzenia pozycji dominującej. [Porządek prawny UE]

<http://paralela.clarin-pl.eu/#search/pl/-1/lowest%20bidder/-1/0/20/0/true/0/true/-1/-1/-1/-1/source>

The corpus included examples with a number of modified uses of the noun *bidder*: *lowest bidder*, *winning bidder*, *credible bidder*, *important bidder*.

The range of Polish equivalents of the former use of the *lowest bidder* acquired from the same source includes:

(14) podmiot oferujący najniższą cenę
najtąńszy z oferentów

najtańsza firma
najtańszym kosztem

which correspond to the English ‘the subject offering the lowest price’, ‘the cheapest of the offering parties’, ‘the cheapest firm’ or – an implicational rather than prototypical equivalent – ‘with the lowest cost’.

The thorough search and reflection over both meanings and uses of the lexical item made it easier for the students both to engage in the discussion with their US partners as well as to be more effective in their translation tasks.

11.3. Colloquial language

The use of colloquial, let alone vulgar, language by American students is obviously not common. However, the topics focusing on personal experiences, life stories, etc., seemed to encourage the use of such expressions, which, in more academic types of text, would be considered unacceptable.

The colloquial language poses some problems for the Polish students. Therefore, the reflection and close scrutiny of such expressions is part of the classroom tasks, focusing on finding their more complete senses and usage rules, eventually also their possible closest rendering.

11.4. Idiomatic vulgar

(15) My friends came into my dorm room and distracted me, forced me to drink certain beverages, it ended up not getting done. Oh, and this happened 3 times within the first 2 months of the semester. Needless to say, *I needed to get my shit together*.

Online materials

have/get your shit together Cambridge Advanced Learner's Dictionary & Thesaurus © COonly

have/get your shit together

mainly US offensive

to be or become effective, organized, and skilful:

One of these days I'll get my shit together.

SMART Vocabulary: related words and phrases

Managing and organizing: administer - administration - anti-bureaucracy - bronze command - bureaucracy - conduct - coordinate - fix - have sth in hand idiom - head sth up - in hand idiom - kaizen - management - organization - rationalization - reorganization - reorganize - restructure - restructuring - shit

(16) <https://www.merriam-webster.com/dictionary/get%20one%27s%20shit%20together>

Definition of *get one's shit together*

1 *US, vulgar:* to begin to proceed in an effective way : to become prepared, organized, etc. The team's defense just couldn't seem to *get its shit together*.

2 *US, vulgar:* to begin to live one's life in a responsible and mature way I really need to *get my shit together* and start looking for a job.

The students – in their majority – used the Polish equivalent *zebrać się do kupy* lit. ‘to put oneself together’ – in a similar, although seemingly less vulgar, sense.

12. Conclusions

Over the course of the cooperation students gain increasing responsibility and competence to look for additional data, explications, definitions, examples in the web-based materials and the corpus data available there. The Polish students – in the course of such training – become more independent, to a large extent, from their native speaking peers. At the same time, peer-mentoring relationships are also successful as regards English idiom, smooth expression and naturalness in the sense interpreted above. In this way students develop more persuasive foreign language competence, particularly in terms of the use of more colloquial idiom, and recognize the usage contexts of less official style and native ways of expressing intentions.

And yet, there remain differences, depending both on the native – non-native language use as well as on others – more

culture-specific ones. While the American students typically use friendly comments for corrections, the Polish students' remarks convey suggestions by reference to authority (dictionaries/grammar books) rather than to their addressees' native language and their own acquired competences. This distinction can also be attributed to a higher expressivity of American vis-a-vis Polish culture, although, both would be rather considered more expressive when contrasted with the reserved ones such as the British cultural behaviour patterns (Lewandowska-Tomaszczyk and Wilson 2021) The present study shows to what extent Polish students' exposure to more natural academic and colloquial styles of American English, and the relations they developed with the American peers, can be linked to a more thorough study and reflection on the materials and use of samples of the language in online dictionaries, authentic American English materials, digital data and corpus materials. As shown in the post-task reflective memos (Lewandowska-Tomaszczyk and Veeramoothoo 2021) such procedures and tasks make the Polish students more proficient in English and contribute to the raising of their translation skills and to their digital skills development, while both groups – more sensitive to the intercultural and cross-linguistic relations.

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