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<td>Тхакахова Лаура Леонидовна</td>
<td>Специальность: 031202.65 – Перевод и переводоведение</td>
<td>2015</td>
<td>Кафедра теории и практики перевода</td>
<td>канд. филол. наук, доцент Леонович Е.О.</td>
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Тема: ОСОБЕННОСТИ СИНТАКСИСА РАЗГОВОРНОГО АНГЛИЙСКОГО

**ABSTRACT**

Subjectmatter: Peculiarities of Colloquial English Syntax.

Author: Laura L. Tkhakakhova, 5th year student, Institute of Translatology and Multilanguage Studies.

Supervisor of the project: E.O. Leonovitch, Associate Professor of the Chair of Theory and Practice of Translation and Interpretation.

Information about the sponsor organization: Pyatigorsk State Linguistic University; 9 Kalinin St., Pyatigorsk, Stavropolkrai.

Topical Importance: this paper provides a complex study of the peculiarities of colloquial English syntax

Goals: This research paper offers an in-depth analysis of several features of spoken English syntax that are generally considered as ‘typical’, but have never before been studied empirically. Drawing on authentic spoken data from various sources the given paper focuses on the domain of discourse organization and examines the form, function and distribution of different types of clauses. The study demonstrates conclusively that spoken English syntax bears all the hallmarks of a vibrant contact language.

Theoretical value and practical applicability: The material collected and analyzed in the graduation work will be highly relevant for anyone interested in modern colloquial syntax of English, and discourse-pragmatic sentence structure.

Results: The author examines the types of clauses used by people when they are speaking off the cuff. The author also analyzes the devices speakers use when organizing larger chunks of language, such as conversations. Using data from various modern sources of English, the paper develops a systematic analysis of spoken English syntax and highlights its properties. We argue that there are major and systematic differences between spoken and written language, and conclude by exploring the implications of their findings for typology, first-language acquisition, and education.