

КРЪГЛА МАСА

**БИЗНЕС ЛИНГВА 2022 - АКТУАЛНИ
ПРОБЛЕМИ НА ЧУЖДООЗИКОВОТО
ОБУЧЕНИЕ И МНОГООЗИЧИЕТО**

Свищов, 14 октомври 2022 г.

Сборник с доклади



КРЪГЛА МАСА
БИЗНЕС ЛИНГВА 2022 - АКТУАЛНИ ПРОБЛЕМИ НА
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Издава се от катедра „Чуждоезиково обучение“ по повод на 70 години от основаването на катедрата и на предстоящата 86-та годишнина на Стопанска академия „Д. А. Ценов“ – Свищов.

Кръглата маса и публикациите към нея са финансирани по проект № 2 за 2022 г. към Института за научни изследвания към Стопанска академия „Д. А. Ценов“ – Свищов.

Научните разработки са представени на Кръглата маса на 14-ти октомври 2022 г. Изданието е регистрирано в НАЦИД.

Авторите носят пълна отговорност за съдържанието на разработките, изразените мнения, използваните данни, цитираните източници, както и за езиковото оформление на текстовете.

(С) Академично издателство „Ценов“ – Свищов

ISSN 2815-3022

СТОПАНСКА АКАДЕМИЯ „ДИМИТЪР А. ЦЕНОВ“ – СВИЦОВ
ФАКУЛТЕТ „ФИНАНСИ“
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“

КРЪГЛА МАСА

**БИЗНЕС ЛИНГВА 2022 - АКТУАЛНИ
ПРОБЛЕМИ НА ЧУЖДООЗИКОВОТО
ОБУЧЕНИЕ И МНОГООЗИЧИЕТО**

Свицов, 14 октомври 2022 г.

Сборник с доклади

*Кръглата маса се посвещава
на 70 години от създаването на катедра „Чуждоезиково
обучение“.*

Академично издателство „Ценов“ – Свицов
2022 г.

Работни езици: български, английски. Всички доклади са двойно анонимно рецензирани и се публикуват в електронен сборник след приемане от Редакционния съвет.

Кръглата маса се провежда присъствено и виртуално чрез видеоконферентна връзка на адрес:

<https://bbb.uni-svishtov.bg/b/jfq-pqm-d6o>

The screenshot shows the Blackboard Collaborative Room interface. At the top, it says "Business Lingua 2022" and "6 Sessions | 1 Room Recordings". Below this, there is an "Invite Participants" section with a text input field containing the URL "https://bbb.uni-svishtov.bg/b/jfq-pqm-d6o" and a "Copy" button. To the right of this is a large blue "Start" button. Below the invite section is a search bar with the placeholder text "Search for room...".

Сборникът с доклади от кръглата маса се публикува като многогодишна научна поредица с регистрация пред Национална библиотека „Св. Св. Кирил и Методий“ и НАЦИД с ISSN 2815-3022

The screenshot shows a digital library page. At the top, there is a dark blue header with a logo and a breadcrumb trail: "Home / Сборници / Сборници с научни разработки на СА / View Item". Below this is the title "БИЗНЕС ЛИНГВА - АКТУАЛНИ ПРОБЛЕМИ НА ЧУЖДОЕЗИКОВОТО ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО". To the left of the title is a small thumbnail image of a book cover. To the right, there is a "URI" field with the value "http://hdl.handle.net/10610/4506" and a "Collections" field with the value "Сборници с научни разработки на СА". Below the title, there is a "View/Open" section with a document icon and the text "Сборник Бизнес Лингва 2021 v.3.0.pdf (6.905Mb)". At the bottom, there is a "Date" field with the value "2021".

Организационен комитет на кръглата маса:

Председател:

Ст. преп. д-р Петър Тодоров – Научен секретар на катедра „Чуждоезиково обучение“, p.todorov@uni-svishtov.bg

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Редакционен съвет на кръглата маса:

Проф. д-р Андрей Захариев, Декан на факултет „Финанси“, СА „Д. А. Ценоv“

Проф. д-р Наталья Саенко, Р-л катедра „Чуждестранни езици“, ХНДАУ, Харкив, Украйна

Доц. д-р Венцислав Василев, Р-л катедра „Застраховане и социално дело“, СА „Д. А. Ценоv“

Доц. д-р Пламен Йорданов, катедра „Застраховане и социално дело“, СА „Д. А. Ценоv“

Светлана Сарачилова, Faculty Council Member, ASA College, NY, NY, USA

Организационният комитет си запазва правото за промени.

2022 г.



**The Department of Foreign Language Teaching at the D. A.
Tsenov Academy of Economics – Svishtov**

**SECOND ROUND TABLE
BUSINESS LINGUA – RELEVANT PROBLEMS OF FOREIGN
LANGUAGE TEACHING AND MULTILINGUALISM**

October 14th, 2022 – Svishtov, Bulgaria

Working languages: Bulgarian, English.

**All papers are double-blind peer reviewed and published after
having been accepted by the Editorial board.**

The round table is held in a face-to-face format and online at:
<https://bbb.uni-svishtov.bg/b/jfq-pqm-d6o>

The screenshot shows the Zoom meeting interface for "Business Lingua 2022". It includes the following elements:

- Meeting title: Business Lingua 2022
- Meeting details: 6 Sessions | 1 Room Recordings
- Section: Invite Participants
- Link input field: <https://bbb.uni-svishtov.bg/b/jfq-pqm-d6o>
- Copy button: Copy
- Start button: Start
- Search field: Search for room...

Organizing committee:

Chairperson:

Senior lecturer Peter Todorov, PhD – Scientific secretary of the Department of Foreign Language Teaching, p.todorov@uni-svishtov.bg

Members:

Senior lecturer Victor Monev, PhD – Head of the Department of Foreign Language Teaching, v.monev@uni-svishtov.bg

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Senior lecturer Ivanka Borisova, i.borisova@uni-svishtov.bg

Senior lecturer Radka Vasileva, r.vasileva@uni-svishtov.bg

Senior lecturer Rumyana Deneva, r.deneva@uni-svishtov.bg

Editorial board of the round table:

Prof. Andrey Zahariev, PhD, Dean of the Faculty of Finance, D. A. Tsenov Academy of Economics;

Prof. Nataliia Saienko, DSc (Education), Head of the Department of Foreign Languages, Kharkiv National Automobile & Highway University (KNAHU), Ukraine;

Assoc. prof. Ventsislav Vasilev, PhD, Head of the Department of Insurance and Social Security, D. A. Tsenov Academy of Economics;

Assoc. prof. Plamen Yordanov, PhD, Department of Insurance and Social Security, D. A. Tsenov Academy of Economics;

Mrs. Svetlana Saratchilova, Faculty Council Member, ASA College, NY, NY, USA.

70 ГОДИНИ КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“ – ДОСТИЖЕНИЯ, НАУКОМЕТРИЯ И ПРОЕКТИ

Проф. д-р Андрей Захариев,
Декан на факултет „Финанси“ при СА „Д. А. Ценов“

Седемдесетата годишнина на катедра „Чуждоезиково обучение“ при факултет „Финанси“ на СА „Д. А. Ценов“ е повод за преглед на достижения и резултати, които надхвърлят границите на строго педагогическата изява на академичния състав. В рамките на политика на факултета и висшето училище за подобрене в наукометричните показатели индивидуално и чрез участие в научни колективи катедрата даде пример за постижения, които са повод за споделяне и позитивно прокламиране. Сред тях включваме първите публикации, индексирани и в процедура на индексирание в наукометричните бази данни **Scopus** и **Web of Science**:

Първо. Индексирани публикации:

Todorov, P. (2021). Integrating Duolingo for schools in third language acquisition, *Chuzhdoezikovo Obuchenie-Foreign Language Teaching*, Vol. 48, Issue 3, pp: 486-497, doi: <https://doi.org/10.53656/for21.34duol>

Todorov, P. (2021). Research on the implementation of e-learning tools by Bulgarian and foreign universities. *Chuzhdoezikovo Obuchenie-Foreign Language Teaching*, Vol. 48, Issue 5, pp: 486-497, doi: <https://doi.org/10.53656/for21.55izsl>

Второ. Публикации, в процедура на индексирание:

Zahariev, A., Mihaylova, M., Monev, V., & Dikov, V. (2021d). Upgrading competencies of master's degree students through E-learning in business communications in a foreign language. *Abstracts & Proceedings of SOCIOINT 2021 - 8th International Conference on Education and Education of Social Sciences*, 14-15 June 2021 (pp. 25-33). Istanbul: OCERINT. doi: <https://doi.org/10.46529/socioint.202103>

Zahariev, A., Angelov, A., Angelov, P., Mihaylova, M., Slavov, S., & Mladenov, S. (2022a). Designing an International Bachelor Degree Syllabus - Corporate Social Responsibility in Industry 4.0. *Abstracts & Proceedings of SOCIOINT 2022 - 9th International Conference on Education and Education of Social Sciences*, 17-18 January 2022 (pp. 567-575). Istanbul: OCERINT. doi: <https://doi.org/10.51508/intcess.202279>

Zahariev, A., Zaharieva, G., Mihaylova, M., Ivanova, K. (2022d). Digitalisation in human resource management: evidence from the Bulgarian banking and insurance sectors. 87th International Scientific Conference of Economic and Social Development: Economics, Management, Finance and Banking, Svishtov, Bulgaria, 28-30 October 2022, *Economic and Social Development* (Book of Proceedings), vol. 87, Cakovez, Croatia, pp. 261-269, ISSN: 1849-7535, <https://www.researchgate.net/publication/364153518>

Zahariev, A., Zaharieva, G., Mihaylova, M., Nikolova, M. (2022e). COVID-19 as a factor for the digitalisation in human resource management in the Bulgarian financial institutions. 87th International Scientific Conference of Economic and Social Development: Economics, Management, Finance and Banking, Svishtov, Bulgaria, 28-30 October 2022, *Economic and Social Development* (Book of Proceedings), vol. 87, Cakovez, Croatia, pp. 210-219, ISSN: 1849-7535, <https://www.researchgate.net/publication/364153505>

В областта на разработването на проекти, представители на катедрата дават своя принос в следните научни, образователни и изследователски теми:

- Проект №3-2021 при ИНИ на тема „Състояние и възможности за развитие на българския туризъм в условията на COVID -19“
- Проект №11-2022 при ИНИ на тема „Дигитална трансформация в управлението на човешките ресурси във финансовите предприятия в България“.
- Проект № 2020-1-BG01-КА203-079025 „Adaptation of strategies for corporate social responsibility to address the implications of the Industry 4.0“ по програма Еразъм+.
- Проект № КА 202/VET-46/25.09.2018 г. „ECVET based further VET training to support the enhancement of entrepreneurship skills of young people and micro-SMEs via management accounting“, по програма „Еразъм+“.
- Проект № 2018-1-BG01-КА203-048016 „Европейско партньорство за социално включване и създаване на умения за женско предприемачество чрез електронно обучение“ по програма „Еразъм+“.
- Проекти на научни списания „Народностопански архив“ и „Бизнес управление“ пред Фонд Научни изследвания“ при МОН по конкурсни процедури „Българска научна периодика“ за 2014, 2016, 2019, 2021 и 2022 год.
- Проект BG05M2OP001-2.016-0004-C01 „Икономическото образование в България 2030“
- Проект 2021-1-BG01-КА220-VET-000034664 „Training on business continuity strategies for micro SMEs in the aftermath of Covid-19“

(CORONOMICS). Проектът е по програма Еразъм +, КА220-VET-Партньорства за сътрудничество в професионалното образование и обучение;

- Проект 2021-1-BG01-КА220-VET-000034800 „Commercially Oriented Social Entrepreneurship Training in Vocational Education and Training (COM-SET)“, Програма Еразъм +, Ключова дейност 2: Партньорства за сътрудничество, сектор „Професионално образование и обучение“.
- Проект 2021-1-BG01-КА220-VET-000034709 „ECOLOGically Viable Business innovation through ECVET compliant digital Entrepreneurial Skills training“ ECO-VIBES.

В рамките на факултета и висшето училище наукометрията на катедрата показва обективен нарастващ тренд при създаването на научна продукция и учебно съдържание. Вж. Таблица 1.

Представени на един преподаватели показателите за научна продукция на катедра „Чуждоезиково обучение“ потвърждават позитивния тренд. Вж. Таблица 2.

Таблица 1

Справка за периода 2021/2022 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д. А. ЦЕНОВ“	68 489,32	3 676,28	1 934,34	2 418,36	3 181,34	50 672,34	6 606,66
ФАКУЛТЕТ „ФИНАНСИ“	6 378,29	46,20	216,01	496,95	369,82	4 172,31	1 077,00
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	1 415,77	46,20	146,70	161,62	169,75	776,50	115,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	2 308,28	0,00	41,86	170,75	86,37	1 529,30	480,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	1 382,84	0,00	0,00	24,08	30,00	1 328,76	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>1 271,40</u>	<u>0,00</u>	<u>27,45</u>	<u>140,50</u>	<u>83,70</u>	<u>537,75</u>	<u>482,00</u>
Справка за периода 2020/2021 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д. А. ЦЕНОВ“	58 845,48	2 730,40	1 829,82	2 478,90	2 215,42	44 536,86	5 054,08
ФАКУЛТЕТ „ФИНАНСИ“	9 029,83	166,00	267,46	202,20	295,21	8 098,96	0,00
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	6 612,88	0,00	93,20	79,20	152,20	6 288,28	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	601,00	0,00	96,31	27,00	47,09	430,60	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	903,45	0,00	5,95	78,00	37,42	782,08	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>912,50</u>	<u>166,00</u>	<u>72,00</u>	<u>18,00</u>	<u>58,50</u>	<u>598,00</u>	<u>0,00</u>
Справка за периода 2019/2020 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д. А. ЦЕНОВ“	29 439,56	2 925,92	1 402,60	2 173,76	4 089,70	15 728,94	3 118,64
ФАКУЛТЕТ „ФИНАНСИ“	5 126,05	912,45	196,80	154,78	346,50	2 578,80	936,72
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	1 847,53	780,45	143,80	82,78	148,50	516,00	176,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	1 142,80	0,00	0,00	0,00	93,00	1 049,80	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	1 817,72	0,00	53,00	50,00	81,00	909,00	724,72
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>318,00</u>	<u>132,00</u>	<u>0,00</u>	<u>22,00</u>	<u>24,00</u>	<u>104,00</u>	<u>36,00</u>

Справка за периода 2018/2019 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д. А. ЦЕНОВ“	27 350,12	4 773,40	2 387,46	2 190,06	2 706,62	13 427,78	1 864,80
ФАКУЛТЕТ „ФИНАНСИ“	1 987,57	399,40	367,67	153,50	339,50	504,50	223,00
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	1 163,37	399,40	188,47	77,50	195,50	302,50	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	292,20	0,00	137,20	41,00	114,00	0,00	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	50,00	0,00	42,00	8,00	0,00	0,00	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>482,00</u>	<u>0,00</u>	<u>0,00</u>	<u>27,00</u>	<u>30,00</u>	<u>202,00</u>	<u>223,00</u>
Справка за периода 2017/2018 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д. А. ЦЕНОВ“	130774,04	4 521,68	1 754,56	2 280,58	3 169,30	84 168,58	34 879,34
ФАКУЛТЕТ „ФИНАНСИ“	10 561,78	600,72	122,16	245,70	376,05	8 597,75	619,40
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	6 801,60	600,72	78,16	177,70	184,55	5 760,47	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	3 027,48	0,00	2,00	0,00	135,00	2 712,28	178,20
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	497,70	0,00	28,50	47,00	36,00	125,00	261,20
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>235,00</u>	<u>0,00</u>	<u>13,50</u>	<u>21,00</u>	<u>20,50</u>	<u>0,00</u>	<u>180,00</u>

Таблица 2

Справка за периода 2021/2022 уч. г. в Среден брой стандартни страници на преподавател	Общо	в моно-графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д.А.ЦЕНОВ“	97,56	153,18	18,25	18,05	15,59	269,53	143,62
ФАКУЛТЕТ „ФИНАНСИ“	59,61	46,20	12,71	16,57	11,56	208,62	153,86
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	41,64	46,20	29,34	16,16	14,15	155,30	115,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	64,12	0,00	4,65	21,34	9,60	218,47	160,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	125,71	0,00	0,00	8,03	15,00	221,46	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>48,90</u>	<u>0,00</u>	<u>9,15</u>	<u>15,61</u>	<u>9,30</u>	<u>268,88</u>	<u>160,67</u>
Справка за периода 2020/2021 уч. г. в Среден брой стандартни страници на преподавател	Общо	в моно-графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д.А.ЦЕНОВ“	93,41	59,36	20,33	21,37	12,73	261,98	148,65
ФАКУЛТЕТ „ФИНАНСИ“	105,00	33,20	22,29	22,47	11,35	238,20	0,00
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	150,29	0,00	15,53	26,40	10,87	349,35	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	40,07	0,00	24,08	27,00	9,42	107,65	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	53,14	0,00	5,95	26,00	12,47	78,21	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>91,25</u>	<u>166,00</u>	<u>72,00</u>	<u>9,00</u>	<u>14,63</u>	<u>299,00</u>	<u>0,00</u>
Справка за периода 2019/2020 уч. г. в Среден брой стандартни страници на преподавател	Общо	в моно-графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д.А.ЦЕНОВ“	52,95	104,50	18,46	18,74	19,66	163,84	97,46
ФАКУЛТЕТ „ФИНАНСИ“	64,89	228,11	16,40	11,06	12,83	198,37	104,08
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	51,32	260,15	13,07	11,83	11,42	516,00	176,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	103,89	0,00	0,00	0,00	13,29	262,45	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	79,03	0,00	53,00	12,50	20,25	129,86	103,53
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>35,33</u>	<u>132,00</u>	<u>0,00</u>	<u>7,33</u>	<u>8,00</u>	<u>104,00</u>	<u>36,00</u>

Справка за периода 2018/2019 уч. г. в Среден брой стандартни страници на преподавател	Общо	в моно-графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д.А.ЦЕНОВ“	53,42	198,89	21,70	21,90	16,50	139,87	103,60
ФАКУЛТЕТ „ФИНАНСИ“	33,69	99,85	33,42	13,95	16,17	45,86	223,00
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	43,09	99,85	31,41	12,92	24,44	100,83	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	22,48	0,00	45,73	20,50	14,25	0,00	0,00
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	4,55	0,00	21,00	8,00	0,00	0,00	0,00
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>60,25</u>	<u>0,00</u>	<u>0,00</u>	<u>13,50</u>	<u>7,50</u>	<u>202,00</u>	<u>223,00</u>
Справка за периода 2017/2018 уч. г. в Среден брой стандартни страници на преподавател	Общо	в моно-графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА СА „Д.А.ЦЕНОВ“	166,80	150,72	16,25	19,66	15,38	350,70	415,23
ФАКУЛТЕТ „ФИНАНСИ“	124,26	300,36	17,45	16,38	13,93	409,42	47,65
КАТЕДРА „ФИНАНСИ И КРЕДИТ“	174,40	300,36	39,08	16,15	16,78	443,11	0,00
КАТЕДРА „ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО“	159,34	0,00	2,00	0,00	15,00	387,47	89,10
КАТЕДРА „ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА“	33,18	0,00	14,25	23,50	18,00	125,00	32,65
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“	<u>19,58</u>	<u>0,00</u>	<u>6,75</u>	<u>10,50</u>	<u>4,10</u>	<u>0,00</u>	<u>60,00</u>

В частта монографии направеното от учени от катедрата буди адмирации, защото поставя един много висок стандарт спрямо останалите академични звена и колективи:

Ст. преп. д-р Виктор Монеv

Монеv, В. (2015) Многоезичието в бизнес комуникациите. Академично издателство „Ценоv“. Свищов. ISBN: 978-954-23-1049-5 Страници: 221

Ст. преп. д-р Петър Тодоров

Тодоров, П. (2020) Прилагане на модел за обучение по английски език базиран на информационни и комуникационни технологии. Академично издателство Ценоv. Свищов. ISBN: 978-954-23-1792-0 Страници: 132

Тодоров, П. Съавтори: Елена Хаджиева, Радка Влахова, Тодор Шопов, Весела Шушлина, Рени Манова, Дейвид Мосъп (2015) Европейско образование и съвременност. *Littera et Lingua Series*. (онлайн издание) София Страници: 200 (участие 14 %)

Ст. преп. д-р Венцислав Везиров

Везиров, В. (2020) Художествената литература в обучението по немски като чужд език. Издателство „Славена“. Варна. ISBN: 978-619-190-161-6 Страници: 166

Везиров, В. (2016) Немската литература и култура в задължителното учебно съдържание по литература в българското училище - исторически и съвременни аспекти. Издателство „Славена“. ISBN: 978-619-190-044-2 Страници: 200

Изложените наукометрични данни и библиографски записи ясно показват, че при своята 70-ата годишнина катедра „Чуждоезиково обучение“ е, и си остава важно и перспективно звено на СА „Д. А. Ценоv“, чиито ръководен екип за мандата в лицето на ръководител катедра ст. преп. д-р Виктор Монеv и научния секретар ст. преп. д-р Петър Тодоров успешно решава текущите задачи и чертае вектори за бъдещо развитие.

Честита 70-ата годишнина колеги! На многая лета!

TIME FOR NEW CHALLENGES

**Victor Monev PhD, Head of the Department for Foreign Languages Teaching
Tsenov Academy of Economics, Bulgaria**

On October 7, 2022 we celebrated the 70th anniversary of the Department of Foreign Languages at the D. A. Tsenov Academy of Economics. Foreign languages were taught at the academy as early as the first academic year in 1936/37. Those were French and German, taught by foreign professionals. The first curriculum consisted of 5 lessons per semester week in the first 3 years of study and 4 in the last one. Foreign languages are therefore among the most important subjects at our university. Figure 1 below shows the distribution of foreign language hours between 1942 and 1947.

Общ учебен планъ на занаятията въ Висшето търговско училище
„Д. А. Ценовъ“ — Свищовъ

№	ПРЕДМЕТИ	I г.		II г.		III г.		IV г.	
		теор.	практ.	теор.	практ.	теор.	практ.	теор.	практ.
1	Политическа икономия	4	2	—	—	—	—	—	—
2	Стопанска история и история на развитието на търговията	—	—	2	—	—	—	—	—
3	Стопанска география	2	—	2	1	—	—	—	—
4	Статистика	—	—	3	1	—	—	—	—
5	Финансова наука и администрация	—	—	—	—	3	1	1	1
6	Държавно устройство и управление	2	—	—	—	—	—	—	—
15	Приложна химия и физика	2	1	—	—	—	—	—	—
16	Финансова математика	2	1	2	1	2	1	—	—
17	Кооперативно дѣло	—	—	—	—	3	1	—	—
18	Застрахователно дѣло	—	—	—	—	2	1	2	—
19	Банково дѣло	—	—	—	—	—	—	2	1
20	Чужди езици (нѣмски и френски съ търговска кореспонденция на чуждия езикъ)	5	—	5	—	5	—	4	—
21	Стенография и машинописъ	2	—	2	—	—	—	—	—
22	Българска търговска кореспонденция	—	—	—	—	1	1	—	—

Figure 2. The general curriculum in the 1940s, position 20 is foreign languages

Over time, other foreign languages were added: Russian and English. The work of the colleagues then and now has included teaching as well as publishing textbooks, dictionaries and other materials such as collections of economic texts for translation. Figure 1 shows textbooks from the 1980s published by teachers at the Department of Foreign Languages.

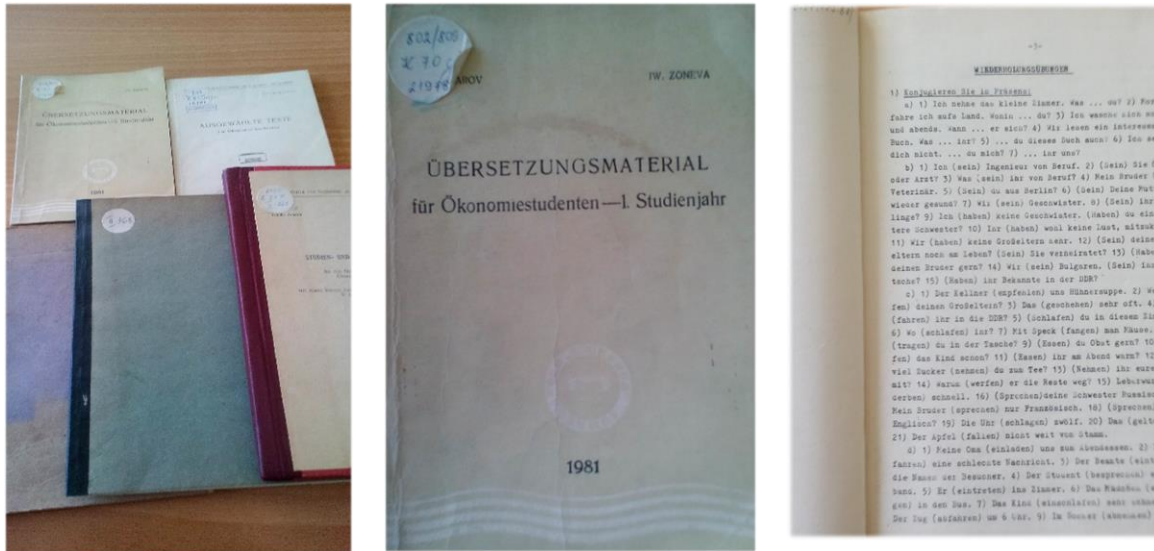


Figure 2. Textbooks from the 1980s

For the publication of the textbooks, the colleagues had to rely on the services of the in-house publishing house and on contacts with colleagues from abroad. The materials show good knowledge of foreign languages and the specifics of CLIL in teaching economics students.

The range of foreign languages offered by D. A. Tsenov Academy of Economics was expanded shortly after the fall of communism – in the 1990s. The new programme “International Economic Relations” and the expansion of contacts to numerous European and Arabic countries and to Japan brought the Portuguese, Arabic, Japanese and Spanish languages to the Academy. In the second half of the 1990s, the colleagues who taught English were able to take part in the Tempus program and acquire new knowledge for the use of digital media in the FLT. The Department for Foreign Language Teaching was also used in the then new subject area of “Banking” and later the programme “Economics of Tourism”. In the course of this development, the foreign language teaching was expanded to include first and second foreign languages for students of “International Economic Relations” and “Tourism Economics” throughout the Bachelor's degree.

The growing range of language modules resulted in the increased production of textbooks, some of which are shown in Figure 3. This includes textbooks for Foreign language (English, German, Russian) Part 1 (general course) and Foreign language (English, German, Russian) Part 2 (specialist course), textbooks for first foreign language English (International Economic Relations, Economics of Tourism and Business Informatics) and for the second foreign language German or Russian (International Economic Relations and Economics of Tourism).

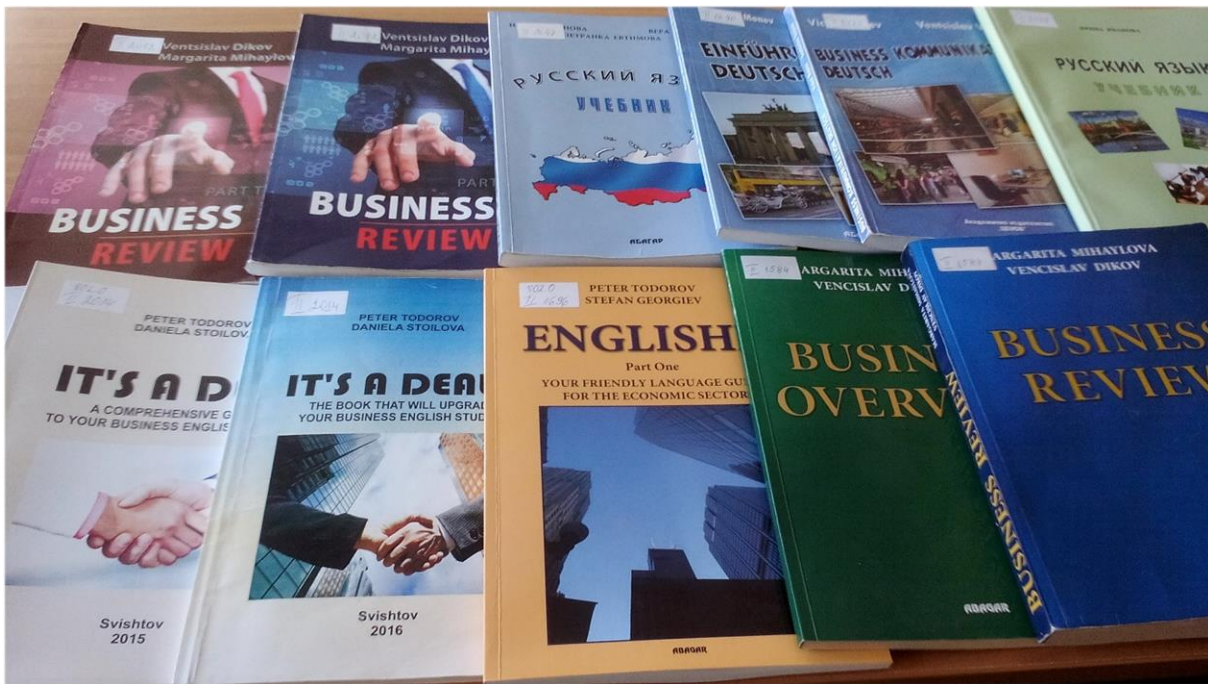


Figure 3. Modern textbooks for Foreign Language Teaching for special purposes

In recent years, internationally oriented disciplines such as Business Economy (in English) and International Business (in English) have been introduced into the bachelor's program at the Academy. Language modules are offered to foreign and Bulgarian students who expand their communicative competence in the professional environment. Learners can practice their listening, reading, writing and speaking language skills for business and academic purposes and prepare better for future professional activities in the international perspective.

As early as the beginning of the new century, colleagues from our department were researching the possibilities of using information technology in FLT. First, a project in 2003 successfully tested the extent to which electronic tests with students provided reliable data for grading. Another important step around 2010 was the introduction of Business Communication classes in 4 languages (English, German, French and

Russian) for all Master's students at the D. A. Tsenov Academy. Two levels which corresponded to the general language level of the students were offered.

The findings of the "Foreign Language Business Communication" project found expression in 2019, when distant learning (originally introduced for the master's degree) was also offered to students in the bachelor's degree. The platform for distant learning dl.uni-svishtov.bg first hosted the modules for the Academy's distant students. In the following year 2020, full-time and part-time students who were cut off from classes due to the lockdown caused by the COVID-19 pandemic also benefited from this. Nowadays, the platform is used for teaching all forms of study (Figure 4).

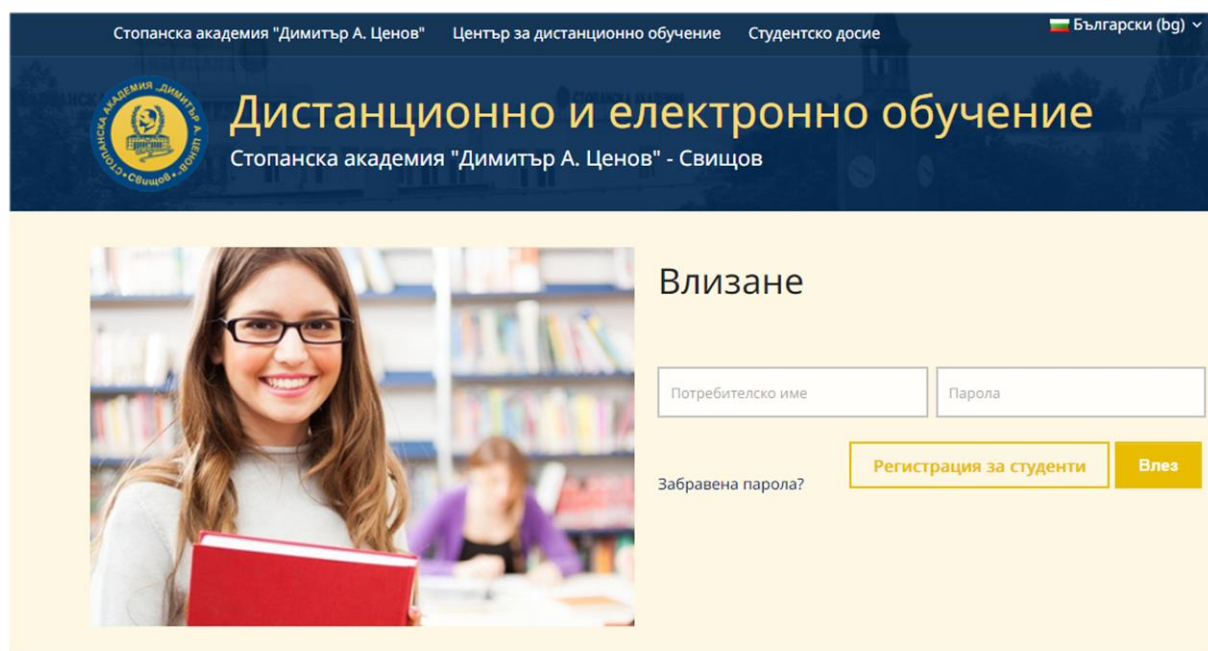


Figure 4. The portal for distant learning of the D. A. Tsenov Academy of Economics

It is difficult to present the past 70 years within a few pages. Nevertheless, I have attempted to give an impression of how FLT at the D. A. Tsenov Academy of Economics in Svishtov, Bulgaria was established and how it has developed over the years. We have our generation to thank for the successful transition to the digital platform. More challenges are sure to follow. I would name a few here, in my opinion, such as didactic enrichment of FLT in distance learning, expansion of Blended learning in the regular face-to-face teaching, participation in offering courses for foreign languages for specific purposes in international disciplines – as part of the opening of the D. A. Tsenov Academy of Economics to foreign students, live contacts with

colleagues from partner universities in Bulgaria and abroad, research projects on various aspects of teaching. In a German song it says: “Behind the horizon it goes on...”

In this sense, I very much hope that the round table “Business Lingua – relevant problems of foreign language teaching and multilingualism” will establish itself as a platform for the academic exchange and for the current comparison of research in the field of study-related Foreign Language Teaching!



The official Website of the D. A. Tsenov Academy of Economics:

<https://www.uni-svishtov.bg/en>

„Бизнес лингва 2022” организира по повод 70-годишнината си катедра „Чуждоезиково обучение” при СА „Д. А. Ценов”

18.10.2022 г.

Източник: Раздел „Новини“ на сайта на СА „Д.А. Ценов“

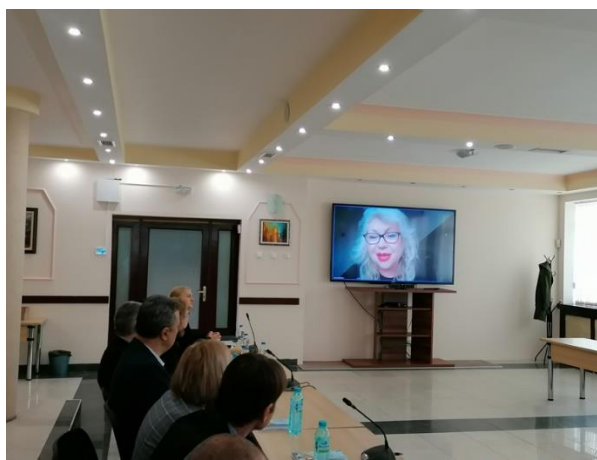
Международна кръгла маса на тема „Бизнес лингва 2022 – актуални проблеми на чуждоезиково обучение и многоезичието” организира катедра „Чуждоезиково обучение” при Стопанска академия „Димитър А. Ценов”. Форумът бе посветен на 70-годишнината от създаването на катедрата. На официалното откриване на поредното издание на кръглата маса, която се проведе в присъствен и онлайн формат, присъстваха зам.-ректори, декани, ръководители на катедри и центрове, участници.

Приветствие към организаторите и участниците от името на ректора – проф. д-р Марияна Божинова и академичното ръководство поднесе доц. д-р Любомир Иванов – зам.-ректор „Научноизследователска дейност и развитие на кадрите”. Той подчерта ролята на езиковото обучение в днешния глобален свят и заяви, че добрата подготовка при чуждоезиковото обучение спомага за преодоляване на езиковата бариера пред трансфера на знание, идеи и научни изследвания. „Езиковата компетентност и многоезичието играят ролята на мост, който позволява да се постигне висока разпознаваемост на институцията Стопанска академия, на академичния състав и неговите научни постижения в рамките на европейското и международното научно и образователно пространство”, каза доц. Иванов.



Ръководителят на катедра „Чуждоезиково обучение” – ст. преп. д-р Виктор Монеv, представи развитието на катедрата през годините. Той припомни, че

катедрата е създадена със Заповед № 2877 на МНП 7-ми октомври 1952 г., но обучението по чужди езици е било част от учебния план още преди 1945 г. и е една от общо 22 учебни дисциплини, като тя се е изучавала от студентите и през четирите години. Днес курсовете по чужди езици са достъпни в редовна, задочна и дистанционна форма на обучение. Ст. преп. д-р В. Монеv представи и част от научната продукция на катедрата, но като основен момент той откри дигитализацията, която започва в катедрата през 2003 г. Говорейки за прехода през годините ръководителят на катедрата заяви: „Променят се методики и начин на работа, но мисията си остава една и съща – да помагаме на студентите и на преподавателите да ползват чуждите езици успешно в своята работа”. От представени данни в сборника с резюмета към научните разработки за форума стана ясно, че катедра „Чуждоезиково обучение” показва нарастващ тренд при създаването на научна продукция и учебно съдържание. Извън границите на строго педагогическата изява на академичния състав, индивидуално и чрез участия в научни колективи катедрата има и публикации, индексирани и в процедура на индексирание в наукометричните бази данни Scopus и Web of Science. Представители на катедрата дават своя принос и при разработването на проекти в различни научни, образователни и изследователски теми.



С респект и уважение, приносът на катедра „Чуждоезиково обучение“ за академичното образование на студентите и изграждането на специалисти по икономика, както и за това, което е Свищовската академия в международен план, подчертаха в приветствията си и участващите във форума декани и ръководители на катедри. Деканът на факултет „Финанси“, в чиято структура е и катедрата-юбиляр, проф. д-р Андрей Захариев адмира новия подход на катедрата за създаване на научна добавена стойност, какъвто е и настоящото второ

международно издание на кръглата маса „Бизнес лингва”. „Вие сте едно модерно поколение преподаватели по английски, немски и руски език, които продължават благородното дело и работите с душа и сърце, с всеотдайност, амбиция и вяност към каузата на СА „Д. А. Ценов”, каза проф. Захариев. Приветствия и поздравителни адреси връчиха проф. д-р Атанас Атанасов, декан на факултет „Стопанска отчетност”, проф. д-р Стоян Проданов, ръководител катедра „Финанси и кредит”, доц. д-р Венцислав Василев, ръководител катедра „Застраховане и социално дело”, доц. д-р Христо Сирашки, директор на ЦПО и ЦСФО. Приветствие към своите колеги поднесе, чрез онлайн обръщение Светлана Сарачилова – бивш ръководител на катедрата (сега преподавател по английски език за чужденци в ASA College, Ню Йорк, САЩ).



Откриване на кръглата маса в зала „Ректорат“, 14-ти октомври 2022 г. /

The opening of the Round table in the Rectorate hall, October 14, 2022.



СТОПАНСКА АКАДЕМИЯ „Д. А. ЦЕНОВ” – ГР. СВИЩОВ
ФАКУЛТЕТ „ФИНАНСИ”

До
Ст. преп. д-р Виктор Монеv
Ръководител на катедра
„Чуждоезиково обучение“
Факултет „Финанси“
СА „Д. А. Ценоv“-Свищов

ПОЗДРАВИТЕЛЕН АДРЕС

**Уважаеми г-н ръководител катедра!
Уважаеми колеги преподаватели!**

Изключително ми е приятно от името на администрацията на факултет „Финанси“ при Стопанска академия „Д. А. Ценоv“ – Свищов, академичният състав на факултета, студентите, докторантите и лично от мое име най-сърдечно да Ви поздравя по случай 70-годишнината от основаването на катедра „Чуждоезиково обучение“.

Юбилеят на Вашата катедра е време за размисъл – за изминалите години, за създадената традиция и за съвременните постижения. Обучението по чужди езици намира място още от самото създаване на Висшето училище и продължава да е неизменна част от академичното образование на студентите в глобализиращия се свят. Катедра „Чуждоезиково обучение“ към СА „Д. А. Ценоv“ безспорно има значим принос за изграждането на така необходимите на България кадри в областта на икономиката, управлението и бизнеса.

В този ден отдаваме почит и дълбоко уважение към всички генерации преподаватели от катедрата – започвайки от първостроителите към 8 ноември 1936 год. и тези, които на 7 октомври 1952 год. стават част от системата от самостоятелни катедрени звена на висшето училище! Адмирации и към новия подход на катедрата за създаване на научна добавена стойност, какъвто е и настоящото вече поредно международно издание на кръглата маса „Бизнес лингва“! Вие сте едно модерно поколение преподаватели по английски, немски и руски език, които продължават благородното дело и работите с душа и сърце, с всеотдайност, амбиция и вярност към каузата на СА „Д. А. Ценоv“.

Приемете нашите най-искрени пожелания за много празнично настроение, бодрост и оптимизъм. Бъдете здрави, носете високите идеи на академичното тържество на духа и знанието!

**НЕКА Е ЧЕСТИТА 70-ата ГОДИШНИНА
НА КАТЕДРА „ЧУЖДОЕЗИКОВО ОБУЧЕНИЕ“!
На многая лета колеги!**

Свищов, 14.10.2022 г.

Декан на факултет „Финанси“
/Проф. д-р Андрей Захариев/



До
Ст. преп. д-р Виктор Монеv
Ръководител катедра
„Чуждоезиково обучение“
СА „Д. А. Ценоv“ – Свищов

ПОЗДРАВИТЕЛЕН АДРЕС

*Уважаеми д-р Монеv,
Уважаеми колеги преподаватели и студенти,*

От името на академичния състав на факултет „Стопанска отчетност“ при СА „Д. А. Ценоv“ – Свищов и лично от мое име най-сърдечно Ви поздравяваме по повод **70 годишнината от основаването на катедра „Чуждоезиково обучение“**, организирането и провеждането във връзка с този значим юбилей на кръгла маса „*Бизнес Лингва – 2022 г.*“ в Свищовското висше училище!

Висок атестат за дългогодишната всеотдайна работа са утвърдените устойчиви критерии в съвременното висше образование, иновативно преподаване, развиването на творческите и езиковите способности на учещите млади хора, забележителните постижения на Вашите възпитаници!

С неизчерпаема енергия, ентузиазъм и положителен заряд, впечатлихте поколения студенти.


Днес Вие умело ги вдъхновявате да не спират да се интересуват и търсят, да се развиват и усъвършенстват с креативни идеи за бъдещето към високи хоризонти.

Бъдете горди от постигнатото!

Приемете нашите сърдечни благопожелания за здраве, сили, неукротима мисъл и творческо дръзновение!

ЧЕСТИТ ЮБИЛЕЙ И УСПЕХ НА КРЪГЛАТА МАСА!

Свищов,
14 октомври 2022 г.

С уважение: 
Проф. д-р Атанас Атанасов
Декан на факултет „Стопанска отчетност“

До
ст. преп. д-р Виктор Монеv
Ръководител катедра
"Чуждоезиково обучение"
при СА „Д. А. Ценоv“

ПОЗДРАВИТЕЛЕН АДРЕС

от проф. д-р Стоян Проданов,
Ръководител на катедра „Финанси и кредит“ при СА „Д. А. Ценоv“

Уважаеми ст. преп. д-р Виктор Монеv,
Уважаеми колеги,

От името на катедра „Финанси и кредит“ при СА „Д. А. Ценоv“ - Свищов и лично от мое име с удоволствие Ви поднасям нашите най-искрени поздравии и пожелания за просперитет по повод **70-годишния юбилей от създаването на катедра "Чуждоезиково обучение" при СА „Д. А. Ценоv“ - Свищов!**

На този ден имате пълното основание да се гордеете за всички отминали години, през които обучавахте успешни и мотивирани студенти и изграждахте кадри, готови да се справят със съвременните предизвикателства в овладяването на чужд език и потребностите на пазара на труда.

Вашите традиции за по-знаещи, по-можещи, по-конкурентни и уверени в себе си бъдещи специалисти, за които отличното владеене на чужди езици се е превърнало в чудесно преимущество за бъдещата им професионална реализация в сферата на икономиката е повод за професионално самочувствие и престиж! 70 години Вие не само обучавате, Вие творите и изграждате бъдещето на България!

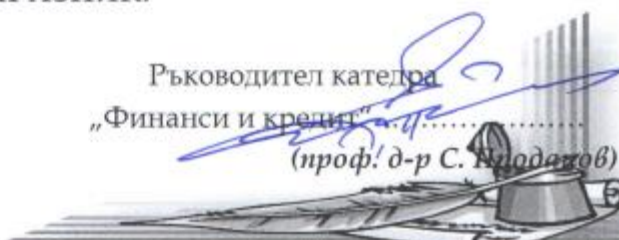
На този тържествен ден пожелавам на Вас, Вашия колектив и възпитаници да продължавате да работите с усърдие и страст, да се радвате заслужено на успехите в отговорната Ви професия!

Приемете пожеланията ни за крепко здраве, творчески дух и нови върхове по пътя на науката и образованието!

ЧЕСТИТ ПРАЗНИК!

Свищов, 14 октомври 2022 г.

Ръководител катедра
„Финанси и кредит“.....
(проф. д-р С. Проданов)



До
ст. преп. д-р Виктор Монеv
Ръководител катедра „Чуждоезиково обучение“
СА „Д. А. Ценоv“

Уважаеми ст. преп. д-р Монеv,
Уважаеми колеги от катедра „Чуждоезиково обучение“,

Владеенето на чужди езици отваря нови врати и нови светове. За всички нас - преподаватели и студенти, допирът с чуждия език разширява кръгозора ни, запознава ни с други култури и с хора с манталитет, различен от нашия, което ни помага непрекъснато да се променяме. Преподаването на чужд език разкрива напълно нов свят, закодиран в езика и културата, и в този смисъл езиковото обучение е много повече от учебен процес.

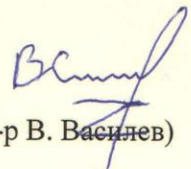
Скъпи колеги, вашият труд приобщава към общочовешки ценности и подтиква към взаимно разбиране и доверие!

Честит празник! Бъдете здрави и щастливи!

Нека катедра „Чуждоезиково обучение“ при СА. „Д. А. Ценоv“ след години да отпразнува своето вековно съществуване!

гр. Свищов,
14 октомври, 2022 г.

Ръководител катедра „ЗСД:


(доц. д-р В. Василев)



Стопанска академия „Димитър Апостолов Ценов”
Център за следдипломно и факултативно обучение
Център за професионално обучение
Свищов

ПОЗДРАВИТЕЛЕН АДРЕС

Уважаеми ст. преп. д-р Виктор Монеv,

Уважаеми членове на академичния състав на катедра „Чуждоезиково обучение“ при факултет „ Финанси“ на Стопанска академия „Д. А. Ценов“ – гр. Свищов

От името на Центъра за професионално обучение и Центъра за следдипломно и факултативно обучение към СА „Д.А. Ценов“ – гр. Свищов и от собствено име приветствам организаторите, участниците и гостите на юбилейната кръглата маса „Бизнес Лингва – 2022 г.“, която е част от събитията по повод 70-та годишнина от създаването на катедра „Чуждоезиково обучение“ към Стопанска академия.

Надявам се, че форумът ще се превърне в платформа, където представители от различни висши училища и организации ще се запознаят с визията и добрите практики на чуждоезиковото обучение, а също така ще инициират нови съвместни изследвания и проекти за развитие. Убеден съм, че предложенията и инициативите, които ще се направят на кръглата маса, ще гарантират устойчивост в развитието на обучението по чужди езици у нас.

Преподавателският състав на катедра „Чуждоезиково обучение“ продължава да надгражда най-добрите традиции на образование и иновативно развитие. Уверен съм, че нашето сътрудничество ще ни позволи да създаваме и реализираме бъдещи съвместни обучителни инициативи, да обменяме опит и да въвеждаме иновации в областта на продължаващото обучение по чужди езици.

На академичния състав на катедра „Чуждоезиково обучение“, административния екип, на всички Ваши студенти и обучаеми пожелавам крепко здраве, дръзновение и лични успехи!

14.10.2022г.

Доц. д-р Христо Сирашки
Директор на ЦСФО и ЦПО

TRAINICO GmbH

Friedrich-Engels-Straße 62
15745 Wildau



Dear language teachers and dear friends of language training, dear participants of the 2022 conference for language for business purposes. I was pleasantly surprised when I found out about your online conference about language and language training.

Language training has so many specifics. One main reason for that is, of course, that any language lives, develops and changes with its users. It was different when we started studying our languages and it will be different in a few years time. It makes a difference whether you provide language training for young learners or for adults. But there are so many other things that have to be taken into consideration, not to forget the gender aspect in all its dimensions. Teaching a language with only male or only female participants or participants of different gender is also not the same.

With our modern means of digital office communication Blended learning has become an important aspect as well. Translating business texts from one language into another is much more complicated than translating general language because it's not so easy to find the right, appropriate and professional term of a word or phrase in both languages. With business language you don't have as many chances to take advantage of using proverbs or the lyrical, poetic and even ironic aspects of language. Business language is restricted as far as these are concerned and makes trainings a bit dryer and more theoretical. So we might have to be a bit more creative and inventive when preparing our lessons to keep our learners motivated.

But with all my experience in teacher trainings abroad whether it was in Dublin (Ireland), Northampton, Oxford or Cambridge (all Great Britain) teachers always agreed that one aspect was the most important: coming together and exchanging and discussing personal experiences, problems and success as well.

Unfortunately I cannot be with you on this particular day, because I have to give lessons in a different city of Germany, but I would like to take the chance to send you my best wishes for a successful exchange of ideas and experiences and a relaxed, friendly and interesting atmosphere, which are very important for a successful language training as well.

Kind regards

Jörg Ganzer, Berlin, Germany

Trainer German and English language

(specialised in professional language for the airline industry

and aircraft maintenance) and Human Factors

A handwritten signature in blue ink that reads "Jörg Ganzer". The signature is written in a cursive style.

THE POTENTIAL OF MOTHER TONGUE IN TEACHING FOREIGN LANGUAGE

**Professor, DSc, Nataliia Saienko, Kharkiv National Automobile and
Highway University, Ukraine**

**Associate Professor, PhD, Hanna Sozykina, Kharkiv National Automobile
and Highway University, Ukraine**

Abstract: The article analyzes the potential of using the mother tongue in teaching a foreign language. The origin of the idea of using only the target language when teaching a foreign language is traced, critical views on this approach are given. Linguistic, psycholinguistic, and sociolinguistic studies of recent years convincingly prove the usefulness of educational bilingualism as the functioning of two linguistic and cultural codes in the linguistic consciousness of an individual and an effective tool that promotes foreign language acquisition. The main provisions of the educational bilingualism are given. A parallel translation into a learner's mother tongue is considered as an effective way to ensure the comprehensibility of the input. The significant increase in production and worldwide distribution of audiovisual products used for work, leisure, information gathering and language learning is pointed out. One option for using the MT as the voiced parallel translation, where students receive a bilingual script, as well as video and audio recordings of new words and phrases that make up the texts in both languages, for self-study outside of the classroom is described. This approach can be seen as a variant of adaptive learning, which has a great potential for autonomy and personalization in language training.

Key words: mother tongue, parallel translation, audiovisual translation.

In recent years there are attempts to substantiate the benefits of using mother tongue (MT) as opposed to the use of only foreign language (FL) in the foreign language classrooms and offer innovative methods of its use.

As some researchers claim, the assumption that an English-only approach is the most effective way of learning and teaching English is not supported by any research. Although English-only policies remain in place in many contexts around the world, the arguments for them are, at best, “not proven” (Macaro, 2000: 174), and, at worst, “detrimental” and “untenable” (Turnbull & Dailey-O’Cain, 2009: 182–186).

Throughout the world we can observe the enduring M. Berlitz legacy, the attempt to make language learning as “natural” as possible: no MT, no printed word, as little “drill” as necessary, and, hopefully, instant participation in “real-life” activities. It is assumed that all you need to do is to engage learners in communicative

interaction, and the natural learning processes will do the rest. This is a recipe for submersion, not immersion. Drastic re-thinking of FL methodology is called for. The knowledge and skills acquired through and with the MT provide the foundation for FL learning and teaching (Butzkamm & Caldwell, 2009).

Linguistic, psycholinguistic, and sociolinguistic studies of recent years convincingly prove the usefulness of educational bilingualism as the functioning of two linguistic and cultural codes in the linguistic consciousness of an individual and an effective tool that promotes foreign language acquisition. Psycholinguistic and psychodidactic approaches are being actively developed, which justify the advantages of using the MT along with the use of the language being studied in the process of its acquisition.

Psycholinguistic studies show that the MT and foreign languages are in a state of interaction, and the MT necessarily takes part in the formation and formulation of thoughts in a foreign language. This phenomenon has received the name of language coactivation (Rankin, Grosso, & Reiterev, 2016), which awaits thorough research and a reliable evidence base.

The theory of the FL acquisition in the interpretation of Krashen (Krashen, 1995) argues that mastering a new language depends mainly on the input – the perceived language material.

And, it is necessary that the perceived material be understandable (comprehensible), i.e. the meaning of the text heard or read should be transparent to the student as much as possible. The author claims that “We acquire ... only when we understand language” (Krashen, 1995: 21).

The main provisions of the educational bilingualism are the following. Firstly, the study of a foreign language in educational conditions differs significantly from the process of natural acquisition of the native language and the natural language environment cannot be reproduced in the classroom by pedagogical means. Secondly, the assimilation of linguistic material is possible only under the condition of “comprehensible input”, without which “productive output” is impossible. Thirdly, students’ anxiety and stress caused by incomprehensible input make it difficult to master a foreign language, straining their “affective filter”. This barrier of cognitive overload can be removed by using the native language. The latest publications shed light on the role of bilingual teaching of a foreign language in the intellectual development of students, in particular, in increasing the efficiency of solving problems (Kempert, 2015).

Also important are data on the impact of bilingual foreign language teaching on the life success of students. According to statistics, school graduates who study a language on a bilingual basis, integrated with valuable information in their native and

foreign languages, achieve a higher economic status in life. Krashen & Brown (2005) conclude that in order to improve the economic status of students who demonstrate success in learning a language, it is necessary to fill the language course with trans-subject / translanguage knowledge and provide bilingual education in the classroom.

Practice shows that an effective way to ensure the comprehensibility of the input is a parallel translation into a language known to the learner (Kazakov, 2019).

A parallel translation is a translation placed on the same page with a foreign-language original, due to which texts in both languages are available to simultaneous visual perception.

The effectiveness of parallel texts as a learning tool can apparently be explained by the following facts: parallel translation relieves the reader of the need to look for each unknown word or expression in the dictionary, so that they are not distracted from the content of the text, which saves time and increases interest and motivation for further reading; translation makes it possible, consciously or unconsciously, to compare, analyze and derive models of how the same content is expressed by means of different languages.

All this allows students to process a large amount of input in a short time, increasing their vocabulary and gaining confidence in working with a foreign language.

Parallel texts are a widespread way of learning languages among polyglots. It is known, e.g., that due to this method Heinrich Schliemann, who, besides archeology, was known for his interest in languages, mastered sixteen languages (Nikulicheva, 2013).

The use of parallel texts seems to be most expedient at the initial stages of learning a new language in order to provide the fastest access to a large amount of language material that meets the criterion of comprehensibility in order to move on to reading adapted and then original literature without parallel translation. This approach is consistent with the thesis of Krashen that "... our task is to provide the students with the tools they need to continue improving without us. We need to provide enough input so that they can gain the linguistic competence necessary to begin to take advantage of the informal environment, the outside world. In other words, they need to know enough of the second language so they can understand significant portions of non-classroom language" (Krashen, 1995: 76).

While the selection of content is fundamental, another critical task is the development of effective methods to teach foreign languages. The most advanced of these methods are related to information and computer-based technologies.

Educational institutions across the world are experiencing a period of transition from traditional synchronous methods of learning which take place in the classroom to

asynchronous ones that can be applied online at any place and/or time through distance or e-learning.

The digitalization of education is a current trend to reform and modernize the global educational system. Sources of important information such as text, sound, video, and other data have been put into digital languages (Baryshnikova, Kostenko & Voskoboynikov, 2021).

One important area of the technological progress is the significant increase in production and worldwide distribution of audiovisual products used for work, leisure, information gathering and, more recently, language learning.

As stated by Diaz Cintas and Massidda (2019), the increasing pervasiveness and dissemination of technology, together with the intensification of globalization processes have made possible the fluid and immediate circulation of information and cultural messages. The entertainment and multimedia industries play a crucial role in this dynamic through audiovisual translation (AVT).

AVT as a modern direction in linguistics is also developing rapidly as digital technologies improve, making a significant contribution to the popularization of foreign languages and cultures, mainly thanks to products accompanied by either dubbing or subtitles.

AVT refers to the transfer of verbal language in audiovisual media and in general it is used as an umbrella term to indicate “screen-translation,” “multimedia translation,” “multimodal translation” or “film translation” (Lertola, 2018). Thanks to the growing interest of scholars in AVT over the last two decades, this discipline is now recognised as “one of the fastest growing areas in the field of Translation Studies” (Diaz Cintas, 2008).

One option for using the MT is the voiced parallel translation, where students receive a bilingual script, as well as video and audio recordings of new words and phrases that make up the texts in both languages, for self-study outside of the classroom. The vocabulary of the texts and the texts themselves are placed on the screen in parallel with their translation. The material is listened to simultaneously with the visual support, is repeated in pauses after the speaker, and is then trained while completing creative or problem tasks.

We tested this approach at Kharkiv National Automobile and Highway University. New words to the texts and the texts themselves were placed parallel to their translation into MT. Then the material was drilled (a technique that places an emphasis on repeating structural patterns through oral practice).

Notwithstanding a certain skepticism regarding drilling, which has been used in foreign language classrooms for many years, this technique has proven to be efficient.

In its simplest form, drilling means listening to a model, provided by the teacher (or a recorded speaker), and repeating what is heard. Despite some accusations of monotony, drilling remains a useful technique in the classroom if it is used appropriately. In combination with creative tasks it cannot be underestimated.

Drilling can provide for a focus on accuracy; provide learners with intensive practice in hearing and saying particular words or phrases; provide a safe environment for learners to experiment with producing the language; help students notice the correct form or pronunciation of a word or phrase; provide an opportunity for learners to get immediate feedback on their accuracy through their teacher's correction; and aide in the memorisation and automisation of common language patterns and language chunks (Tice, 2016).

Next, we used material that was already drilled in new contexts by varying it through substitutions, transformations, extensions, and novel combinations.

Once students properly consolidated the basic situation, acted it out and learned to permutate the sentences, the moment arrived when the class is ready to venture into creative, message-oriented role-making activities and put what they have learned to meaningful – if limited – use (Butzkamm & Caldwell, 2009).

This approach can be seen as a variant of adaptive learning, which has a great potential for autonomy and personalization in language training.

In recent years, due to the development of computer and information technologies, the so-called adaptive technologies are gaining more and more popularity in education. The adaptive technology means a system that is adapted to students with different intellectual, emotional and behavioural abilities.

The purpose and promise of adaptive technologies are to facilitate online instruction that is personalized to the needs of individual learners (Kerr, 2016).

Personalized learning is at the heart of educational programmes around the world and there appears to be general agreement that the personalization of learning is one of the great education challenges of the twenty-first century (Trilling & Fadel, 2009: 33).

With the use of adaptive tools of the electronic environment, the personalization of learning can become very effective, since this form of education adapts to the personal characteristics of the student. Obviously, if students are taught taking into account their personal characteristics, they are more likely to achieve better academic results.

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IMPROVING ENGLISH SPEAKING SKILLS USING CONCEPT MAPS

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Abstract: The article is devoted to considering the visualisation of English language learning, which can be the shortest way to students' thinking, and the most effective way to improve their English speaking skills. The visualisation makes learning English more attractive, increases student participation, provides a basis for, and encourages self-reflection, awareness and cooperation among students. In order to transform complex grammar and vocabulary into images, pictograms can be used. The peculiarities of using pictograms for creating concept maps are specified. It is pointed out that concept maps are based on categories since categorisation creates robust constructions in students' brains and develops their memory. The methodology of creating concept maps is discussed, and the peculiarities of their application are revealed. The concept map made by the authors of the article is presented as an example. It is emphasised that the primary purpose of using concept maps in the English learning classroom is to facilitate the perception and memorisation of a significant amount of educational information or complex educational material; to promote the development of critical thinking; to encourage the analysis and synthesis of the presented information, and in terms of education to promote self-organisation and self-discipline of the participants in the educational process.

Key words: English language learning, visualisation, categorisation, pictogram, concept map.

Modern students face a large amount of diverse information daily, which must be structured to understand and comprehend. Each lesson in English is also related to the acquisition of a certain amount of data by students, so foreign language teachers constantly search for new means and technologies for structuring and presenting foreign language material. Various forms of visualising educational material from foreign languages – (cards, pictures, tables, photos, videos, etc.) traditionally attract

teachers' attention because using different visualisation technologies and structuring educational material will contribute to more effective perception and memorisation of information. The visualisation makes learning English more attractive, which increases the level of activity of students in class, provides a basis for discussing specific topics, and encourages self-reflection, awareness and cooperation among students. One of the modern means of visualising and structuring information in the process of teaching a foreign language is visual organisers.

I. Bolshakova, E. Tatarova, M. Tsehelska and others considered visual organisers' rationale and practical use in the educational process. E. Styati, L. Irawati state that the use of visual organisers was effective in improving the quality of students' writing skills. W. Qi and Y. Jiang substantiated the productivity of different visual support materials for reading comprehension (Qi, Jiang, 2021:9). İ. İlter emphasised the need for visualising in learning vocabulary (İlter, 2016:59). In the works of domestic and foreign scholars, the positive influence of visual organisers on students' perception of educational information and the development of thinking is indicated. One of the new generation systems for forming language skills for mastering a foreign language by adults and students through a structural visual method was also presented in (Tahini, Dadykin, Dibrova, 2017:375). The authors' approach is based on scientific theories from different fields of knowledge and implemented to facilitate foreign language learning more effectively and provide personalised learning.

Research work (Tahini, Dadykin, Dibrova, 2017) provides a straightforward approach to general scientific theories (Korzybski, 1994), (Galperin, 1966) and the principles of education aimed at improving the structure of activity and ensuring the existence of a single terminology in the development of complex scientific and educational projects. The most practical meaning is a set of models of the English language structure and its influence on adults' study of a foreign language. Many scholars worldwide are trying to find a new training system for those who need to learn a foreign language fast, which is especially important for refugees who cannot do anything without knowing the language. M. Tsehelska (Tsehelska, 2018), I. Tahini, T. Nakayama, V. Dibrova, and A. Dadykin (Tahini, Nakayama, Dibrova, Dadykin, 2018), (Tahini, Dadykin, 2018) developed the overall structure of the new generation training systems. They are working on creating a new LMS platform (Interclass) and applications (Tahini, Dadykin, 2018:280) that will allow learning a foreign language more productively.

It is a well-known fact that speaking is a productive skill based on the knowledge of the language system. And in this regard, teachers of foreign languages need to set the ground for ideas production and vocabulary organisation. The effective process of

forming speaking skills requires us to decide what is more beneficial for students: a product or a process, should we focus either on accuracy (which is a product) or on fluency (which is a process)? Thus, speaking comprises grammar, pronunciation, vocabulary, fluency and accuracy. When we teach speaking, we teach our students to produce English sounds, to put stress in words, and select words and sentences according to the audience, situation, and subject matter. In other words, we teach them to organise their thoughts in meaningful and logical sentences. According to M. Tsehelska (Tsehelska, 2018:584), the shortest way to the thinking of modern students is through visualisation. The Interclass system uses pictograms - icons or images of words or representations of words as parts of speech. The pictograms are the basis for concept maps, in which a specific topic groups vocabulary. Concept maps (also known as “visual support maps”, “graphic organiser”, “cognitive organiser”, “visual organisers”, “mind maps”, or “connection diagrams”) are usually formed with blank spaces in a particular sequence to fill in educational information and students' ideas related in a certain way. Thanks to such maps, students not only learn words but combine them in many ways, contributing to the development of speech and thinking. In addition, this approach captures students' attention and makes it easier to understand the logic of the language. And as a result, it significantly develops thinking (from memorising English words to formulating complex things).

Proficiency in speaking a foreign language implies the ability to communicate in monologic and dialogic forms. The concept map acts as verbal support when preparing students for oral monologue speech. This leads to a better knowledge of key concepts and memorisation of thematic lexical material and contributes to the organisation of the content of the studied topic, helping in defining and understanding the structure of the subject being learned. A concept map also helps to create associations and generate new ideas quickly. The value of an intellectual map as support also lies in the fact that it does not contain ready-made sentences; therefore, the speaker must reproduce them directly during the speech, making the speech process more alive, natural and spontaneous.

In presenting information (for example, during a speech), a concept map acts as a way of visualising data, allowing the speaker to build a message more quickly and the listeners to better orient themselves in what they hear and remember.

The use of concept maps is quite effective in debates and discussions; the concept map serves as a support for generating ideas during brainstorming. Such maps are made for each of the parties to the dispute. They help to investigate disagreements objectively. And when the concept map is finished, it includes joint conclusions, solutions, and work results on the topic.

Whenever the teacher has a desire to combine reading and speaking, they can form a concept map for retelling the text. The structure of such cards resembles the previous ones, in particular, the text's title or the main idea is written in the centre, and rays depict quotes or phrases. A specific sequence must be followed to preserve the correct meaning of the text content, where arrows or lines are used.

The study of grammar is much faster in the presence of ready-made algorithms, according to which the language “works,” than when trying to independently derive these algorithms from the speech flow and communicative situations. Visual structures of building an English sentence provide an opportunity for conscious practice: independent planning of the sentence and control of its correctness. They allow one to harmoniously strengthen the grammatical component with a communicative approach or significantly facilitate understanding the language structure using traditional techniques (Ciascai, 2009:11).

Thus, having studied the possibilities of using concept maps in learning a foreign language, we have developed a method of forming and activating students' speaking skills using mind mapping technology, which consists of the following components: motivational, content-procedural and control-resultative. The developed methodology is based on the principles of systematicity, consistency, movement from simple to complex, accessibility, activity, and visibility.

A concept map reveals the content of a topic or chapter, key ideas under specific categories within an issue, with supporting facts or characteristics, enabling them to be visualised. When drawing up a map of visual support for English speaking, the categories should reflect the primary linguistic material of the topic. The classes are presented in a way resembling the sentence construction in English (word order). Different parts of the language should be distinguished using different colours and geometric shapes.

The authors have developed and created concept maps, one of which is devoted to “Money” (fig.1).

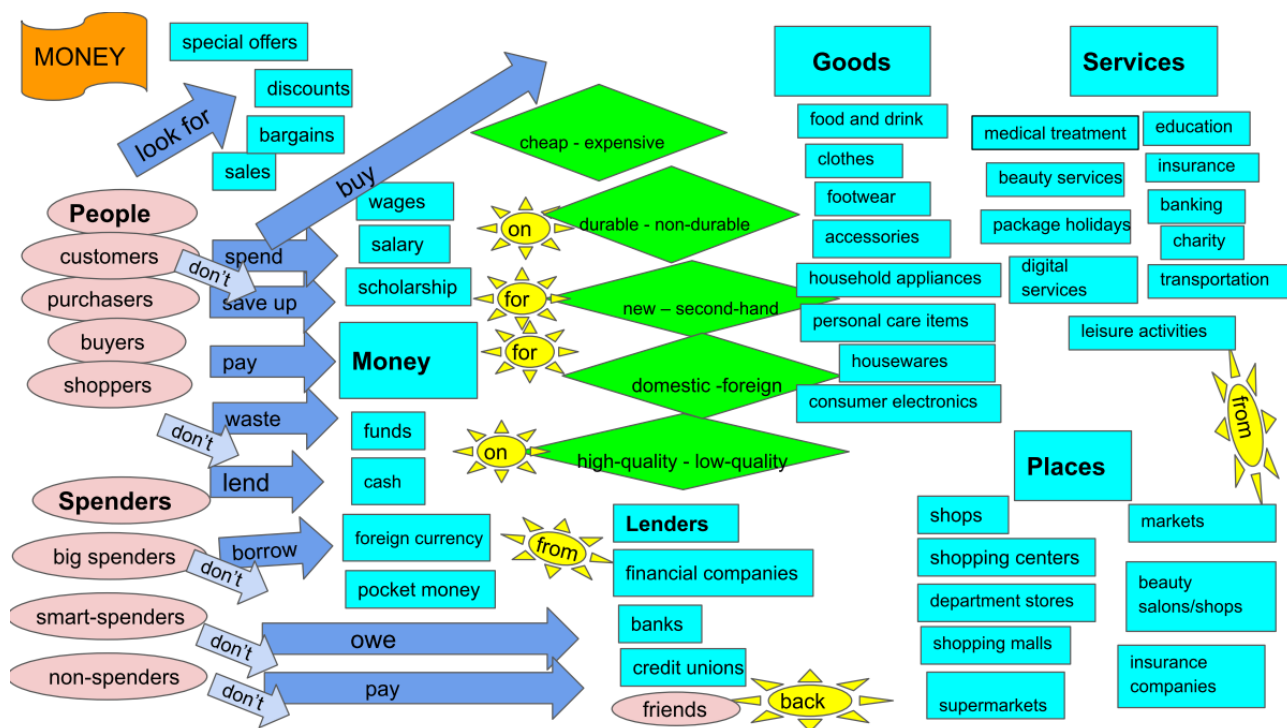


Fig. 1. Concept map for the topic “Money”.

As one can see, all lexical materials were divided into categories (pictograms), which provided basic examples of the topic. In particular, people who spend money; types of people by the amount of spending; actions with money; sources of money; types of money, what money is spent on - goods and services, their characteristics, where money is spent, where one can borrow money, etc.

Different parts of the language are marked with different colours and shapes. So, nouns (active persons) are highlighted with a pink oval, verbs with a blue arrow, and adjectives with a green diamond. The map can be “read” in any direction, horizontally or vertically.

Each card category also allows for supplementing during class or by students independently. The map can be created in an editable format and shared with students. For example, it is easy to use a group in the messenger.

Each topic-based English lesson involves an overview of the entire map and a detailed study of specific categories. Such a map allows students to recall the content and lexical content of the topic and previous lessons, construct their statements grammatically correctly and speedily find directions of communication on the subject. When using concept maps in working with lexical material in English lessons, one should remember how concept maps help students learn new words and recall already

known ones. First, the student independently finds or remembers the word, which activates memory and thinking processes. Secondly, by imagining each word as a picture or drawing, learners apply many complex skills characteristic of both brain hemispheres. Images and fantasy are functions of the right hemisphere, and words are left hemisphere functions. Using images and pictures simplifies the process of translation, understanding and assimilation of the meaning of the word. Thirdly, anything that is imagined to be colourful is much easier to remember and remember than simple and boring things. This is the basis of the effectiveness of such a methodical technique.

Monitoring the lexical material's assimilation level is also essential for preparing students for foreign language communication. An example of a task that controls the level of vocabulary acquisition is the use of a partially filled intellectual map (or one that contains only its “framework”), which students are offered to complete independently.

Thus, using concept maps of visual support has tremendous methodological potential in developing English speaking skills in higher education institutions, given their ability to facilitate the perception and memorisation of educational material with visible backing. The primary purpose of using concept maps in an English class is to facilitate the perception and memorisation of a significant amount of educational information or complex educational material. The following bullet point is to promote the development of critical thinking, encouraging the analysis and synthesis of the presented information. That is in terms of education to promote self-organisation and self-discipline of the participants' educational process. The advantage of visual technologies in general and concept maps in teaching a foreign language is the possibility of providing students with language knowledge and communication skills in a concise, accessible and easy-to-learn form thanks to the intensification of visual perception.

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LANGUAGE AND SPEECH AS IMPORTANT CONCEPTS IN LINGUISTICS AND THE BASIS OF HUMAN COMMUNICATION

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Abstract: Based on the study carried out, it has been concluded that language is a universal asset of humanity. The universality of language allows a person to use it as a means of communication in all potential communication situations, including with other cultures. It is the flexibility of language that allows both internal and intercultural communication. The need to communicate information in a community of people has led to the emergence of language. Cultures differ from one another in language. Language reflects a people's way of life, its mentality, cultural attitudes and values. Each language reflects the world in its own way, i.e. it has its own way of conceptualization, so each language has its own peculiarities: national cultures, customs, rituals, rites, national characters in general, and thus language creates its own unique world in which a person lives. It is noted that each language creates the culture and history of its ethnic group. A change in attitudes leads to a transition to a different language. Representatives of different ethnic groups also have a different worldview.

The reflection features of the inextricable connection between language, speech, communication, thinking and standard of speech are considered. It is noted that language does not simply reflect the world, but creates an ideal world in our minds and constructs another reality. Each language has its own way to represent the same reality. Language and speech determine the way of thinking of the person who communicates by it, i.e. the way of cognition of the real world depends on the languages in which those who cognize the world think.

The analysis of a considerable scientific input on the issue under consideration shows that in their works the scholars try to reveal connection of human consciousness with different language forms and establishment of relations between them; nature of cognition and world perception; cultural and linguistic national stereotypes; mutual influence of language and speech on communication and spiritual culture; representation, storage and communication of information underlying interlingual concepts. Scholars point out that the integral object for recent linguistic and cultural studies is the verbalized interpretation of the world around and of oneself in this world by an ethnos.

It is determined that the issue of language and speech in modern linguistics is considered to be one of the most complicated, as the views on the interpretation of these concepts by linguists, psychologists, teachers, philologists and sociologists are different.

Key words: language, speech, communication, human, speech activity, standard of speech, linguistics.

Language is one of the most outstanding divine and human creations, the universal asset of humanity and the universal reality of social existence. Language is the home of the human spirit. Therefore, it is not surprising that in ancient times people became interested in language and created the science of it, which is called linguistics **(Kochergan, 2010:7)**.

The emergence of language has always been due to the need for it and the need to communicate. Language is created by people and for people. For this reason, every language is oriented towards satisfying the needs of humanity. Aristotle, Bacon, Plato, Socrates and other philosophers and sophists of antiquity addressed the subject of language, speech, thinking and communication. Greek philosophers defined a human as an animal, that is, as a living being, capable of logos (“language” and “mind”), i.e. a human was defined as a speaking and thinking being. It can be said that it is through the language that a human becomes a person.

As far back as Socrates addressed the person with these words: “Speak so that I may see you”. The essence of a person is preserved and manifested in language. In the process of mastering language and communication, a person discovers the world of his own human being **(Vorobiova, 2014:81)**.

There are three views on the nature of language in science. Some scholars considered language as a biological phenomenon, others regarded it as a mental phenomenon, and still others treated it as a social phenomenon. For example, the German linguist August Schleicher started the naturalistic (biological) trend in linguistics and considered the language as a natural organism, which is born, evolves, grows old and dies. The German scholars Max Müller and Johann-Gottfried Herder both regarded the language as a psychic phenomenon. The same view is believed to have been held by Wilhelm von Humboldt, who treated the language as a “spirit”, i.e. the consciousness of a people, as well as Olexander Potebnia did. The trend in linguistics represented by these scholars is called psychological linguistics. Yet most scholars interpreted language as a social phenomenon. This interpretation of language was started by D. Diderot, J. Rousseau, and later it was founded by J. Vendryes,

F. de Saussure, A. Sechehaye, Ch. Bally and others, who are considered the founders of sociological trend in linguistics (**Kochergan, 2014:16, 17**).

The outstanding Ukrainian philologist O. Potebnia suggested and advanced an idea about the inextricable connection between the language and the human way of being in the world, language and worldview. Many objects, events, phenomena that surround a person exist in his mind and thus depend on the language. Language is inextricably connected to spirituality, therefore each language contains and captures an original perception of the world. The intrinsic form of each language is expressed in unique structures of all its levels. This form is the unity of all that is created and worked through by language. Speech is the evidence of the existence and vitality of language.

In the process of speech, a person communicates through language. There is nothing that cannot be spoken about. That is why language is the perfect means of human communication. Everyone learns language from those around him or her. Society (family, acquaintances, kindergarten, school) teaches language. It is through the language that we perceive the world. Perception of the world takes place through the prism of our language, which is the most important means of human communication, that is, a means of expressing and communicating thoughts and feelings and a means to generate and form thoughts so that they could exist. Without a name, neither thought nor comprehension of reality is possible. Being a social phenomenon, language originates, evolves, lives and functions in society. It is a means of communication not only between people living at the same time, but also between generations. Language is a huge asset of human society – not only a creation of the history, but also an active driver of this history (**Pentyliuk, Marunych & Haidaienko, 2017:13**).

Language is certainly not a biological phenomenon because it is not embedded in human biological nature. If it were of a biological nature, the child would have been able to speak immediately upon being born. However, this does not ever happen. Children who for some reason have been out of society become speechless, because they have missed the so-called sensitive period (from two to five years), which is a period of active language mastering. A child needs to be taught a language. He or she speaks the language of the people of the community in which he or she lives and grows up. Language is a social phenomenon. It originates in society, it serves society, it is one of the most important features of the society and cannot exist outside of it. Thus, scholars believe that only humans possess the so-called language gene, i.e. a natural predisposition to master a language. The speech of individuals reflects their mental features, and the national language reflects the mental composition of the nation, i.e. its mentality (**Kochergan, 2014:17,18**). However, language cannot be regarded as a

psychic phenomenon since each person's psyche is unique. There would be as many languages as there are people in the world if language had a psychic nature.

Language is not inherent in animals. Many of them have certain audible signals that carry some kind of information. However, these sound signals are not words and therefore they cannot be a language. The signals are biological phenomena based on conditioned reflexes. Language can be mastered only by humans. Other creatures (in particular parrots) can learn to reproduce many words or whole phrases, but they are not consciously able to speak as humans are. Therefore, there is a reason to believe that the ability to master a language is inherent in humans at the biological and genetic level. Science has even discovered a separate language gene responsible for the ability to master a language. However, the biological basis of language (as well as the human himself) does not deny its social character (Karpenko, 2009:36, 38).

Humanity has created thousands of languages to be able to communicate, and each ethnic group speaks its own language. All of them are different and have their own peculiarities such as the reflection of the phenomena of reality, structure, grammar, sound and intonation. Constantly improving in the process of historical development, language has unlimited possibilities for communication and cognition of the world. The need for communication led to the emergence of language. Language is a cognitive tool. Human communication always takes place within a certain culture using a specific ethnic language and the laws of communication. It is necessary to deeply understand the essence of communication mechanisms, language elements of communication and communication in general. The mechanisms play an important role in the social and cultural process when generating, perceiving and realising speech.

Language is not only a means of human communication, but also a reflection of national culture. That is why its national and cultural semantics, reflecting the characteristic features of a nation, its folklore, personalities of everyday life, customs and history, are so important. It is known that idiomatic assets of language, enriching it with expressive means, are idioms. Possessing the lexical properties of a word, idiomatic phrases provide speakers with great opportunities for parallel and synonymous ways of expressing ideas in oral and written speech. Firstly, the use of idioms dress the language in bright patterns of national character. Secondly, it is a unique flavour, which distinguishes one language from another. Thus, the enrichment of language is not only and not so much quantitative, but qualitative due to its ability to aptly and figuratively express the essence of both quite complex and quite simple phenomena (**Bidnova, 2014:59**).

There is a specific need inherent in humans to express themselves and to receive information. Language is a standardized system of sounds, morphemes, words and

rules of their combination on morphological, syntactic, semantic and logical levels, i.e. language is a system of signs that is the key means of communication between members of a particular human community, a means of processing and communicating information from one generation to the next one. Speech is the application of language in the process of communication. Language as a system is a purely social phenomenon, an achievement of humanity; it is permanent, stable and standardized and it calls on everyone who uses it to comply with its laws. Speech is individual, dynamic and contextually conditioned. It is the universal means of communication. Speech is one of many human activities, which is defined as a purposeful language and contextually conditioned communication process of receiving and delivering a speech message in human interaction with each other (**Nikolaieva, 2002:59**).

Language and speech are insufficient for understanding the essence of language as the most important means of human communication. Human communication is the basis of consciousness, cognition, and social being in general. Man cannot exist outside of communication, and his entity is largely manifested in communication with his peers (**Batsevych, 2009:30**). Karl Jaspers wrote: “...I exist in communication with other people...”; “...communication is a person’s life among other people” (**Jaspers, 1999:139-140**).

The process of communication, its atmosphere, tone, ultimate result, success or failure largely depend on communication skills. An important component of communicative mastery is an individual communication style, the development of which is the task of every literate person. Communication is a special mode (way) of the existence of a living human language with categorical organization of communication elements intrinsic only to it (**Batsevych, 2009:216**).

The process of communication is one of the means of the existence of language, together with language and speech. Language and speech are aspects of the same phenomenon of speech activity, providing communication and thinking.

Speech activity is both universal and nationally specific. It is these features that determine the uniqueness of ethnic consciousness, linguistic pictures of the world and speech communication. Language fixes collective stereotypical and reference representations about the world and induces human consciousness to interpret these representations, which results in a picture of the world (**Kuranova, 2012:103**), so it can be noted that the basis of each nation’s worldview is its own system of subject values, meanings, speaking stereotypes and cognitive schemes. Because human consciousness is always ethnically conditioned, the worldview of one nation cannot be simply “recoded” into the language of the worldview of another nation (**Kompanets, 2010:135**).

The analysis of a considerable input on the issue of language nature and its dynamics in time has entailed the appearance of scientific works, both by domestic and foreign scholars. In their studies F. Batsevych, E. Benveniste, F. Boas, P. Brock, G. Herder, I. Golubovska, W. von Humboldt, A. Eftimova, P. Ilieva-Baltova, Yu. Karpenko, M. Kochergan, S. Kuranova, G. Leech, V. Manakin, J. Marvan, K. Molle, J. Monbodo, M. Müller, J. Piaget, A. Potebnja, O. Semeniuk, F. de Saussure, G. Hounsfield, A. Schleicher, O. Yashenkova, et al. tried and are still trying to reveal the connection between cognitive structures of human consciousness and language forms; to trace the reflection of the nature of cognition and perception of the world in language categories; to study “culture language”; to reconstruct ethnic consciousness of the language; to identify cultural and linguistic national stereotypes and to determine the mutual influence of the language and spiritual culture. Based on the studies it was found that the emergence of ethnic and specific forms of the language, which determine the identity of national and linguistic pictures of the world, is driven by various factors. Among these factors are: a fragment of the real world, affecting the collective consciousness of ethnic groups; features of the collective ethnic consciousness itself, manifested in different conceptualization of sensory and receptive, logical and conceptual, emotional and evaluative, moral and value components of ethnic consciousness in the language. Most linguists note the connection between the language and thinking. They also note that the language, being perfected in the process of historical development, has unlimited possibilities in terms of communication and cognition of the world. The communicative function is the main function of the language. It is performed by various means, among which linguistic means are the most significant. Language, speech, thinking are united, but not identical, they have specific features that require special study. The connection between language and thinking is made through speech. Thinking is impossible without language since thinking is speech about oneself. The more knowledge a person acquires, the richer his spiritual life and the level of linguistic culture.

An indispensable attribute of a literate and erudite person is his high level of linguistic culture, i.e. the ability to actively use modern standard language with all the abundance of expressive means and the standards inherent in standard language as a means of communication.

The science, which studies the standards of language, its compliance with the requirements of the language in the society, is called the standard of speech. It develops the rules of pronunciation, accent, word usage, phrase and sentence construction and calls on speakers to follow them. The standards of speech are considered the rules of standard language and the ability to use them. Every literate person should strive to

master these standards and to demonstrate the ability to use the language in communication with others (**Pentyliuk, Marunych & Haidaienko, 2017:12**).

In the process of communication, a person comes into contact not only to exchange information on a particular topic or industry, but also to satisfy established relationships with others and therefore “starting, keeping and ending a conversation requires much more linguistic knowledge and ability. That is, communicative behaviour is determined by appropriate standards of speech” (**Molle, 2004:24**).

Language regulates and influences relationships between people. It is expressed in speech when certain circumstances of communication arise. For speakers to understand each other, their speech must be of high quality. Standard of speech depends on the content and consistency, accuracy and relevance of utterances, on how large the vocabulary is and on the ability to combine words in a sentence, to build a variety of structures and to actively apply the standard language. Therefore, the main features of speech standards are richness of content, consistency, correctness, accuracy, large vocabulary, appropriateness, expressiveness, intonation, etc. They are called communicative qualities of speech, as they are manifested in the construction of an utterance for the purpose of communication (**Pentyliuk, Marunych & Haidaienko, 2017:37**).

A person’s opinion can only be rightly expressed and rightly perceived by the listener if the components of language (syllable structure, system of sounds, etc.) and intonation (unity of pauses, tempo, rhythm, vocal timbre, accents, etc.) are used correctly when communicating. Intonation is a means of actualising speech, that is, a means of linking communication and the context of expression. No live speech is possible without intonation.

The correct accent is crucial. Incorrect word stress can lead to misunderstanding between communication parties. The British linguist R. Bense notes that wrong word stress can affect the meaning of a word, and thus the meaning of a message. There are also cases when, due to the wrong stress of the speaker, the listener does not hear the word that the speaker intended to communicate to him (**Bansal, 1990:227**).

Intonation plays an important role in the process of speech communication (spoken language) and includes information about the speech situation, the intonation structure of a given language, the author and the attitudes and relationships of the conversation partners.

The advent of multimedia, hypertext and Internet technologies has made it possible to create state-of-the-art computer programmes that provide high-quality speech analysis. The virtual reality makes it possible to transcend temporal and spatial boundaries, enabling authentic communication with real-life conversation partners.

Textbooks, a wide variety of visual materials, computer and technical aids are used to simulate the language environment, to stimulate not only the development of basic speech activities, but also to increase the level of linguistic culture.

Thus, language is social phenomenon, which is continuously evolving, changing and enriching with its own internal laws and structure. It was created by society to communicate information, and being a means of communication, it covers all spheres of human activity and life. There are as many worldviews as there are languages. No society can ever exist without language, which is in turn dead outside of society. For each nation, language is its most precious treasure, its spirit and its history.

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SOME WAYS OF USING GIFS AND EMOJI IN TEACHING ENGLISH

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Abstract: The article presents some methods of using GIF-animation and emoji in the context of teaching English in blended or distance format. Their purpose is to keep the attention of students, enhance their motivation to learn a foreign language, brighten up the course of the lesson, avoid monotony, cause student response to the material studied at the emotional level. The use of GIF-animation and emoji is considered as one of the ways to update the emotional component of learning and introduce modern elements of gamification in teaching English. The ways and methods of using GIF-animation and emoji in the context of blended learning of the English language are summarized, systematized and divided into groups. These include the use of GIF-animation and emoji during the presentation of educational material; in online communication with students; as a basis for exercises or tasks with “emotional” vocabulary; as an independent learning object in the lesson; for writing assignments; using for speaking activities; creating GIF animations and emoji by students; the use of GIF-books. The content of each group of methods is revealed, examples of ways of their application are given, resources for searching and selecting GIF images and emoji are presented, and their functionality is described.

Key words: GIF-animation, emoji, gamification, blended learning, emotions, English.

The barest necessity to switch from usual offline lessons to teaching in blended or distance format has recently posed many challenges to educators in general and ESL teachers in particular. This is also the need to master new information and computer technologies quickly, the impossibility of using some time-tested forms of work during classes and extracurricular activities or their ineffectiveness in new conditions, searching and testing various Internet platforms and online services, etc. The search for new forms and methods of work during classes in the conditions of blended or distance learning is of great importance for teachers now. Those forms, methods and tools should help teachers to hold the attention of students, support their motivation to learn a foreign language, enliven the course of the class, establish the interaction of the participants, avoid monotony, involve everyone present, and evoke students’ response to the studied material on an emotional level. In this context, such interactive technologies, elements and tools that ensure the actualization of the emotional

component of learning in the educational process as a whole and in the process of learning foreign languages in particular become relevant.

The analysis of recent researches and publications proved that the issue of using such technologies and tools has recently attracted the attention of many scientists. Thus, they studied the application of interactive technologies in teaching foreign languages in non-linguistic departments (Яременко, 2020); considered the technology of gamification and the application of its elements regarding its implementation in the educational process of higher educational institutions (Крюкова, Америкдзе, Крицак, 2019); investigated it as a teaching method (Зеленська, Ковінько, 2019).

At the same time, emotional stimulation is one of the most relevant methods of activating the student's educational activity. According to the conviction of modern educators and scientists, the emotionality of learning creates a favorable psychological climate in the group, ensures sustained interest of students in a foreign language, and stimulates their motivational readiness for further learning (Кириченко, 2012:19-200. Emotional enrichment of foreign language classes relieves the excess tension of students' thoughts and memories, creates emotionally colored feelings and joyful experiences from the successful implementation of educational activities.

Nowadays, teachers of a foreign language are constantly searching for ways to increase the effectiveness of learning in conditions of instability of the format of the educational process (in-person, distance learning, blended) and the amount of hours given to studying a foreign language. The involvement of an emotional component in the educational process and the use of modern technologies becomes crucial under such conditions. Therefore, the use of GIF animation and emoji is considered as one of the ways to actualize the emotional component and introduce modern elements of gamification at the same time. We believe that revealing the possibilities of using GIF images and emoji for learning English would be useful for teachers of foreign languages.

Modern pedagogical technologies, the introduction of the latest information technologies, Internet resources allow to increase the interest of students in studying a certain discipline and, accordingly, the quality of education and the acquisition of the necessary skills and abilities. We support the opinion of educators that in the conditions of blended learning of foreign languages in modern higher education institutions, gamification elements can replace monotonous typical tasks or diversify the established format of classes (Галацин, 2020; Тимошук, 2020).

One of the successful examples of the use of gamification in the modern conditions of the English language, in our opinion, is the use of GIF animation or GIFs and emoji. GIF animations have become popular worldwide with the spread of smartphones and the widespread use of mobile technology for instant messaging (so-called messengers). The most common animated GIFs and emoji are images of strongly expressed emotions or vivid emotional reactions, often with captions of one or more words. Many mobile users use GIFs and emoji in everyday online communication, so

they are an example of modern, "live" language. In addition, many GIFs have captions in a foreign language, most often in English.

The use of GIF animation and emoji is a great way to add emotional coloring, modernity, and humor to classes, to present new or revise already studied vocabulary and grammar constructions, and to get students speaking. Given the large number of GIF images and emoji, ways and possibilities of their use, we consider it appropriate to systematize them. So, based on the analysis of scientific and methodical literature and own pedagogical experience, the use of GIF-images and emoji in the mixed teaching of a foreign language in institutions of higher education can be divided into several groups. Namely:

1) GIF images and emoji are often used during the presentation of educational material precisely for the purpose of emotional enrichment. For example, to add humor, cause surprise, make an emotionally colored accent.

2) GIF images and emoji can be used in communication with students during an online class (chat or forum) or outside of it (conversation in a messenger group). This way of using this tool is quite natural, because a large number of students and teachers use gifs and emoji in everyday online communication. It is important not to overuse them. It will be useful to use gifs and emoji related to the topics being studied to update them or as homework or lead-in activities.

3) GIF images and emoji can be used as a basis for exercises or tasks related to the study and use of "emotional" vocabulary, since gifs convey well the reactions and emotions of people due to the display of facial expressions, gestures, poses (body language). For example, match gifs and emoji with emotions, describe the emotions of the hero of the gif, show the reaction, etc.

4) GIF-images can be an independent object of study in class, similar to the use of ordinary images (photos, pictures, illustrations for text tasks) in the practice of teaching foreign languages. The advantages of GIF animation in this case are the mobility of the image compared to a static picture, as well as a short duration (1-4 seconds) compared to an educational video. Choosing a popular GIF image will ensure an emotional response of students to the task (for example, invent and tell a story-explanation for the image).

5) Using GIF animation and emoji for writing tasks. For example, "Make up an interesting caption, comment for a moving image, or provide a story in writing". For students of different levels, the task can be tailored or specified (it is necessary to use certain lexical material, grammatical structure or the provided beginning of the story, etc.).

To search for individual GIF animations, you can use special sites (for example, giphy.com, giflingua.com), the comment function on Facebook and Instagram or the usual search for images in Google (you should add the word "gif" to the search phrase for this), as well as search in messengers (Viber, Telegram).

6) Creation of GIF images by students. For example, you can give students a certain sentence and the task of illustrating it with self-made gifs. Another option is to give a short text or ask students to write a short story (3-5 sentences) and illustrate each sentence with an animation.

7) Use of GIF images and emoji for speaking tasks. A teacher can give some gifs or emoji as prompts for speaking activity. For example, “Look at these emoji and tell me your ideas for how I spent last weekend”:



Thus, we consider the use of GIF animation and emoji as one of the modern, powerful ways of actualizing the emotional component of learning and introducing modern elements of gamification in modern conditions of blended foreign language learning in higher education institutions. This will make it possible to take advantage of such a tool, make the process of learning a foreign language more modern, diverse and emotionally colorful.

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PROMOTING LINGUISTIC DIVERSITY AND INTERCULTURAL DIALOG IN EUROPE

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Abstract: This paper aims to analyze the linguistic and cultural diversity in the EU and the Republic of Moldova as a candidate for EU membership, in all its aspects by attempting to show the complexity of the ongoing processes and to point out the importance of cultural diversity in different areas (languages, education, communication and creativity). We seek to draw the attention of decision-makers and various stakeholders from the RM to the importance of investing in linguistic and cultural diversity as an essential dimension of the intercultural dialogue, since it can renew our approaches to sustainable development, ensure the effective exercise of universally recognized human rights and freedoms, strengthen social cohesion and democratic governance.

Key words: *linguistic diversity; cultural diversity; multilingualism; intercultural dialog.*

The European Union is remarkable for its great linguistic and cultural diversity - 28 Member States, 24 official languages and over 60 regional and minority languages, as well as a wide variety of languages spoken by immigrant communities. The European Union currently has more than 500 million citizens and it is estimated that at least 175 nationalities currently live together in the EU. The harmonious co-existence of many languages in Europe is a powerful symbol of the European Union's aspiration to be united in diversity, which is one of the founding values of the European project. Europe's linguistic and cultural heritage is a resource to be cherished.

By area, most of the countries on the European continent are medium-sized and small countries, the largest being, in order, the Russian Federation, Turkey, Ukraine, France and Spain, of which the Russian Federation and Turkey have a large part of their territory in Asia. The European part of the Russian Federation accounts for a quarter of its area, and that of Turkey - only 3%.

Generally speaking, the majority of the European languages belong to a single language family, the large group of the Indo-European languages, which accounts, according to *Eurostat*, for more than 95% of the inhabitants of the geographical

Europe. This distinguishes Europe in a narrow sense from other continents, where there are a large number of language families.

Languages define personal identities, and are the most direct manifestations of different cultures, but to various degrees they are part of a common heritage. Languages can serve as a bridge to other individuals, other countries and can open the way to other cultures, promoting collaboration and mutual understanding. They are seen as "the instrument through which communication takes place in politics, commerce, academia, the media, the Internet and most aspects of human life", thus they certainly occupy "a central role for the increasingly internationalised world, for globalisation and for the galloping process of European unification" (Phillipson, 2003).

The first official European language policy was developed in 1958. Then, with the adoption of the first European Commission regulation, the official languages of the European Community - Dutch, French, German and Italian - were established. With the enlargement of the European Union, the number of official languages used in the European area, which are also working languages, increased. Documents that a Member State sends to the EU institutions can be in any of the official languages. The reply must be in the same language. Regulations and other general information must be in all 24 official languages. The Official Journal of the European Union is also published in the 24 official languages. At present, the internal work of the European Commission is carried out in the three working languages: English, French and German, and becomes fully multilingual only for public information. The European Parliament, however, has members who need working documents in their own language and works fully multilingually.

One of the fundamental principles of the European Union is "unity in diversity" - a principle which also applies to the language learning. According to the European Commission's surveys on Europeans' language skills and attitudes towards foreign languages, the majority of Europeans speak at least two languages:

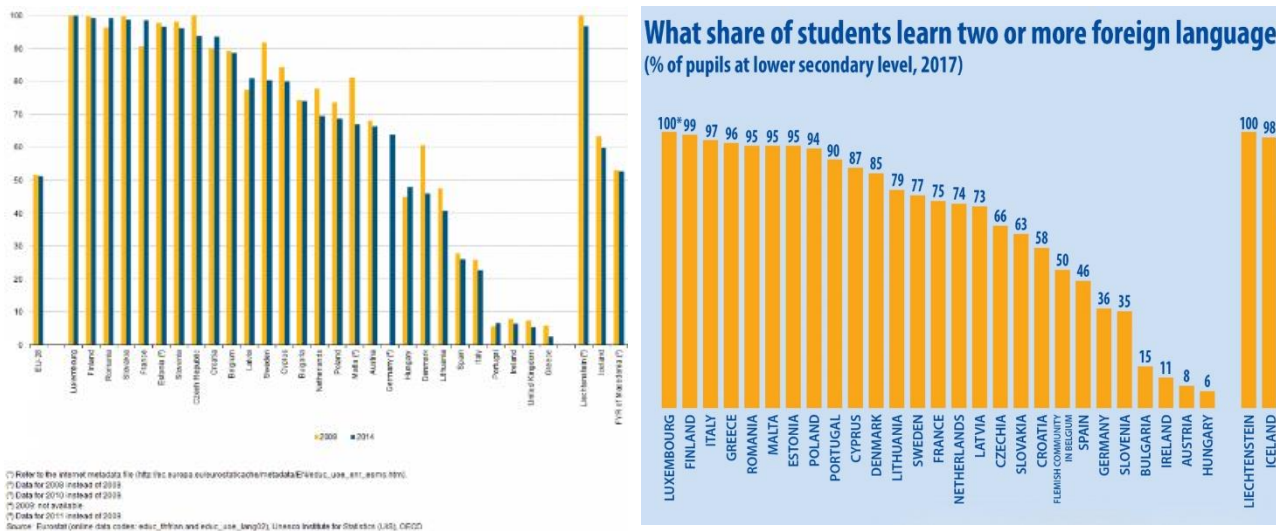


Fig. 1. Statistics on language learning in the EU (Source: Eurostat, UIS)

In 2009, 51.4% of the respondents confirmed that they could speak at least two foreign languages in addition to their mother tongue. In 2014, this proportion did not increase, but instead decreased to 51.2%, and in 2017, according to the Eurostat survey, the proportion of respondents who said they could speak at least two foreign languages in addition to their mother tongue increased to 66.8%.

The highest percentage of citizens who speak foreign languages is in Luxembourg (100% of the population know at least two or more foreign languages, but Eurostat notes that although the official languages here are French, German and Luxembourgish, French and German are considered "foreign languages" in these statistics), followed by Finland, Italy, Greece and Romania. In the second place is Finland - with 99% of students learning at least two foreign languages at school; in the third place is Italy - with 97%, in the fourth place - Greece - with 96%, and in the fifth place are Romania, Malta and Estonia - with 95% of secondary school students learning at least two foreign languages at school. At the other end of the scale are Hungary - 6% of students learn at least two foreign languages at school, Austria - 8%, Ireland - 11% and Bulgaria - 15%. (Recommendation no. 2006/962/EC)

According to the data presented by Eurostat in 2017, the most popular foreign languages studied in Europe are English (97.9%), French (33.4%), German (23.3%) and Spanish (16.9% each), followed by Russian (2.5%) and Italian (1.3% each).

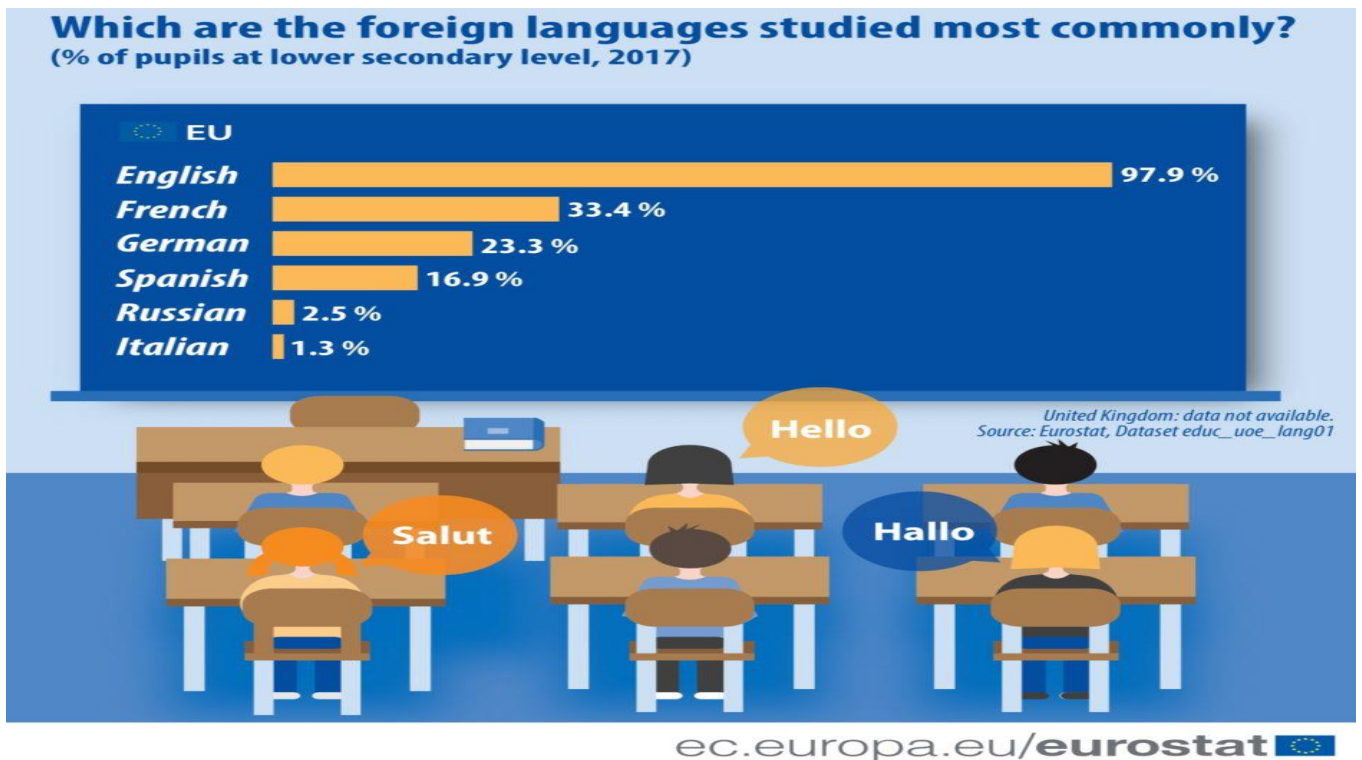


Fig. 2. Statistics on the most studied foreign languages in the EU (Source: Eurostat, UIS)

The results of the survey pointed that in smaller member states, where several national languages are spoken, there is a higher level of multilingualism. The same conclusion was valid for countries with less widely spoken languages, or those which have 'language exchanges' with neighbouring countries. We conclude that Europeans see language learning as relevant and essential.

The same trend can be observed in the Republic of Moldova, a candidate for EU membership, where in addition to the mother tongue, the school curriculum requires the study of one or two foreign languages during the general studies. The most popular language studied by students is English, and according to data from the National Bureau of Statistics, the trend for learning this language has been steadily increasing in recent years.

Thus, according to the latest statistical data presented, in the 2021/2022 school year, English is studied by 248 900 students (73.9%) in 907 primary and general secondary schools in the country.

In the second place is French, which is studied by 101 700 students (30.2%) in 811 institutions, followed by Russian - 94 600 students (28.1%) in 810 institutions.

The statistics also show that English is preferred more by urban students (63% of all students) and French and Russian are chosen more by rural students.

It should be noted that the languages of instruction for all subjects in Moldova remain predominantly Romanian (80.6%) and Russian (19.3%). However, 0.1% of students study in English and Bulgarian.

The numerical situation of the study of foreign languages in the years 2018-2020 in the Republic of Moldova according to the data of the National Bureau of Statistics is presented in the graph below:

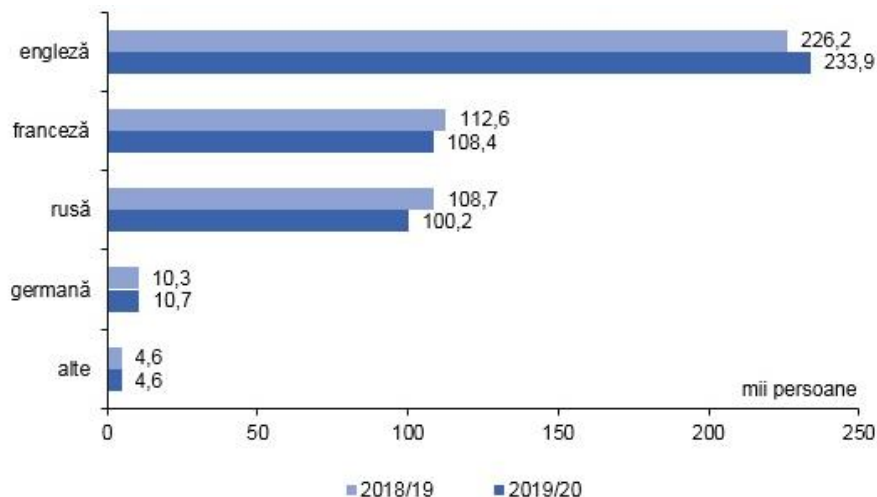


Fig. 3. Statistics on the number of students learning foreign languages the RM, 2018 - 2020
(Source: NBS, RM)

The European Union, including the Republic of Moldova, has shown constant interest in disseminating multilingualism, which has been and is being promoted through various policies such as culture, education, communication and social policy. In 1989 the first comprehensive programme to promote language teaching and learning, *Lingua*.

The year 2001 was declared *the European Year of Languages*, and at the end of the year, the European Commission was invited by the European Parliament and the Council to take further action to promote languages. From this year onwards, the citizens of the European Union celebrate *the Day of Languages* on 26 September. The event is celebrated annually by millions of people. On each anniversary, EU countries organise activities in the name of multilingualism to celebrate linguistic diversity and encourage language learning. The objectives of these events are to raise awareness of multilingualism in Europe, to cultivate linguistic diversity as well as to promote intercultural dialogue and encourage language learning, in and out of school.

The Common European Framework of Reference for Languages (CEFR) is gradually becoming the European standard for assessing progress in language learning.

The European Commission and the European Centre for Modern Languages are working together to develop and make effective use of the CEFRL (CEFRL, 2007).

In the audiovisual field, the EU has a specialised programme - MEDIA 2007 [8], which includes four other MEDIA programmes (*MEDIA I, II, Plus and Training*). This programme aims to strengthen the EU audiovisual sector, reflecting Europe's cultural heritage and identity, to increase the circulation of audiovisual products within and beyond the EU and to make the European audiovisual sector competitive through easier access to funding and the use of digital technologies. The MEDIA programme as well as *EuroNews*, broadcast in 7 languages simultaneously, are part of an indirect but effective strategy to promote multilingualism through so-called informal methods of language learning and knowledge of Europe's cultural heritage. Besides tourism, which is itself a driver for the development of multilingualism, education through entertainment is one of the most effective ways to motivate, as people sometimes feel the need for non-formal learning approaches, where the strict control of school is bypassed. The same type of strategies includes exploiting the Internet, which on the one hand can provide the necessary support for language learning through websites with teaching materials, web-based assisted learning activities, training books or educational portals, but on the other hand offers YouTube like access channels adapted to promote EU actions under the slogan "Sharing the sights and sounds of Europe" (<http://www.youtube.com/eutube>).

Since 2006, communication in other languages has been included among the eight key competences of lifelong learning (Recommendation no. 2006/962/EC). Knowing a foreign language can help people get to know each other, enjoy holidays abroad and travel more easily or advance professionally. The European Union's internal borders have disappeared and its citizens, regardless of their country of origin, have the right to live, learn and work wherever they want in the 28 EU Member States. In this sense, the EUROPASS portal allows jobseekers to describe their language skills using *the European Language Passport*.

To give equal rights to the EU citizens, the European Commission works with the governments of the member states, the European Parliament, EU regions and other social partners. The European institutions have set objectives that are the central focus of multilingualism policy. The main aim of this cooperation is to create the conditions for all citizens to learn two languages from an early age, to create a social framework for dialogue between communities and citizens, and to strengthen the role of language skills in increasing employability and competitiveness.

The development of language and communication skills is of major importance for both citizens and economic operators. A lack of language and socio-cultural skills

is still an invisible barrier to a good collaboration in the workplace. The importance of knowing a large number of languages as a means of mutual rapprochement is becoming increasingly evident. Knowing more languages makes businesses more competitive and citizens more mobile.

To develop the skills needed in the labour market, the European Commission cooperates with stakeholders in both education and business. Between 2011 and 2013, the EC coordinated a business platform which led to the creation of a network to promote language strategies for competitiveness and improved employability - *CELAN*, whose main objective was to identify the language needs of businesses and employees and to propose processes to help meet these needs.

Through the *EU Skills Panorama* (<http://skillspanorama.cedefop.europa.eu/en>), national authorities contribute to the assessment of the skills that may be required in different sectors of the economy, as well as the needs for language skills. There is currently a growing demand for language specialists across Europe. The European Commission is creating links between universities and users of language services through the "Translators for Europe" Forum (<https://ec.europa.eu/info/departments/translation>).

The European Union's ERASMUS+ Programme for Education, Training, Youth and Sport 2020, launched in 2014, is another means by which the European Commission promotes linguistic diversity and intercultural dialogue as a driver for economic growth. Participants in mobility actions are offered language support through the ERASMUS+ "*Language Support Online*" website to help them learn the language of the host country. ERASMUS+ also encourages cooperation for innovation and exchanges of the best practice through strategic partnerships in language teaching and learning. ERASMUS+ aims to enhance skills and employability through modernising Education, Training and Youth activities. The programme is funded by the European Union and offers a range of opportunities to students, researchers, teachers and educational institutions from all over the world including the Republic of Moldova. Thanks to the ERASMUS+ programme, graduates with international experience are competitive and have much better chances on the labour market.

The promotion of the language policy of the European Union and of the national cultures of the EU Member States, as well as of the official languages used in these countries within and outside the EU, is currently done through national cultural institutes such as *the British Council, the Cervantes Institute, the Goethe Institute, the French Institute, the Romanian Cultural Institute, etc.*

Conclusion

Promoting multilingualism and cultural diversity is the perfect way to encourage networking between European citizens, to give them access to information and to give them the opportunity to express their opinions. Languages are an integral part of our European identity and the most direct expression of culture. In a Union founded on the concept "Unity in Diversity", the ability to communicate in several languages is an important asset for people, organisations and businesses.

As part of its efforts to promote multilingualism and intercultural dialogue, the EU has made language learning one of its top priorities and funds numerous programmes and projects in this field. The EU perceives linguistic diversity as an important element of European competitiveness. For this reason, one of the EU's language policy objectives is for every European citizen to possess two foreign languages in addition to their mother tongue.

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FORMATION OF UNIVERSITY STUDENTS' TRANSLATION SKILLS

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Abstract: The article deals with the issue of formation of university students' translation skills. Such types of translation as oral interpretation, written translation and abstract translation are considered in their difference. The mechanisms of translation are described including perception and analysis of information, short-term storage memory, search for translation solutions, assessment of the correctness etc. The article considers the mistakes in the process of conveying the meaning of the original text like distortions, inaccuracies or indistinctness as well as searching for optimal version of translation and finding the optimal translation solution, analysis of translation options, paraphrasing as a way to an optimal translation solution, possibility of descriptive, tracing or approximate translation. The article analyses such difficulties as fake friends of the translator, polysemantic words, non-equivalent vocabulary and the ways for the students to deal with them. It also emphasizes the increasing demand for translators who have knowledge about international requirements for modern scientific discourse as our country is in the process of integrating in the European space including scientific one, which presupposes participation in symposiums, conferences, writing articles in foreign languages. Learning written translation using authentic material is no problem nowadays. Learning translation on familiar topics removes certain difficulties in understanding the meaning and gives possibility to concentrate on the linguistic aspect of translation. However, formation of competence in translation of scientific texts is a good basis for mastering the translation of the texts from the other industries and spheres of human activity since they have a certain algorithm common for translation of special texts. The article also underlines the necessity of developing the personality of students as the translation competence includes linguistic knowledge together with general cultural erudition and certain psychological abilities which should be developed in students and encouraged by teachers.

Key words: translation, skills, solutions, personality, vocabulary, mastering.

New reality in international relations increases the role of foreign languages for the world and Ukraine in particular. Translation has always been the means of exchanging information and acquiring knowledge about the world around. Elimination of borders in international business and science has ensured the important role of

translation as it is an essential condition for fruitful cooperation. Modern society sets new requirements for the professional activity of a future specialist, in this regard, the requirements for the students' practical mastery of oral and written communication and translation skills are changing in accordance with social norms. Currently, a relatively large number of works related to training translation skills have been published, but in most cases, they focus on the content or the process of translation activity itself, not on the participants of the process who play a crucial part in its successful implementation. What happens in the translation, not in the class is the point of most papers (Gonzalez, 2005).

We can single out a group of authors who study the problem of integration of pedagogic theories including translation studies, and provide practical proposals for organizing the classes, among them are A. Beeby Lonsdale, S. Colina Garce, M. Gonzalez Davies and others. O. Bigych, O. Bilous, L. Chernovaty, S. Nikolaieva and others offer a number of works in which methodical and translational principles of teaching translation are considered.

The process of student education is an area that needs further development research within the methodology of teaching translation. Of course, the development of the translation methodology is not autonomous from the methodology of teaching foreign languages. They are based on the same linguistic and psychological paradigms. However, they differ in goals and content of training because, as D. Kiraly notes, translation does not completely depend on foreign language skills and abilities, so the methodology of teaching translation cannot be identical to the methodology of teaching foreign languages (Kiraly, 1995).

As the researchers note, the course of translation aims not at providing students with certain knowledge, but on formation of certain skills, therefore the task of learning translation technology includes developing abilities and skills of translators, mastering methods and strategies, accumulating translation experience of various texts. The content of translation training includes communication of knowledge as well as the formation of translation-technical skills and abilities. Skills are the finite purpose of translation process.

Basically, translation can be divided into two main types – written and oral. With the common goal of teaching oral and written translation, they take place in completely different conditions. In the process of work a written translator can postpone the text for a while and return to it later, can use dictionaries and other manuals, consult with specialists, process and completely re-edit the text. Oral interpreters do not have similar advantages: they must immediately react and respond to the message they hear and translate it correctly at once. Hence, students must clearly understand the mechanism

and the goals of each type of communication. According to the majority of specialists, the main thing in oral interpretation is mastering the translation situation. In written translation the main point is the context. When we speak about oral interpretation, the translator is an immediate intermediary who is usually allowed in to help communicate people that do not understand each other. His ideal work, as it happens, manifests in the fact that these people forget about the existence of the interpreter. This is the function of an interpreter – to maintain communication. The basic rules of oral interpretation have both linguistic and psychological character. Besides, special requirements are put forward to the memory, ability to perceive different forms of oral speech, types and manners, pronunciation peculiarities, and to the ability to speak clearly and correctly in front of an audience.

There are some skills required for both written and oral translation. For example, any translation involves the ability to switch from one language to another. However, in oral translation this skill must be implemented in a short period of time, must have an element of automatism. Apart from that the interpreter must have speaking techniques in both languages, the necessary active vocabulary, must be able to paraphrase the thoughts, to speak in different communication environment. In fact, oral interpreter must have the skills to perform several actions at a time, combine language operations (listening and speaking, reading and speaking etc.). Of course, all skills are interrelated. This determines the sequence of teaching. First, the types of translation should be learned, that require more general and less complicated efforts, then – more specific types of translation. For example, listening translation of separate phrases, sight translation, translation with sequential writing, simultaneous translation.

When we speak about written translation, those who translate become the main intermediaries that ensure communication and transmission of the content of the text, which can be narrated, summarized or abstracted. During reading the text to be translated the students face the task of choosing the method and linguistic form of presenting the content of the original text using experience, skills and individual writing style. Abstract translation, though it can be oral, actually belongs to a written form of translation. Teaching students this type of translation is useful as such skills prove to be a means of saving time for reading a great number of printed foreign texts. In the conditions of the information flow when the reader does not have time to physically perceive all the incoming information, he can use the information in the form of a secondary text (an abstract), which is a short message about the main content of the foreign language text and gives the idea of its topic. The main goal, when reducing the amount of information, is to preserve its main content. As the task of an abstract is to list the issues covered in the text but not to reveal them, the students can

be given exactly this task – to find the main issues and write them down. Usually, the style of abstract translation is arbitrary, its main purpose is to give the reader the possibility to form an appropriate idea of the abstracted material, familiarize him/her with it.

Formation of translation skills for translating the texts should emphasize that the text of translation is the derivative from the original text. Speaking of the text content we do not mean that it lies directly in the text, i. e. in combination of letters and words. The content of the text is also the ideas, the feelings, the associations of this very text. In other words, the content of the text is also beyond the text – in the conscience of those who wrote and in the conscience of those who perceive. The term *content* refers to the text as a whole or its paragraphs, the term *meaning* belongs to the words or the group of words. The words have the meaning before they are used in the text, but, according to the content the meaning can be different.

The translator can face various types of problems when translating the text. First of all, non-equivalent vocabulary, i. e. words and word-combinations that have no relevant analogues in the form of lexical units. There are several means to solve this problem. The first is transliteration, which is expedient only if there is really no equivalent. There is no need to use transliteration if the equivalent is good enough. The example is the word “user” transliterated in different languages although there are the proper words meaning “a person who uses something”, in Ukrainian “користувач”. That can be a drawback of transliteration as a type of translation, because while the word “user” is well-known in many cultures, there can be some transliterated words whose meaning will be completely non-understandable for the person reading the text. They still stay in the languages due to the current trends. For example, the meaning of the phrase in Ukrainian “любiувати iнтереси” (to lobby the interests) is sometimes obscure to the students before you explain to them the verb *to lobby*. Still, transliteration can sometimes be the only way to “translate” a non-equivalent word because the translation will be less laconic and not more understandable. The examples are many – to like (лайкнути), to share (розшерити), random (рандомний) instead of “несподiваний, випадковий”, top (топовий), check-in (зачекiнитися), shopping, co-working, job offering, project manager, sound design, production, post production, pre-production, web development, stock, transaction, barbershop, antifreeze, foolproof, workshop and many others.

It is very important to convey to the students the idea that “translation must be done”, which means that they have to do their best to translate the given text. Such methods as approximate or descriptive translation are very handy while working with foreign non-equivalent realities. For example, the famous Shephard’s pie can be

translated as “картопляна запіканка” in Ukrainian, which means “potato casserole” – the name which answers the question about the main ingredient of the dish. Rather often the only way to translate the complicated non-equivalent words is descriptive translation, where the students must give a detailed description of some non-equivalent word like “Майдан” in Ukrainian, which can be transliterated as Maidan and described as not a place, but an event that was a turning point in the history of Ukraine.

Learning to translate the texts means learning the types of mistakes that can appear in the process. *Perversion* or *distortion* of meaning can misinform the reader concerning the original content. *Inaccuracies* can also misinform but the degree of harm is less essential. The striving to make the optimal (the best of possible) variant of translation must be at the forefront for every translator. Deviation from this principle may be a real threat as the habit to “approximate” translation can stay. Unfortunately, it is impossible to describe the algorithm of optimal translation because translation includes a lot of variables, that is why the only way to find this optimal decision is to acquire maximum skills and knowledge which are based, among others, on the person’s intelligence and intuition. It is really hard to explain what exactly a good translation means and how it differs from a translation which is also not an erratic, but still a little worse. Every example is specific. The difference can be in more accurate convey of the content, a more closeness to the original, a more emotional variant which corresponds to the general content of the text or vice versa. You can explain to the students that they can produce several variants of translation by paraphrasing using different lexico-semantic means. Ability to *paraphrase* during translation is the way to see several variants of expressing the same idea. The simplest example is the so-called antonymic translation like the phrase “Any problems?”. It can be translated as “Все у порядку?” (Are you OK?), consequently, the answer “No” will be translated as “Yes”. This situation sometimes confuses those who do not know English – why is the person definitely shaking the head and says “No” while the translator says “Yes”?

Of course, the students need to beware of “false or fake friends” of the translator, the most notorious lexical provocateurs (Bilous, 2013) like novel, magazine and the like of them. Allegories can also be a tricky part. An example is a symbol of drunkenness which is quite different in cultures. The phrase “drunk as a fish” cannot be translated directly as a symbol of drunkenness in Ukrainian culture is a swine. The phrase “впертий як баран” (stubborn as a ram) has no sense in English as the other animal is used as an indication of stubbornness, the adjective “pig-headed” proves that.

In his book “Pathways to Translation” Donald Kiraly gives nine challenges to the development of translator training practices:

1) the absence of a systematic approach to translation education based on both pedagogical and translation principles.

2) the failure of translation pedagogy to use relevant contributions from other disciplines (sociology, anthropology, cognitive science, and psychology) and research from modern translation studies as foundations for translator training.

3) a one-dimensional view of the process of translation, characterized by overdependence on the linguistic model of translation and a discounting of the social and cognitive realities of professional translation.

4) the failure to merge a grammatical model of translation teaching with the interpretive and cultural models of translation teaching.

5) dependence on the teacher-centered *performance magistrale* (efficiency) in the translation classroom.

6) an acceptance, and even encouragement, of a passive role for translation students.

7) a failure to undertake (and to apply the results of) empirical research on translation processes as a means to build a model of translation and translator competence upon which a translation pedagogy may be based.

8) an inability to distinguish the components of translator competence and to distinguish language-related competences shared with bilinguals from professional competences.

9) an absence of criticism of old practices and assumptions about curricula, including the usefulness, effectiveness, and teaching methods of certain specialized translator training, such as translation into the foreign language. (Király, 1995)

Anthony Pym formulated ten more problems (Pym, 2005) which “haunt” those who train the translators, which are:

1. Training has to be in universities.
2. Training has to cover everything that translators do.
3. People should be trained to be just translators.
4. There is one huge job market for translators.
5. Trainees should all work into the same language.
6. Translation is not language learning
7. You translate, then you interpret.
8. Technology has changed nothing.
9. Technology is helping us.
10. Theories don't help trainees.

N. Alexeyev elaborates each of them (Alexeyev, 2021) and we support this elaboration completely. Together with his co-authors he extends each issue with the following:

1. Not only universities but specialized courses and mentoring are widely accepted as a way to train the translators.

2. There is still a continuous argument between an academic and vocational ideologies of different European schools of translation, it is not solved yet and it can hardly ever be.

3. Firms and institutions increasingly employ graduates with a degree in technical subjects who also have excellent language skills rather than just translators.

4. The situation is far from that. The traditional way-out that the universities offer for their graduates who cannot find the job of the translators is the combination of language studies, translator training and pedagogical course with the prospect of future employment as language teachers or researchers.

5. The European practice shows that the mixed groups of English and Spanish are very promising, especially considering the possibilities of distance learning.

6. This approach as well as the opposite one can be rather harmful. Anyway, proficiency in translation is completely impossible without deep linguistic knowledge.

7. As a way from “simple to complex” this idea seems completely to the point.

8 and 9. Concerning technologies there are two opposite approaches and they both can be harmful if they are extreme. Number 8 has lost its followers almost completely though.

10. Again an ongoing dispute. In our opinion, a good combination of theoretical and practical lessons within a well-elaborated curriculum is a good decision.

It goes without saying that translators should not only have a good knowledge of both languages of translation, but also a vast amount of extra-linguistic knowledge which will help avoid possible misunderstanding in translation. The high level of formation of such components of socio-cultural competence as the country studies (system of knowledge about the people whose language is studied, the national character, the social and state system, achievements, customs and traditions, the peculiarities of the present moment), linguistic features (knowledge of language units containing national cultural component of semantics and the ability to use them in accordance with the situation) and socio-linguistic (knowledge of national speech etiquette, social norms of behavior) enables adequate communication especially in oral interpretation. In written translation, apart from having decent general education, you cannot do without knowing the realities of the culture if you want to translate properly, for example, the abbreviations, especially modern ones, or the advertisement slogans.

You can even miss the irony or the meaning between the lines. Besides, the feature of today's translation is the necessity to combine the language and cultural competence with awareness of the subject area, understand the conceptual base of the specialty (or several specialties as it happens), i. e. clearly understand what the text is about. This especially concerns realization of scientific and technical translation which presupposes overcoming interdisciplinary boundaries. The peculiarity of the situation is that the translator has to overcome the difficulties in both languages as the knowledge of terminology or the features of technical texts apply to both languages of translation. The best way to ease the difficulties is to start from teaching translation on familiar topics as it will help concentrate on linguistic features of the translation. There is a common algorithm to translating technical texts, so mastering translation of the texts from one sphere will help form the competence of translating the scientific texts altogether. Courses in translation of scientific and technical literature and translation of business and technical documentation, their acquaintance with information technologies in translation and acquiring some skills in using special software would provide students with theoretical and practical training and prepare them to be competitive in the domestic labour market.

Thus, the following conclusion can be made from the abovesaid. Formation of university students' translation skills is a multi-layered task. Oral interpretation and written translation (abstract translation including) have both common and different features. The mechanisms of translation are many, including perception and analysis of information, short-term storage memory, search for translation solutions, assessment of the correctness etc. There are also many types of mistakes made in the process of conveying the meaning of the original text, like distortions, inaccuracies or indistinctness, that's why searching for optimal version of translation and finding the optimal translation solution, analysis of translation options, paraphrasing, descriptive, tracing or approximate translation are used. Such difficulties as fake friends of the translator, polysemantic words, non-equivalent vocabulary are the special challenge and there are the ways for the students to deal with them. Also, formation of competence in translation of scientific texts in one sphere is a good basis for mastering the translation of the texts from the other industries and spheres of human activity since they have a certain algorithm common for translation of special texts. The personality of students also needs development as the translation competence includes linguistic knowledge together with general cultural erudition and certain psychological abilities which should be developed in students and encouraged by teachers. The increasing demand for translators having knowledge about international requirements for modern

scientific discourse was underlined as our country is in the process of integrating in the European space.

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BASIC PRINCIPLES OF TEACHING ENGLISH GRAMMAR TO DIGITAL NATIVES

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Abstract: The article considers the approaches and ways of teaching English grammar to digital natives. The essence of the term “digital natives” is defined and the main characteristics are specified. The visualisation is very important for digital natives, since they acquire knowledge through the eyes. When communicating online, they use a lot of emoticons and pictures. Thus, to involve students into learning process the teacher can’t do without visual assistance, there is a need of colour, icons, interesting ideas. It is highlighted that grammar is the system of a language, a knowledge that needs to become a skill. The basic approaches to teaching English grammar are described in terms of their effectiveness when teaching digital natives. Inductive and deductive approaches, as well as declarative and procedural knowledge are under consideration. It is emphasized that spiral curriculum should be used to present grammar rules, which have to be part of skill formation. Using spiral curriculum can help students gradually deepen their knowledge without the necessity of memorizing anything. That implies that grammar should be taught throughout the course and difficult issues should be given as early as possible. It is pointed out that grammar and vocabulary should be presented together, not separately, every year same topics should be expanded.

Key words: English grammar, digital natives, visualisation, spiral curriculum, pictogram.

Nowadays, when considering foreign language teaching, researchers increasingly emphasise the importance of speech competence, justifying this by the fact that the speed of speech production and the formation of speech strategies are more important than language literacy and that students can effectively solve almost any communicative task even with the lack of language means.

However, it should be noted that a limited vocabulary and a superficial knowledge of grammar are severe obstacles to developing speaking and writing skills and forming compelling reading and listening skills. Therefore, when teaching a foreign language to students, it is necessary to pay adequate attention to the language component, particularly the lexical-grammatical component of language competence.

Since mastering the techniques of lexical-grammatical coding and decoding is the basis for language comprehension and production, special attention in the language training of the students should be given to the development of their ability to deal appropriately with a foreign lexical-grammatical code in the process of verbal thinking and reproduction.

The issues of teaching grammar have been widely covered in scientific and pedagogical literature. Numerous publications consider various aspects of grammar teaching, which predetermine teaching tactics, psychological and methodological features of mastering the grammatical aspect of the language (B. Belyaev, B. Benediktov, O. Myrolyubov, G. Kitaygorodska, S. Thornbury and others). The stages of the formation of grammatical skills were studied by P. Halperin, O. Myrolyubov, E. Passov. Numerous studies have investigated how to acquire productive lexical and grammatical skills (V. Rutherford, M. Smith, S. Thornbury, J. Richards, H. Clahsen, R. Dirven). Maryna Tsehelska, PhD, director of Educational Centre “Interclass”, pays much attention to developing effective strategies to enhance English language teaching in Ukraine. The basic principles of her methodology are under consideration in the article.

Apparently, each new generation of students we teach requires different teaching and learning strategies. To choose the most effective ones, it is obligatory to be aware of the main characteristics of the generation to which your students belong. Let us consider the generational theory, which was developed by William Strauss and Neil Howe Neil Gove and initially described a theorised recurring generation cycle in US history. This theory has spread worldwide thanks to globalisation and gained popularity in many countries. It helps to understand and realise how one generation differs from another and that the world is changing, and our students are changing with it.

The current generation of students, born after 1997, is the first fully digital generation. They are called “generation Z” or “digital natives” because they are connected with the help of the Internet, YouTube, mobile phones and other mobile devices. Their values are still in the process of formation. But psychologists single out the common traits of such students, namely their attraction to individualism, self-confidence and intense need to succeed. Also, these students cannot imagine their life without gadgets and the Internet; therefore, digital literacy will reach the highest peak of its development during their active period.

In terms of teaching, the following characteristics of digital natives are essential, namely:

- 1) they can “see” several screens simultaneously, which leads to the fact that the speed of information perception increases dramatically, but the concentration of their

attention decreases. They have adapted to filter large information flows and pay attention only to the most interesting. Currently, the new generation's span is only 8 seconds.

2) digital natives prefer to express and receive information in short sentences without unnecessary things and any details that distract from the main task. Therefore, teachers need to speak with such students using "tweets", that is briefly and at intervals. Even the instructions should be given shortly with a gradual increase in the number of words in the sentences.

3) their thinking is focused on processing information in short portions, that is the so-called "clip thinking". Therefore, the teacher aims to transform students' clip thinking into linear one. To achieve this, combining parts into a whole start with tiny bits of information and expand them instead of giving long texts.

4) digital natives acquire knowledge through their eyes, and when communicating online, they use emoticons and pictures. So the teaching process requires colour, icons, exciting ideas, as well as blended learning. Any offline education should be supplemented with online applications (for example, Quizlet).

It is known that English language teaching comprises language systems and language skills (Clahsen, Felser 2006:33). Language systems (phonology, lexis, grammar etc.) refer to the knowledge about the language. To acquire knowledge is the first step in skill formation and is the basis for success in learning foreign languages at the beginning and advanced levels. Mastering a foreign language is not about knowing it is about doing, so grammar and vocabulary should be taught only for performing language skills (speaking, writing, reading and listening). That is to say, grammar is a knowledge that needs to become a skill, and teacher aims to find practical approaches and ways of teaching grammar (Dirven, 1990:20).

Nowadays, students are taught with either inductive or deductive approaches. The inductive approach implies giving the structure and asking the students to elicit a grammar rule from it. The deductive approach involves explaining examples and practice. When we teach deductively, it is more a teacher-centred approach because we explain first, give examples and then our students practice. The choice of approach depends on the situation. The deductive approach is mainly preferred by mature students who want to know how the language works. Although the teacher-centred approach is classical, it no longer works well with digital natives. It is a better approach for grammatical material that is not really difficult and can be easily perceived, understood, and applied. It can be used for any age group when the teacher has time to involve the students in the process. A learner-centred approach is necessary for skill formation since language must be used. We need to go from declarative to procedural

knowledge in a learner-centred classroom. It is appropriate to deal with the rules by creating the learner-centred environment when students are interested in making the rule when they move from telling a rule to using it. In other words, when the skills are formed, we always go from accuracy to fluency. It is advisable to teach both declarative and procedural knowledge since the situation of success is critical (Tsehelska, 2018:585).

According to Maryna Tsehelska, there is no sense in presenting all points of a grammar rule. She advises using the spiral curriculum, which is aimed at helping students deepen their knowledge gradually without the necessity of memorising anything. This method has much in common with the spiral curriculum proposed by Jerome Bruner as a teaching approach in which each subject or skill area is reviewed at intervals, at a more sophisticated level each time.

To achieve teaching goals, the spiral curriculum starts with elementary concepts that become more complex as students progress through their learning. They can do this because the curriculum adapts to the students' capabilities. Thus, everyone can move forward and better understand the essence of the subject.

Let us consider using curriculum when teaching English grammar in the Interclass system, proposed by Maryna Tsegelska. Every year the topics of the lower level are enlarged, new features are added, new connections are made. The curriculum for the level consists of several blocks. They can be presented in the form of cycles. Each cycle contains new and already studied material – categories. While students go through the cycles, they better understand the blocks – phases of learning. In Interclass they try to keep the students focused on language materials using senses such as sight, hearing and touch – visualisation. It is recommended to end each cycle with a product (project, writing essay, presentation, etc.). Then students are asked to close their eyes and remember the parts of the map – visualisation. If students don't learn all the material properly during this cycle, they will learn it further, as the curriculum is organised in a spiral form – phases of learning (Tsehelska, 2019:190).

In the Interclass system, the information is first categorised, then through visualisations, through speech support, students can build sentences. The visualisation also helps to develop thinking; it is essential for modern students who are used to perceiving information through pictures. Teachers of foreign languages should remember that digital natives can't remember the material right away. Therefore, the students should spend more time on comprehending the material after the lesson. And the teacher should supply the students with the content or presentations of the lesson, so that they can once again review and understand the material, as well as develop and

provide a block of exercises for understanding what has been learned, ask to draw up or fill in a conceptual scheme that will highlight the key points of the lesson or establish the relationship between the concepts of the topic.

All things considered, it seems reasonable to assume that the effectiveness of teaching English grammar to the digital natives is directly related to assessing the main characteristics of this generation. Digital natives acquire knowledge through their eyes, thinking in “tweets”, so visualisation and categorisation are the keys to success. Another critical point is that grammar knowledge and vocabulary are powerful but useless if skills are not formed. Skills are developed with a learner-centred approach. The inductive approach is more learner-centred since it engages students more and raises motivation. It is advisable to use a spiral curriculum since it has shown its effectiveness in the system of Interclass.

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ARE FOREIGN LANGUAGE TEACHERS BECOMING OBSOLETE?

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Abstract: The focus of research on foreign language teaching has predominantly been on learners' needs and expectations, motivation, and performance. In contrast, foreign-language teachers are mainly mentioned with reference to the competence, experience, and skills which they are expected to possess. In recent years, attention is increasingly being paid to the shortage (and, not infrequently, lack) of foreign language teachers. The number of foreign language specialists with sound academic background who are currently working at Bulgarian schools and universities is expected to decline further due to a number of factors, such as reaching the retirement age, resignation because of increased stress and workload, better employment opportunities, etc. The aim of this paper is to study the demand for foreign language teachers and the implications which the phenomenon could have on the quality of foreign-language teaching.

Key words: foreign language teaching; effective; education; teacher.

What constitutes effective foreign language teaching (FLT) and what makes an efficient teacher has been a topic of discussion ever since foreign languages became an element of school curricula. As Teresa R. Bell observes in 'Foreign Language Annals', foreign language teaching is a complex, multidimensional process and there seems to be no single universally accepted definition of effective FLT. A broad definition which the author accepts for the purpose of her study is that "it is clear and enthusiastic teaching that provides learners with the grammatical, lexical, phonological, pragmatic and socio-cultural knowledge and interactive practice they need to communicate successfully in the target language" (Bell, 2005:260). Researchers agree that some dimensions of effective teaching apply to teaching in general, regardless of the subject matter or the age of students. These are "enthusiasm/expressiveness, clarity of explanation and rapport/interaction" (Bell, 2005:259). With the shift from traditional grammar-based approaches to more communicative and interactive ones, these attributes have become indispensable.

A professional profile of the ideal European language teacher of the twenty-first century was presented in a study undertaken at the request of the EU Commission. The

study was conducted within the specific context of key policies of the European Union which included “the objective that every citizen should be able to speak his/her mother tongue plus two other European Community languages; improving the quality and quantity of foreign language learning and teaching” (Kelly et al, 2002: p.10). The study examined the initial and in-service training of FL teachers in Europe. Based on an overview of thirty-two countries, the study discussed in-service training for FL teachers, highlighting the diversity of institutions responsible, qualifications obtained, career recognition available, and the main areas of content usually addressed. Following from these, the professional profile of the ideal European language teacher was proposed as a benchmark against which actual teachers and training should be compared. Some of the desirable attributes were “the ability to teach two foreign languages; a critical and enquiring approach to teaching and learning; being comfortable working in a multicultural environment; being an enthusiastic and independent learner; an ability to adapt one’s teaching to the vocational, socio-cultural, and personal needs of students; evaluating teaching materials critically in terms of aim, objectives and outcomes; using ICT for one’s own professional development, for discovering resources and information and in the classroom with learners” (Kelly et al, 2002:p.63,64).

We decided to study the findings of related research and summarise the current state and prospects of the availability of foreign language teachers. The findings of our research could be summarized in 5 main points:

1. *Female teachers are overrepresented in Europe.* Although this conclusion refers to primary and secondary school teachers in general, our practical observations indicate that the situation is mirrored by language teaching at Bulgarian universities. One explanation for the majority of teaching roles being held by women is that ‘Teaching tends to offer more flexible working hours, paid holiday and childcare leave than other occupations, helping employees to manage their work and family responsibilities.’ (Mohamed, 2016).

2. *The elderly dominate teaching in Europe, and Bulgaria is not an exception.* According to Eurostat’s latest report, 36 per cent of EU primary and secondary school teachers are aged 50 or older. (Mohamed, 2016). Statistics released by EU statistics agency Eurostat in 2017 reveals that forty-eight per cent of the teachers in Bulgaria are 50 or older and Bulgarian teachers are among Europe’s fastest aging ones (The Sofia Globe, 2017). The UNESCO report suggests that age seems to be merely a number for teachers, since in several countries, teachers must work for a significant number of years to be eligible for their full pension payments. The large number of elderly

teachers has fuelled concerns of a possible teacher shortage in the future. (Mohamed,2016)

3. *Non-certified teachers are recruited for posts vacated by retired teachers or for newly created posts.* Vacancies exist due to the low attractiveness of the teaching profession for people with degrees in foreign languages who can find jobs in other, highly-paid, sectors; the limited promotion opportunities; changes in the curriculum and introduction of new subjects without a sufficient number of teachers trained to teach them.” (Rao, 2003:35)

4. *The use of technology inFLT has enhanced, rather than diminished the role of teachers, making them more important than ever.* The introduction of technology in foreign languages learning and teaching was initially welcomed by some and apprehended by others. It was expected to “undermine the role of traditional teachers and make them obsolete by adapting teaching methods and content to each student’s need through personalized learning, or the mass dissemination of courses through MOOCs and the like” (Morrison, 2017). Transforming the way languages are taught and learnt could imply, among other things, greater independence of learners and an end to the teacher recruitment crisis. Recent developments indicate though that “the death of the classroom teacher may have been greatly exaggerated” (Morrison,2017).

5. *Schools still play a vital role in foreign languages learning.* We decided to research which countries offer the best environment for learning foreign languages and to study in more detail the role of language training at schools. *Preply*, the digital learning platform, has launched the Worldwide Language Index which analyses 30 countries according to 18 factors that indicate a supportive language learning environment. Those factors were split across seven categories: the number of official languages; the degree of multilingualism; language learning at school; level of command of best known foreign language; access to language learning through technology; subtitles, and voiceover; language diversity. The results from each category were weighted equally and each country was given an overall ranking from 1 to 30 based on their scores. The findings of the survey indicate that Cyprus ranks highest for foreign language learning, followed by Sweden and Denmark (see Table 1).

Table 1. Top 5 Countries with the Best Language Learning Environment¹

Country	Foreign Language Learning	Language Learning at school	Access to Language Learning through Technology	Subtitles, dubbing and voice-over	Final score
Luxembourg	62.8	100.00	83.8	25.0	100.0
Cyprus	100.0	100.0	37.1	100.0	73.3
Sweden	90.6	94.0	81.9	100.0	76.1
Denmark	75.8	86.6	93.8	100.0	63.7
Malta	75.2	99.8	40.2	25.0	65.7
the Netherlands	68.1	44.1	100.0	100.0	60.8

Source: HR news

The data presented in the table above supports the statement made by Kirill Bigai², CEO of *Preply*, that “Citizens born into countries with foreign language learning part of the national framework have a tremendous advantage” (HR news, 2021).

We then compared Bulgaria with the countries with the best environment for learning foreign languages in terms of foreign language teachers’ educational attainment (see Table 2).

Table 2. Percentage of teachers, by highest level of formal education completed

	Below ISCED level 5 (%)	ISCED level 5 (%)	ISCED level 6 (%)	ISCED level 7 (%)	ISCED level 8 (%)
Cyprus	0.0	0.4	46.0	49.7	4.0
Sweden	5.4	5.0	23.4	64.9	1.3
Denmark	6.9	0.7	83.6	8.7	0.1
Malta	1.8	3.6	69.4	24.3	0.9
the Netherlands	2.9	0.0	58.6	38.0	0.5
Bulgaria	0.8	6.7	17.7	74.1	0.6

Source: OECD, Talis 2018 Database

¹ Luxembourg is the only country with a final score of 100, i.e. Luxembourgiens have the highest command of a second language, followed by Swedes with a final score of 76.1.

² Kirill Bigai is CEO and co-founder of *Preply*, a global marketplace for online language learning with 40,000 teachers teaching over 50 languages.

As the data presented in table 2 indicates, the percentage of Bulgarian teachers who have attained level 7 of the International Standard Classification of Education is the highest (74.1%) in contrast to the educational level attained by teachers in the top 5 European countries with the best environment for learning foreign languages. Programmes at ISCED levels 6 and 7 are generally longer and more theory-based, while ISCED level 5 programmes are typically shorter and more practical and skills-oriented³.

An overview of the current situation of FLT in the country would be incomplete without studying the prospects of new entrants into the teaching profession. We accessed the official site of the National Statistical Institute (NSI) to gain some insight about the number of people who have attained formal qualifications in a foreign language. Obviously, it would be unrealistic to expect all graduates to pursue a teaching career. Furthermore, the data provided by the NSI is collective about graduates in languages in general and does not specify on the number of graduates in Bulgarian and in foreign languages. Still, their declining number over the past five years (but for a slight increase in 2021) indicates that fewer foreign language specialists with an academic background could be expected in future. We find this trend alarming, provided that nearly half of all Bulgarian teachers (foreign language teachers included) are aged 50 and above. Table 3 presents the number of graduates in languages by year from 2017 onwards since there is no separate data about graduates in languages for the years before 2017.

Table 3. *Tertiary Education Graduates in Languages from 2017 onwards*

2017	2018	2019	2020	2021
1,366	1,332	1,252	1,166	1,196

Source: The National Statistical Institute, 2022

In conclusion, we would like to quote again Kirill Bigai who says: “Learning a second language is a skill that requires time, dedication, and effort” (HR news, 2021). Globalization has dramatically increased the need to communicate with people from other cultures and even though technology has greatly improved access to language learning materials, apparently it will take some more time before technology is perfect for detailed and professional uses of or for learning foreign languages. In the meantime,

³ Education categories based on the International Standard Classification of Education (ISCED-2011).

foreign language teachers will still be needed to facilitate the learning process or the transition to a learning environment where human teachers could (if ever) be entirely replaced by machines. We therefore agree with Nick Morrison's warning: Don't not write off teachers just yet -- they are more important than ever." (Morrison, 2017)

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CHARACTERISTICS AND FEATURES OF ENGLISH FOR TOURISM AND HOSPITALITY COURSES

ХАРАКТЕРИСТИКИ И ОСОБЕНОСТИ НА КУРСОВЕТЕ ПО АНГЛИЙСКИ ЕЗИК ЗА ТУРИЗЪМ И ХОТЕЛИЕРСТВО

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Abstract: The rapid development of the tourism and hospitality industry greatly affects the English language, which is the most widely used in the twenty-first century, turning it into the language of international tourism. Learners of English who seek employment in the tourism industry have to be highly motivated and become fluent in mastering English for tourism purposes. Language proficiency is essential in all professional fields, particularly in the tourism and hospitality industry, due to its specific nature and concepts. Courses in English for Tourism and Hospitality should focus on communication concepts and vocabulary of importance in the hotel and tourism industries. There is a great number of factors that have to be considered by teachers and educators when designing curricula, courses of study and classroom materials. English for Tourism and Hospitality Purposes (ETP) is a type of English for Specific Purposes (ESP), which is a subset of English as a second or foreign language. This paper aims to identify the key characteristics and features of English for Tourism and Hospitality courses, especially the ETP courses designed for students at D.A.Tsenov Academy of Economics in Svishtov. Mastering English for tourism purposes provides the students of tourism with the linguistic tools needed for working in a variety of positions in tourism and hospitality sectors.

Key words: English for Tourism and Hospitality Purposes (ETP), English for Specific Purposes (ESP), subset, key characteristics, ETP courses, curricula

English for Specific Purposes or English for Special Purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching English to university students or people already in employment, with reference to the particular vocabulary and skills they need. A course of ESP focuses on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, Aviation English, English for Tourism, etc. A course of ESP can have a

wide-ranging impact, for example, Environmental English. English for academic purposes that is taught to students before or during their degrees is a type of ESP, as is English for Tourism and Hospitality at D.A. Tsenov Academy of Economics in Svishtov.

English for Tourism and Hospitality is a branch of English for Specific Purposes. It is taught to people intending to work in the tourism and hospitality industry such as travel agents, tour guides, airport staff, hotel employees, etc. ETP is also taught to people who intend to visit an English-speaking country for many and complex reasons. Reasons can involve work, studying, medical treatment, business, social or economic needs, etc.

Tourism and Hospitality English courses usually include various components of the travel and tourism business - hotel management, resort management, airline services, food industry, etc. Topics that are included in an ETP course are history of tourism, jobs in tourism, cruise, airline industry, tour guide, email and phone etiquette, body language, pronunciation, grammar in context, phrasal verbs, prepositions, etc. The ETP courses focus on providing the best professional service to both guests and clients. The area that courses in English for Tourism and Hospitality cover is vocabulary related to tourism and key language points, as well as ensuring that “polite” English is spoken. One of the most important aspects of ETP courses is culture. Learners have to be aware of the cultural differences or preferences between different nationalities.

Since the tourist industry covers a variety of activities that are different in nature, there are different types of ETP courses - for example, English for travel agents, English for receptionists, English for airline staff, etc. The situations that occur in the tourism sector can be grouped in two major types: professionals dealing with other professionals and professionals dealing with tourists. The language that is used between professionals is more specialized than the language used between professionals and tourists. Professionals in the tourism industry use business language. It is related to negotiations, business meetings, business letters, etc.

Characteristics of the English for tourism and hospitality courses at D.A. Tsenov Academy of Economics

The eight-module course in English for Tourism and Hospitality at D.A. Tsenov Academy of Economics is designed to meet the English-language needs of tourism students in their further education and future career in the tourism industry. The aim of the course is to:

- enhance students' productive and receptive skills of English language in reading, writing, listening and speaking;
- develop language awareness;
- introduce and practise lexical structures (single lexemes as well as idioms and collocations) related to the fields of transport, accommodation and catering, weather and climate, culture and tourist attractions, dealing with the public, organization of tours and events, planning, management, statistics and predictions, advertising;
- acquire specialized terminology;
- build confidence in professional skills needed in the tourism industry;
- practise language skills in realistic case studies;
- consolidate and complete learners' knowledge of grammar.

The course in English for Tourism and Hospitality is tailored for university students who are preparing to work in the tourism and hospitality sectors, providing them with language tools for their future professions. The course deals with all relevant topics that are related to communication and common workplace situations, industry-specific terminology and includes practical grammar and vocabulary exercises such as quizzes and role-plays. The ETP course focuses on incorporating terms from the different fields of expertise and subsectors of the tourism industry into language skills and functions, thus helping learners to communicate more effectively and develop the essential skills to work in tourism. Students of tourism are provided with the combination of online resources, a variety of media, authentic and interesting texts. Emphasis is placed on developing the strategies for effective listening, reading, speaking and writing in both informal and formal settings. Starting from an A2 level (high-beginners and low-intermediate English learners) of the Common European Framework of Reference for Languages, which is the minimum entrance prerequisite for the course, it is meant to take the learners to at least a B2 and a C1 level.

Learning objectives of the English for tourism and hospitality courses

The English for tourism and hospitality course teaches students of tourism at D.A. Tsenov Academy of Economics:

- to discuss the key roles and tasks of tourism professionals;
- to showcase the history, culture, food, and tourist attractions of their region;
- to provide information on tourism services and itineraries;

- to appropriately communicate in English to provide quality customer service;
- to appropriately communicate in English to protect tourists and handle emergencies;
- design marketing materials such as brochures, website information, and social media posts.

Syllabus and Content

The course is based on a series of topics that are presented, discussed and elaborated on in English, insisting on the lexis and structures inherent in the semantic fields of tourism and hospitality. All skills, oral and written, productive and receptive, are practised, with insights into vocabulary and grammar enabling the students to achieve at least a B2 level or C1 level of the CEFR for languages. The learning units consist primarily of communicative activities (tasks, reflections, discussions, and problem solving) prompted by listening and reading activities concerning the topics covered, and often include some writing tasks. Lessons follow a systematic structure, and are broken down into short sections. Course materials and assignments include video lectures, vocabulary and grammar resource lists, readings, discussion boards, and comprehension quizzes. More specifically, the relevant topics are as follows:

- Tourism trends and motivations;
- Advertising and publicity; Marketing
- Dealing with figures and statistics; making predictions
- Business plans, business meetings
- Transport and travel
- Accommodation
- Food and restaurants
- Heritage and culture
- Attractions and activities
- Guided tours; speaking to a group
- Managing events
- Dealing with the public (offering advice, dealing with complaints); customer service
- Careers and interviews
- Geography, weather and climate
- Risk and disasters

Types of Tourism English

There are different types of Tourism English that can be included in an English for Tourism and Hospitality course with the aim of advancing the future career of tourism students:

- Hotel and Hospitality Tourism English
- Transportation Tourism English
- Medical Tourism English
- Tourist Guide English
- English for Outdoor and Indoor Attractions
- Travel Agency English

Practice is given in all language skills, with focus on the most recurring structures and semantic fields of English for tourism and hospitality, in relation to which written texts and topics for oral discussions are set.

Teaching methods

The prevailing teaching methods that are used in the English for Tourism and Hospitality course are not only lecture-style, but also interactive and participatory. To maximize the exposure to English, instruction is conducted in a content and language integration perspective, so that the bridge language is systematically used in the vast majority of classroom exchanges. Using task-based, problem-solving and flipped-classroom techniques aims at triggering active learning.

Learner outcomes

Learners study the principles of the tourism profession, review key vocabulary and grammar, develop their listening skills, and build their confidence in communicating in English. By the end of the course, students are expected to:

- be able to understand how to apply the acquired knowledge and solve problems relating to the use of the English language in a tourism environment;
- be able to use the acquired knowledge, both conceptually and operationally, with autonomous assessment skills in various application contexts;
- acquire the ability to communicate effectively, in the target language, concepts concerning the tourist industry;

- develop appropriate learning skills, enabling them to expand the relevant topics and maintain the acquired knowledge of the target language, enriching with the use of new vocabulary and structures.

Upon the completion of the course, the participants will have gained greater confidence to communicate fluently and accurately, and use appropriate terminology from their related fields; they will have upgraded their current knowledge of grammar and learned many new practical expressions and phrases, both from general and specialized vocabulary.

Conclusion

ESP courses offer teachers a new perspective on this important field. The key element of ETP courses is effective learning. ETP courses provide specific instruction that can help students of tourism be well-prepared for meeting workplace requirements in their future career. A curriculum relating to English for tourism and hospitality has to be carefully designed and created in order to suit the specific learners' needs. The aim of these courses is to provide the learners with certain level of English and situations, where the language is going to be utilized. Methods and contents of the ETP courses have to be specific to equip the learners for particular situations. Considering the field of tourism and hospitality, English will give a smooth path to aid the tourism employees to meet up with their professional linguistic requirements in a satisfactory manner and finally to improve the quality service in the tourism industry. Appropriate teaching materials should be designed based on different employees' duties. The second language speakers of English who are planning to be employed and work in the hospitality, travel and tourism industry and those who aspire to learn English for tourism purposes have to regard the language they use carefully, as well as the context of particular situations.

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SOME ASPECTS OF A CORPUS-BASED ANALYSIS OF THE MOST COMMONLY USED WORDS IN THE LANGUAGE OF INSURANCE – RISK, PERIL AND HAZARD

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Abstract: Corpus linguistic is used to analyse and research a number of linguistic questions and relies on the use of computers to determine what rules governs the language and what patterns occur. It involves computer-based empirical analyses of language use by employing large, electronically available collections of naturally occurring spoken and written texts.

Risk, peril and hazard are the words which are the most commonly used in the field of insurance. Risk is the measure of the probability of a loss occurring and it is frequently used to denote the subject matter of the insurance – the person or thing insured. Peril is the potential cause of a loss, the event which is insured against. In insurance policies, the perils that are covered, are usually specified. Thus, we can say that risk is the chance of loss and peril is the direct cause of the loss. Hazard is a condition or state of affairs which may create or increase the probability of loss arising from a given peril. Hazards are factors, which increase the likelihood of a peril resulting in a claim.

Based on material collected from the British National Corpus, the results related to the frequency of the most commonly used in the field of insurance terms – risk, peril and hazard, show that ‘peril’ is used less often than the others and the most frequently used is ‘risk’.

Key words: corpus linguistic, corpora, risk, peril, hazard.

Nowadays, the topic of research of special texts does not lose its relevance. The economic texts, including insurance texts, are becoming more and more popular among specialists and students. Each area of the economy has specific terminology and special vocabulary. Insurance is no exception, and since it is associated with the uncertainty we live in, it is common to use vocabulary such as ‘risk’, ‘peril’ and ‘hazard’. The items which are characterised by special reference within a discipline are its ‘terms’ and collectively they form its terminology. When it comes to the study of a second language and translation, the definition is needed for fixing the specialised meaning of the term.

Before focusing more closely upon the corpus-based analysis of the most commonly used words in the language of insurance – risk, peril and hazard, let's start with the term “corpus linguistic”. As a study of language and a method of linguistic analysis, corpus linguistic is used to analyse and research a number of linguistic questions and relies on the use of computers to determine what rules governs the language and what patterns occur. It involves computer-based empirical analyses of language use by employing large, electronically available collections of naturally occurring spoken and written texts (so-called corpora). Many scholars have a contribution to the development of corpus linguistics – Leech, Sinclair, Hunston, Conrad, McCarthy, Biber, Francis, etc. According to Leech “computer corpus linguistics defines not just a newly emerging methodology for studying language, but new research enterprise, and in fact a new philosophical approach to the subject” (Leech 1992: 106). John Sinclair stated that “the contents of a corpus should be selected without regard for the language they contain, but according to their communicative function in the community in which they arise”. He wrote: “A corpus is made for the study of language; other collections of language are made for other purposes. So a well-designed corpus will reflect this purpose. The contents of the corpus should be chosen to support the purpose, and therefore in some sense represent the language from which they are chosen” (Sinclair 2004: 5).

Risk, peril and hazard are the words which are the most commonly used words in the field of insurance. Each has a reasonably concise definition but what complicates things for beginners is that they are so closely inter-related that one is very often substituted for either of the others. For example, the word risk is used when peril or hazard might be more correct. There is nothing very wrong with this as long as one understands what is meant in the particular context in which the word is used. The data for the analysis is gathered by the Collins COBUILD English Dictionary and Oxford Advanced Learner's Dictionary. The analysis of risk, peril and hazard is based on material collected from the British National Corpus (BNC) which deals with modern British English. It contains over 100 million words of modern English, including many different styles and varieties, and is not limited to any particular subject field, genre or register.

The word ‘risk’ appeared in different languages such as *risqué* (French), *risco* (Italian), *riesgo* (Spanish), *risiko* (German), and *risiko* (Malay). There is no single definition of the word. Risk theorists, statisticians, actuaries, economists, etc. have their own concept of this commonly used word. It traditionally has been defined in terms of uncertainty. Oxford Advanced Learner's Dictionary defines risk (noun) as “1. the possibility of something bad happening at some time in the future; a situation that could

be dangerous or have a bad result; 2. a person or thing that is likely to cause problems or danger at some time in the future; 3. a good/bad/poor risk – a person or business that a bank or an insurance company is willing/unwilling to lend money or sell insurance to because they are likely/unlikely to pay back the money, etc.”. The same dictionary defines risk as a verb “1. to put something valuable or important in a dangerous situation, in which it could be lost or damaged; 2. to do something that may mean that you get into a situation which is unpleasant or harmful for you; 3. to do something that you know is not really a good idea or may not succeed”. Risk can also be used in order to form idiomatic expressions but it is not relevant in connection with the research. There are 14652 instances of risk in the British National Corpus (BNC), of which 1968 instances of risk used as a verb (all its forms – risk, risks, risked, risking) and 12864 instances of risk used as a noun (countable and uncountable).

When we talk about insurance, risk is mainly used as noun and it is the measure of the probability of a loss occurring. When insurers consider a risk they weigh up all the factors at their disposal which may have a bearing on probability of loss, ultimately expressed in terms of premium, and special terms. The word ‘risk’ is frequently used to denote the subject matter of the insurance – the person or thing insured. Some authors make a careful distinction between pure risk and speculative risk. Pure risk is defined as a situation in which there are only the possibilities of loss. Examples of pure risks include premature death, damage to property from fire, etc. Speculative risk is defined as a situation in which either profit or loss is possible. There is another classification of risk – objective risk and subjective risk. Objective risk is defined as the relative variation of actual loss from expected loss does not depend on the will, character and temperament of the people. Subjective risk is defined as uncertainty based on a person’s mental condition or state of mind. Broader meaning of the term ‘risk’ is that the results of an unknown action can take many different values about the expected state (goal), including actual state to coincide with the expected. When the actual situation is better than expected we speak of ‘chance’, and when it is worse than expected – it is a ‘risk’. In this sense, the risk means the possibility of a negative deviation from the desired state. This is a narrow interpretation of the term ‘risk’. There are some examples of the word from the British National Corpus, demonstrating the above mentioned insurance meaning of risk:

- (1) Consider your own *risk* tolerance. How many chances are you willing to take?
- (2) With five previous claims, he's now a bad insurance *risk*.
- (3) There are considerable *risks* inherent in the policy.
- (4) They try to identify every possible *risk*.
- (5) Finally, insurance companies may bear the *risks* of some or all of the parties.

The origin of the word ‘peril’– from Old French, from Latin peric(u)lum ‘danger’, from the base of experiri ‘to try’. Oxford Advanced Learner’s Dictionary defines peril (noun) as: “1. serious danger; 2. peril (of something) the fact of something being dangerous or harmful”. When we talk about insurance, peril is the potential cause of a loss; the event which is insured against, e.g. Fire, Storm, Accident, etc. In insurance policies, the perils that are covered, are usually specified. Thus, we can say that risk is the chance of loss and peril is the direct cause of the loss. Peril can also be used in order to form idiomatic expressions but here again it is not relevant in connection with the research. There are 425 instances of peril (countable and uncountable noun) in the British National Corpus (BNC). Some examples of the word ‘peril’ from the British National Corpus, demonstrating its meaning:

(6) Property insurance covers an insured's property against damage, destruction, or loss by an insured *peril*.

(7) The extent of the *perils* covered depends on the type of policy.

The origin of the word ‘hazard’ according to Oxford Advanced Learner’s Dictionary: “Middle English (originally referring to a certain gambling game): from Old French hasard, from Spanish azar, from Arabic az-zahr ‘chance, luck’, from Persian zār or Turkish zar ‘dice’”. As it has been mentioned before about the term ‘risk’, ‘hazard’ also can be used as a noun and also as a verb. Collins COBUILD English Dictionary defines hazard as: “1(countable noun) something which could be dangerous to you, your health or safety, or your plans or reputation; 2 (verb) If you hazard someone or something, you put them into a situation which might be dangerous for them; 3 (verb) If you hazard or if you hazard a guess, you make a suggestion about something which is only a guess and which you know might be wrong”. There are 1619 instances of hazard in the British National Corpus (BNC), of which only 110 instances of hazard used as a verb (all its forms – hazard, hazards, hazarded, hazarding) and 1509 instances of hazard(s) used as a noun. Again we can conclude that it is mostly used as a noun. When it is concerned with insurance, hazard is a condition or state of affairs which may create or increase the probability of loss (risk) arising from a given peril. Hazard is something that increases the chance of loss. Hazards are factors, which increase the likelihood of a peril resulting in a claim. For instance, a thatched roof or storage of inflammables are physical hazards, which increase the probability (risk) of fire (peril). Both risk and hazards are frequently substituted for peril. George E. Rejda in his work “Principles of Risk Management and Insurance” describes the following major types of hazards: “physical hazard; moral hazard; morale hazard and legal hazard. Physical hazard is a physical condition that increases the chance of loss. Moral hazard is dishonesty or character defects in an individual that increase the frequency or

severity of loss. Morale hazard is carelessness or indifference to a loss because of the existence of insurance. Legal hazard refers to characteristics of the legal system or regulatory environment that increases the frequency or severity of losses” (Rejda 2004: 5). Some examples of the word ‘hazard’ from the British National Corpus:

(8) There is a *moral hazard* in that, by offering excessive benefits, an incentive to claim could be created.

(9) RISK is the combination of the probability, or frequency of occurrence of a defined *hazard* and the magnitude of the consequences of the occurrence.

(10) Coverage is provided for a wide range of *hazards* including theft, weather, fire, and collision.

All aspects of life include exposure to risk and insurance is a way to manage the risk. Based on material collected from the British National Corpus (BNC), it can be concluded that ‘risk’ means any chance of loss, uncertainty or the insured or the property or object to which the insurance policy relates; ‘peril’ refers to the causes of possible loss such as, fire, windstorm, explosion and the like and ‘hazard’ means a source of danger. The results related to the frequency of the most commonly used in the field of insurance terms – risk, peril and hazard, show that ‘peril’ is used less often than the others and the most frequently used is ‘risk’.

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ПРЕДОПРЕДЕЛЯЩИЯТ ЕФЕКТ НА ТЕСТОВОТО ОЦЕНЯВАНЕ ВЪРХУ ЧУЖДООЗИКОВОТО ОБУЧЕНИЕ

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WASHBACK EFFECTS IN FOREIGN LANGUAGE TEACHING AND LEARNING

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Abstract: The paper discusses the phenomenon of washback impact that test assessment or the language proficiency exams have on the process of language teaching and learning. It briefly presents the theoretical aspects of the problem, its interpretation in extant literature with a focus on the positive and negative effects of test assessment on language acquisition, as well as some possibilities for enhancing the positive and, respectively, reducing the negative impact of test assessment on foreign language teaching and learning.

Key words: *washback effect, testing, foreign language teaching, testing, learning*

Резюме: Разработката е посветена на въпроса за влиянието, което упражняват тестовото оценяване и изпитите за установяване на ниво на владеене на език върху процеса на езиково обучение. Представена е кратка теоретична обосновка на проблема, обзор на научната литература с фокус върху положителните и отрицателните ефекти от тестовото оценяване върху преподаването и ученето на език. Разгледани са и някои възможности за засилване на положителното влияние и респективно редуциране на отрицателното въздействие на тестовото оценяване върху чуждоезиковото обучение.

Ключови думи: *предопределящ (уошбек) ефект, тестово оценяване, чуждоезиково обучение*

Въведение

През последните десетилетия значимостта на полагаането на определен, формално приет за общовалиден тест за бъдещето на всички участници в образователния процес – обучаеми, обучаващи и образователни институции нараства. По този начин тестовото оценяване неминуемо и все по-осезаемо оказва влияние

върху избора на учебно съдържание, стратегиите за подготовка, използваните методи и др. В англоезичната литература този ефект е познат под името бекуош (backwash) или уошбек (washback) ефект. Понастоящем в родната литература проблемите, свързани с него са засегнати в сравнително малък брой публикации. Една от тях е тази на Ангелова от 2017 г., според, която терминът, описващ посочения ефект, означава “предопределящ ефект от оценяването”. Именно с това си значение той се припознава и в настоящата разработка. С цел избягване на утежняване на текста и излишни повторения в изложението ще бъде използвано и наименованието “уошбек ефект”, в който влагаме същото логическо и методологическо значение.

Интересът към предопределящият ефект от тестовото оценяване датира още от 19 век и по свързаните с него въпроси него има редица чуждестранни публикации. Както обаче бе споменато, той е слабо представен в българската литература, свързана с езиковото и чуждоезиковото обучение. Във връзка с това настоящият доклад си поставя за цел да привлече вниманието върху неговото съществуване както в общообразователен план, така и в контекста на чуждоезиковото обучение. Ето защо в разработката ще бъдат представени неговите основни дефинитивни аспекти и ще бъдат очертани потенциалните ползи и вреди, които могат да произтекат от него.

Дефинитивни аспекти на предопределящия ефект от тестовото оценяване

Въпреки че интересът към предопределящия ефект от тестовото оценяване върху преподаването и ученето датира още от 19 в., по-задълбочено изследване на проблема можем съотнесем към оседемдесетте години на миналия век с нарастването на т.нар. *последваща валидност* (consequential validity) на някои тестове. Един от задълбочените изследователи на последващата валидност е Messick (Messick, 1996). Самото понятие обхваща всички последващи ефекти от даден тест като неговата прецизност по отношение на измерването на зададения критерий, ефектът му върху подготовката на обучаемите и заложените (или непреднамерени) социални последици от интерпретацията и използването на теста. Резултатите от тях се превръщат във фактор, значим за всички участници в образователния процес. При обучаемите те са трамплин за кариерно развитие или последващо обучение, за преподавателите те се превръщат в база за атестиране. За училищата те стават критерий за финансиране, за държавата те са важен елемент от националната образователна система. Ето защо подготовката за тестовете става важна част от процеса на обучение. Това от своя страна оказва

влияние върху учебното съдържание и методиката на преподаване, което съответно повдига въпроса за ефектите от това влияние и тяхната посока.

В контекста на дефинирането на понятието „уошбек ефект“ следва да отбележим, че в специализираната литература съществува известен консенсус относно неговата същност: влиянието на тестовото оценяване върху преподаването и ученето. Съществуват обаче известни различия по отношение на неговия обхват. Например за някои изследователи уошбек ефектът е една от дименсиите на т.нар. „импакт“. Wall през 1997 г. разглежда в дълбочина връзката между двете понятия и прави разграничението, че „уошбек“ често се използва за обозначаване на ефектите от тестовото оценяване върху ученето и преподаването, докато „импакт“ – до „всеки един ефект, който тестовото оценяване може да има върху отделната личност, политика или практика, в класната стая, училището, образователната система или обществото като цяло“ (Wall, 1997:291). Този възглед се поддържа и от редица други изследователи като McNamara (McNamara, 2000), Shohamy (Shohamy, 2001) др. В родната литература проблемът е разгледан задълбочено от Тодор Шопов и Екатерина Софрониева, които в книгата им „Излезе сеяч да сее... Увод в класическата теория на тестовете по съвременни езици“ застават зад разбирането, че може да се говори за „две свойства на тестовете – ефектите на импакт и на уошбек“ (Шопов и Софрониева, 2012:18-19). Въпреки че в подобно обособяване на две различни понятия има известно основание, то предвид целта на настоящия доклад в него се възприема по-широката дефиниция за предопределящия ефект от тестовото оценяване като влияние както на микро- така и на макрониво. Тоест изследването възприема възгледа на изследователи като Brown, които отнасят уошбек ефекта не само до обучението в класната стая и въздействието върху обучаващи и обучаеми, но и до изработването на образователни политики, администриране на учебни заведения, издателската дейност, очакванията, които родителите имат по отношение на своите деца, както и до общите възможности за отделната личност в обществото (Brown, 2004).

В конкретен план природата на предопределящия ефект от тестовото оценяване може да бъде разглеждана в няколко аспекта: *специфичност, интензитет, продължителност, преднамереност и стойност* (Watanabe, 2004, с. 20). По отношение на специфичността и в зависимост от това дали говорим за ефекта от тестовото оценяване по принцип или за влиянието на конкретен аспект на даден тест или конкретен тип тест, могат да се разграничат общ и специфичен уошбек ефект. Интензитетът на предопределящия ефект се свързва със степента,

в която обучаемите ще съобразят своето поведение с оглед отговаряне на изискванията на съответния тест (Cheng, 2005). Определящ фактор в това отношение е важността, която те отдават на успеваемостта при полагането на теста и увереността в способността си да се справят добре (Hughes, 1993, цит. в Green, 2013). Продължителността се свързва с това, колко дълго дадено тестово оценяване има уошбек ефект, което е пряка функция от статуса на изучавания език и на потенциалните ползи, които полагането на даден тест би могло да генерира (Shohamy, E., Donitsa-Schmidt, S., & Ferman, I., 1996). На базата на това дали ефектът от тестовото оценяване може да бъде предвиден и предварително заложен или може да доведе до някои непредвидени ефекти като например високо ниво на тревожност в обучаемите, извънмерно внимание върху различни техники за “разбиване” на теста и други, някои изследователи като Andrews правят разграничение и между целенасочен или непреднамерен уошбек ефект (Andrews, 2004). По отношение на стойността на уошбек ефекта в научната литература се коментират основно две посоки на влияние – положителна и отрицателна (Shohamy et al., 1996), (Davies et al., 1999) и (Bailey & Masuhara, 2013). Формата и целта на настоящата публикация не позволяват всички тези аспекти да бъдат разгледани подробно и в дълбочина. Последният от тях обаче в лицето на ценността на предопределящия ефект от тестовото оценяване е особено важен и поради това в остатъка от изложението ще му бъде обърнато по-специално внимание.

Стойност на предопределящия ефект от тестовото оценяване

Според Bailey & Masuhara дали даден уошбек ефект ще бъде категоризиран като положителен или отрицателен зависи от възгледа ни по отношение на това какви са желателните резултати от дадено езиково обучение (Bailey & Masuhara, 2013). Във връзка с това прегледът на специализираната литература ни насочва към виждането, че отрицателно предопределящо влияние оказват тестове, които са базирани на тясна дефиниция на езиковите способности. Това респективно ограничава контекста на преподаване или учене. Хубав пример в тази насока намираме в съставения от група изследователи от Центъра за езиково оценяване към университета в Мелбърн “Dictionary of Language Testing”, в който се застъпва виждането, че “ако, например, умението за писане се тества само посредством задачи за множествен избор, то съществува значително влияние да се упражняват такива задачи, вместо самото умение за писане” (Davis et al., 1999: 225). От своя страна, тестовото оценяване може да има и положително влияние посредством насърчаването на някои добри практики в обучението. Такъв е

например случаят с въвеждане на устен тест, който съответно би насърчил преподаване, насочено към развиване на говорните умения.

В родната литература интерпретация на позитивните и негативните последици от уошбек ефекта се намират в сравнително малък брой публикации. Например в горесцитираната публикация на Ангелова се посочват следните положителни страни на уошбек ефекта (Ангелова, 2017): осигуряват се предпоставки за по-успешна изява на обучаемите; усвояват се техники за по-добро представяне в изпитна ситуация; подобряват се учебните резултати – както по време на занятията, така и по време на самото външно оценяване. За отрицателни аспекти авторката възприема: работата върху цялостното учебно съдържание остава встрани от вниманието на обучаемите и преподавателите; обучаемите свикват да решават определени типове задачи, а не да си изработват стратегия за успешна изява; в крайна сметка се получава като ефект подготовка за решаване на дадени формати, която допринася за успешно преминаване на изпита, но не и за по-нататъшното речево и познавателно развитие на обучаемия (Ангелова, 2017).

Тук внимание трябва да се обърне и на една друга перспектива в оценката на посоката на влияние на предопределящия ефект от тестовото оценяване. Тя се среща в изследванията на някои автори, които възприемат като положително въздействие целевия избор на задачи и дейности, които биха допринесли в по-голяма степен за успешното представяне на теста. В свое изследване на въздействието на теста Cambridge First Certificate върху развиването на умения за писане на обучаемите Виктория Хайенес например установява силно изразено обратно влияние като според нея то е положително, защото “тъй като формата покрива широк диапазон от типове текстове и следователно насърчава практикуването на умения за писане по отношение на различни текстове и теми” (Jaenes, 2017). Сходно мнение изразява и Allen през 2016 г. който при изследване на влиянието на теста IELTS (Academic) върху стратегиите за подготовка и развитието на езиковите умения на японски студенти, установява положително обратно влияние върху продуктивните умения на обучаемите, особено по отношение на развитието на уменията за говорене (Allen, 2016).

На последно място в чисто приложно-практически аспект следва да споменим, че научната литература (Prodromou, 1995) и (Brown, 2004) предлага редица техники за постигане и подсилване на положителния предопределящ ефект от тестовото оценяване като поощряване на обучаемите в случай на даване на правилен отговор, предлагане на стратегии за успех, подчертаване на поло-

жителните страни от представянето на обучаемите, предоставяне на конструктивна критика по отношение на констатираните слабости, осигуряване на възможност за обсъждане на резултатите и изясняване на проблемни моменти, свързани с тестовото оценяване и др.

Заклучение

Предвид комплексния характер на предопределящия ефект от тестовото оценяване върху езиковото обучение съществува потенциал за по-задълбочено изследване на природата на това влияние както и на механизмите за засилването му в положителна посока. Внимание заслужават и останалите, по-слабо изследвани аспекти на явлението като дали даден тест е реализирал заложения уошбек ефект, дали този ефект ще бъде устойчив във времето или приключва с полагането на теста и др. Такива изследвания, включително в родната литература ще подпомогнат както преподавателите по език при избор на учебно съдържание, методи на преподаване и прилагане на техники за насърчаване на положителния ефект от тестовото оценяване, така и останалите участници в образователния процес.

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СЪДЪРЖАТЕЛНО-ЕЗИКОВОТО ИНТЕГРИРАНО ОБУЧЕНИЕ - СЪЩНОСТ НА ПОДХОДА И СТЕПЕНТА МУ НА ПРИЛОЖИМОСТ В УНИВЕРСИТЕТСКОТО ОБРАЗОВАНИЕ

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CONTENT-LANGUAGE INTEGRATED LEARNING (CLIL) – ESSENCE OF THE APPROACH AND ITS APPLICABILITY LEVEL IN UNIVERSITY EDUCATION

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Abstract: Content-Language Integrated Learning (CLIL) is a modern approach in education. In its essence, it is a double-fixed approach, where the foreign language is used to teach and learn both the content of a subject and the language. The aim of this paper is to outline the main characteristics of a relatively new educational method and to highlight some trends in higher education that necessitate its introduction for the purposes of an adequate, tailored to the needs of learners and increasing their motivation teaching.

Key words: content-language integrated learning, double-fixed approach, university education, curricula, person-oriented education, language immersion, Bloom's taxonomy

Въведение

Съвременният динамичен свят се отличава с нарастващи възможности за межкултурно сътрудничество, индивидуална мобилност, информационен и научен обмен. На фона на тази реалност английският език отдавна се е превърнал в международно средство за общуване, факт, който по своята същност налага превръщането на изучаването на английски език в осъзната необходимост в много държави в Европа и по света, в това число и България. Освен като средство за общуване в междуличностен, интернационален, или бизнес аспект, днес английският език се превръща в най-преподавания чужд език в рамките на европейските образователни институции във всеки етап на обучението – от началното до висшето образование. Едновременно с това, в европейски и световен мащаб, нуждата от въвеждане на ефективни програми в подготовката по чужд език на студенти нараства под въздействие на съвременните тенденции в образованието.

Разширяването на достъпа до образование, бързите темпове на развитие на технологиите, продължаващото обучение, партньорствата между университетите и възможностите за студентска мобилност са само някои от факторите, предопределящи тази потребност. Не е случаен фактът, че именно езиковите компетенции се превръщат отново в обект на изследвания при утвърждаването на един съвременен подход в чуждоезиковата методика. Този подход обхваща разнообразие от форми и наименования, но в научно-изследователските среди се утвърждава с термина „сдържателно–езиково интегрирано обучение”

1. Характеристики на преподаването по метода СЕИО или CLIL

Сдържателно-езиковото интегрирано обучение (СЕИО) е сравнително нов подход на обучение, който акцентира върху преподаването и изучаването на учебен предмет посредством чужд език. Този подход се определя като „двуизмерен”, защото чуждият език и изучаваният чрез него предмет придобиват еднаква значимост в процеса на обучение. Терминът е използван за първи път през 1994 г. от Дейвид Марш от финландския университет Юваскюля. **"СЕИО се отнася до ситуации, в които учебните предмети или части от тях, се преподават на чужд език с двойно-фокусирани цели, а именно изучаването на съдържание и едновременно изучаването на чужд език."** Използвайки СЕИО, учениците изучават един или повече от техните учебни предмети на чужд език . От тях не се очаква да владеят езика на най-високо ниво, преди да започне обучението. Те изучават и езика, заедно със съдържанието по учебния предмет. При СЕИО овладяването на езика и съдържанието са еднакво важни. Те се развиват и интегрират бавно, но устойчиво. В по-дълъг период учениците, изучавайки езика и съдържанието на учебния предмет, показват по-добри резултати, отколкото при отделното им изучаване. При този подход се възприемат конструктивистките идеи за личностноориентиран образователен процес, в който ученикът е активен субект на постигането на своето знание.

Методиката е подкрепена от Европейската комисия. По нейна инициатива през 90-те години започва дискутиране по темата във всички европейски страни, като се разглежда опита на Финландия и Холандия във връзка с изучаването на чужд език. Тези страни имат значителен успех при преподаването му както в училищата, така и в колежаите. В същото време създаването на СЕИО има политически и образователни причини, ключова сред които е мобилността на гражданите от Европейския съюз, предполагаща необходимостта от добро владеене на английския език, превърнал се в основен международен език. Някои

образователни системи (в Испания, Финландия, Австрия, Унгария и т.н.) вече са имплицирали СЕИО, в други се внедряват отделни иновативни техники. Тенденцията е към поощряване на въвеждането на методиката в повече европейски държави. Сега, повече от двадесет години по-късно, концепцията за СЕИО е не само начин за подобряване на допълнителния език, но и възможност за внедряване на иновативни техники в учебната програма като цяло.

СЕИО като подход вече постигна приемственост в европейските страни и в някои страни, в това число и България, се изисква използването на СЕИО в училищата. В редица училища в страната ни от 2018г. насам се провеждат обучения по проекти, финансирани от ЕС, по програмата „Еразъм+”, в които учители се обучават в преподаването по метода СЕИО (англ. CLIL: Content and Language Integrated Learning).

Целта на проектите е запознаването с образователни методи и техники, прилагани в различни европейски държави, повишаване на качеството на обучението чрез въвеждането на иновативни методи, както и насърчаването на межкултурното обучение. Сред училищата, участници в такива проекти, са ДФСГ „Интелект”, гр. Плевен, СУ „Гео Милев, Варна”, СУ „Методий Драгинов”, с. Драгиново, общ. Велинград и др.

Когато се планира урок по метода CLIL, обучаващите трябва да помислят за пет неща - *Съдържание, Комуникация, Компетентности, Общност и Познание (Фиг.1)*



Фиг.1. 5-те основни компонента при планирането на урока по СЕИО

Съдържание

Както при традиционното преподаване, така и с метода CLIL, учителите разработват уроците въз основа на предходните знания. По този начин обучаемите изграждат знанията си за съдържанието на учебния предмет по подобие на изграждането на стена, тухла върху тухла.

Комуникация

В миналото обучаемите научаваха урочното съдържание слушайки преподавателя. С CLIL преподавателят говори много по-малко. Обучаемите учат заедно и работят в групи, разговаряйки както помежду си, така и с преподаващия, като използват колкото се може повече чуждия език. Това се осъществява с помощта на задачи, които стимулират самостоятелността, комуникативността и креативността на обучаемите. Обучаващият, който използва CLIL, трябва да си зададе някои въпроси: В какъв вид комуникация ще участват обучаемите? Кой език ще бъде по-полезен за тази комуникация? Кои ключови думи за съдържанието на предмета ще са им необходими? Какво „скеле“ мога да осигуря?

Компетенции

Ако обучаемите могат ясно да отговорят на въпроса „Какво мога да направя?“ след урока, тогава ясно ще проличат и резултатите. Например в час по математика: „Мога да изчисля площта на триъгълник“. Обучителите по метода CLIL мислят за възможните въпроси и отговорите, които искат да получат от учениците си, както за съдържанието на предмета, така и за новите термини в чуждия език.

Общност

Преподавателите, които използват метода CLIL, помагат на учащите да свържат наученото със света около тях. Обучаемите виждат, че това, което научават, не е само учебен предмет, а нещо, което е свързано с „реалния свят“. Учителят, преподаващ CLIL, трябва да помисли за: Какво е значението на този урок за ежедневието и обкръжението на обучавания? Как се свързва с общността или културата около конкретните лица, изучаващи чуждия език? Има ли връзка и с други култури?

Познание

Разбира се, преподаващите са задавали конкретни въпроси на учениците си и са получавали конкретни отговори, много преди да се появи методът CLIL. Разработеният урок стъпка по стъпка, тухла по тухла, развива уменията за мислене на обучаемите.

Методът CLIL разчита много на **Таксономията на Блум**, която представлява йерархия на мисловните умения, в която по-високите нива на мислене включват всички познавателни умения от по-долните нива. Тази Таксономия е преразгледана и осъвременена от Anderson и Krathwohl.

Подходът CLIL се опитва да развие тези умения за мислене, като ги издигне на по-абстрактно и аналитично ниво. Според CLIL:

Трябва да запомним една концепция, преди да можем да я разберем.

Трябва да разберем една концепция, преди да можем да я приложим.

Трябва да можем да приложим концепция, преди да можем да я анализираме.

Трябва да анализираме концепцията, преди да можем да я оценим.

Трябва да запомним, разберем, приложим, анализираме и оценим една концепция, преди да можем да създадем нещо ново.

Няма конкретна методология, свързана с CLIL. Въпреки това, някои общи характеристики са се наложили в различни европейски страни, а основните са:

- CLIL изисква активни методи, кооперативно управление на класната стая и акцент върху всички видове комуникация (лингвистична, визуална и кинестетична);

- В CLIL е важно да се използват аудио-визуални средства и мултимедия, за да се преодолеят проблемите, причинени от използването на чуждия език;

- CLIL набляга на използването на холистични начини на обучение, както и на учене чрез практически опит;

- В CLIL се препоръчва използването на целевия език (TL) за автентична комуникация, без да се обръща внимание на езиковите грешки;

- Преподаването на втори език и съдържание едновременно трябва да включва езиково „скеле“ като преформулиране, опростяване и илюстриране;

- Използването на роден език трябва да бъде последната възможност за комуникация и трябва да се избягва, освен когато е необходимо;

- Но в ранните етапи на CLIL, е напълно естествено да се използва повече роден, отколкото чужд език или смес от двата езика, за да бъде посланието по-ефективно и да се преодолее първоначалното смущение;

Също така е препоръчително преподаващите по учебен предмет и език да работят в сътрудничество, за да се избегнат недоразумения;

- Уменията за работа в екип са необходими на преподаващите по CLIL при подготовката на учебния материал, както и при самото преподаване;

- Когато планират уроците, преподавателите трябва да вземат предвид езиковото ниво на учащите;

Специалистите препоръчват при планирането на учебната програма с CLIL да се вземат предвид:

- възрастта, нуждите, интересите и общата езикова компетентност на обучаемите;

- компетенциите на учителя и опитността му в CLIL, както и владееенето на втория език;

- административната подкрепа, наличността на ресурси и материали;

- ресурсите на местната общност;

- мотивацията на учениците и интереса на родителите, (когато обучението се случва в училищна среда);

- резултати и цели;

На практика подходът CLIL към преподаването има различни форми - от преподаването на целия учебен материал на новия език (пълно потапяне), до

адаптиране на езиковото съдържание, за да се постави фокусът върху съдържанието на предмета.

Автономност на учащия

Основна цел на обучението по метода CLIL е да се помогне на учащите да работят самостоятелно и да развият своите собствени знания и умения.

Как преподаващите по метода CLIL могат да постигнат това?

В миналото от преподавателите се очакваше да контролират кога, къде и как се провежда обучението.

С CLIL трябва да се опитаме да променим подхода си, да помислим как да **„пуснем юздите“ в клас и да се изправим пред загубата на централната си роля**. Трябва да предадем известен контрол и автономност на нашите обучаеми.

Ето някои неща, върху които обучаващият може да помисли:

- Опитайте се да разберете или „да се свържете“ с живота на обучаемите и техните нужди и интереси;

- Упражнявайте се да насърчавате (и да се наслаждавате) на общуването между самите обучаеми;

- Позволете на обучаемите да помогнат при определянето на критериите за оценяване на съдържанието на предмета и владееенето на езика;

- Съгласете се да приемете генерирани от обучаемите правила за приемливо поведение в учебната стая;

- Позволете на обучаемите сами да поискат новите думи от чуждия език, когато имат нужда от тях, вместо да преподавате предварително думите, които смятате, че ще им трябват;

- Спрете да очаквате всички обучаеми да работят по един и същи начин: посъветвайте ги да разпознаят и разработят свои собствени стилове и стратегии за учене;

- Поставете се на тяхно място и си представете ученето по различни и вълнуващи начини;

- Променете подхода си;

- Отговорете на непосредствените нужди на обучаемите;

- Продължавайте да вярвате, че даването на автономия на учащия ще доведе до по-добро обучение!

В началото обучаващите по метода CLIL могат да се чувстват уязвими в новата си роля. Трудно е да се започне работа по нетрадиционен начин, който е нов не само за учителя, но и за учениците - те ще се противопоставят на промяната на начина си на живот в учебната стая. Учителят трябва да бъде търпелив и да им даде възможност да се адаптират постепенно към самостоятелна работа. Понякога обучаващите се предпочитат да седят, да слушат преподавателя очакват да им се казва какво да правят по-нататък!

Една от най-важните и най-трудните роли на учителя по метода CLIL е да обучи учащите се как да бъдат независими.

Взаимодействие

Комуникацията е едно от петте компонента на метода CLIL. То се отнася не само до това как учителят и обучаващите се комуникират помежду си на чуждия език, но и до това как обучаващите се могат да учат, сами и с взаимопомощ. Подходът CLIL признава, че ученето не е чисто вътрешен и когнитивен процес, а едновременно е и процес на взаимодействие, при което знанията и разбирането се поделят.

Как учителите по метода CLIL насърчават взаимодействието между обучаемите?

Работа по двойки

Когато учителят зададе въпрос, очертае проблем за решаване или постави творческа задача, някои обучаемите ще търсят начини да избегнат говоренето пред цялата група, особено ако е на чуждия език! Ако учителят може да предвиди, че това е проблем за обучаемите, той може да използва техниката „помисли и сподели с приятел“, за да помогне.

- На първо място, на обучаемите се дава време за самостоятелно мислене, за да могат да отретепират отговора в собствения си ум.
- След това всеки обучаем може да разкаже своите идеи на партньора си по място, за да могат и двамата да разберат дали идеите им имат смисъл и дали езикът, който използват, е разбираем.
- По този начин учащите ще имат възможност да изпробват това, което искат да кажат, и ще бъдат много по-уверени в споделянето на идеите си с целия курс/ цялата група/ целия клас.

Групова работа

Когато учащите работят по двойки, те ще се опознават по-добре и ще изграждат нови взаимоотношения. Това е особено полезно при работата по проекти, където взаимодействието между членовете на групата е от съществено значение за развитие на сътрудничеството.

- Взаимодействайки в групи, учащите могат да се отпуснат, да работят творчески и да поемат повече рискове със своите езикови умения.
- Те могат да работят според възможностите си и да поемат контрола върху собственото си обучение.
- До успешното завършване на заданието обучаемите ще имат многобройни възможности да говорят заедно и да конструират заедно изучаването на съдържание и на новия език.

Разбира се, работата по двойки и групи не е нищо ново в историята на преподаването, но те са във фокуса на метода CLIL.

След като едно учебно заведение реши да работи по метода CLIL, всеки преподавател, който участва, ще се нуждае от време, за да преразгледа методите

си, да помисли върху естеството на своето преподаване и да реши какви адаптации ще са необходими. Обмислянето и опознаването на този ориентиран към обучаемите и интерактивен начин на обучение ще позволи на учителя да каже с увереност „утре е първият ден от срока/семестъра и аз преподавам CLIL!“

Оценяване

При оценяване знанията на учениците, от първостепенно значение е да се вземат предвид както усвояването на съдържанието, така и на чуждия език, докато се оценява напредъка на учениците/студентите, обучавани по метода CLIL. А преподаващите трябва да базират оценката си и върху двата елемента. При всички случаи оценката при CLIL обучението е различна от традиционните методи. Ако съдържанието и езикът не се оценяват едновременно, двойният фокус на CLIL се губи. Понякога обаче може да се даде приоритет на разбирането на съдържанието на предмета, а понякога на точното използване на езика.

Образователните ресурси, обслужващи метода CLIL са: *Multidict, Clilstore* и други интернет-базирани приложения. (*LearningApps* - обучителни упражнения; *Canva* - създаване на онлайн презентации, публикации, видеоклипове, плакати и др.; *WordArt* - създаване на фигури с думи; *Random Name Picker* - избиране на произволно име от списък; *Blendspace* - създаване на дигитални уроци; *Rubistar* - създаване рубрики за проектни учебни дейности)

СЕИО като подход в обучението позволява ефективното изучаване на всеки чужд език, като по този начин осигурява възможност за запазване на културното многообразие, както и за утвърждаване на многоезичието на европейските граждани като ценност, която да бъде призната и съхранена за бъдещите поколения.

Същевременно, ако до момента изучаването на английски език чрез съдържателно–езиково интегрирано обучение е било обект на значителен изследователски интерес от страна на специалисти по чуждоезикова методика и/или лингвистика, то сравнително малко внимание се отделя на предимствата, свързани с придобиване на знания и умения по предмета (Wilkinson and Zegers, 2008).

Следва да се отбележи, че отделните публикации относно ефективността на СЕИО са насочени предимно към началното, прогимназиално и гимназиално образование, докато приложимостта на този подход в контекста на висшето образование остава все още слабо проучена. Подписването на декларацията от Болоня и създаването на Европейско образователно пространство налагат потребността от по-задълбочени научни изследвания в сферата на **висшето образование**, касаещи както изучаването на чужди езици, така също и преподаването и усвояването на предметното съдържание по отделните дисциплини (Francomacaro, 2011).

Според Шопов (Шопов, 2008), политиката на ЕС в сферата на образованието налага едно цялостно преосмисляне на образователната ни система. От една страна, необходимо е да се инвестира в подготовката на учители по съвременни езици и това да се превърне в държавен приоритет. От друга страна, въвеждането на интегрирано преподаване на учебно съдържание и чужд език е важна мярка, която ще доведе до реално прилагане в практиката на педагогическия принцип „езиците в целия учебен план”. В този смисъл СЕИО подход е не само актуален, но се позовава реално на българския опит в интензивното езиково обучение в т.н. езикови гимназии, където учебни предмети като биология, история, география и др. се изучават на съответния чужд език.

Подобно становища за „вплитане” на ЧЕО в другите основни дисциплини на ниво университет изразява и Благова (Благова, 2001). Такъв подход е необходим, за да може едновременно с усвояването на определен тип конструкции и обем от лексикален материал (общоезикова, общонаучна и терминологична лексика) да се пристъпи към усвояване на други знания и умения, които не са чисто езикови.

2. Интегративни тенденции на чуждоезиковото обучение във висшето образование

В университетите, за разлика от средните училища, чуждоезиковото обучение се отличава с по-голяма гъвкавост по отношение изготвянето на учебни програми и избора на учебни помагала, както и при определяна целите на обучение на ниво катедри, факултети, или департаменти.

През последните години в България нараства броят на университетите, в които се предлага организирано обучение на английски език по дадена специалност. В университетите чуждият език е задължителен, но се явява и средство за придобиване на знания и умения по изучаваната от студентите специалност. За постигането на добри резултати и ефективно развитие на езиковите умения от съществено значение е мотивацията на участниците в обучението. За съжаление, чуждоезиковото обучение понякога се свежда да усвояване на граматика и на терминология от конкретната предметна област. Причините биха могли да се търсят в недостатъчния брой часове за чуждоезиково обучение, нехомогенните групи, липсата на задължително присъствие и др. (Григорова, 2000)

Липсата на разнообразие от дейности и методи на работа, както и различното входно ниво на студентите, което в много случаи не отговаря на

очакваното изходно равнище от средния курс на обучение – В1 (Петрова, 2005) могат да повлияят неблагоприятно върху мотивацията на участниците в обучението. Езиковите компетенции не бива да се свързват само и единствено с усвояването на определен обем от лексика и граматически конструкции. В процеса на обучение студентите придобиват умения, които не са само езикови. В този смисъл трябва да се потърси връзката и с други дисциплини. (Благова, 2001), а тематичното обвързване на чуждоезиковото обучение с профила на учебното заведение да се превърне в положителен фактор. (Петрова, 2005)

Едновременно с това, от гледна точка на обучението, за постигането на пълноценно и ефективно образование е необходимо разработването на нови курсове и учебни програми във висшето учебно заведение, които да бъдат ориентирани към повишаване на квалификацията и уменията на обучаваните. (Станев и колектив, 2002) Следва да се търсят и въвеждат нови методи на преподаване, както и нови форми на обучение, които да откликнат на съвременните търсения на пазара у нас и европейските изисквания за образование.

Подобни тенденции налагат въвеждането на СЕИО като подход на преподаване във висшето образование и изискват осъществяването на нови дидактически и методически проучвания в тази насока. В научните среди този подход е известен под акронима ICLHE - интегриране на съдържание и език във висшето образование (от англ. ICLHE - Integration of Content and Language in Higher Education). Въпреки сходствата с други подходи в чуждоезиковото обучение, и по-конкретно в сферата на висшето образование, като английски език за специфични цели (English for Specific Purposes - ESP), английски език за академични цели (English for Academic Purposes - EAP) и съдържателно-ориентирано обучение (Content-based instruction - CBI), съществуват разлики, свързани с целите на преподаване. Докато при ESP, EAP и CBI основната цел е насочена към усвояване на езика и неговата приложимост в различни ситуации като натрупване на определен речников запас и знания, свързани с бъдещата професионална реализация, развитие на академични умения и компетенции и др., при ICLHE изучаването на определени теми, или дисциплини на английски език цели развитие както на езиковите знания, така и на тези по съответната учебна дисциплина.

Разгръщането на интегративен модел за ICLHE обучение според Шоу може да доведе до създаването на програми, ориентирани към конкретни дисциплини (discipline-based programmes), където университетски преподаватели по чужд език и преподаватели по съответната дисциплина да работят съвместно за въвеждане на интегрираното обучение във висшето образование (Show, 2001).

По думите на Ян Фигел, бивш европейски комисар по образованието, обучението и многоезичието, съдържателно-езиковото интегрирано обучение предизвиква изключителен интерес и това е отбелязано в Плана за действие за 2004-2006г. (Action Plan, 2003) за насърчаване развитието на езиковото обучение и езиковото ногообразие. Чрез подобна форма на обучение, учениците (респективно студентите) могат да изучават учебните предмети като едновременно с това развиват езиковите си умения. Интегрирането на език и предмет ги прави по-подготвени за живота в Европа във време, когато мобилността придобива все по-широки измерения и трябва да бъде достъпна за всеки.

Благодарение на своята интердисциплинарна и интегративна същност СЕИО е в състояние да предостави търсената възможност за постигане на европейските образователни цели, за насърчаване на многоезичието и за преодоляване на кризата в чуждоезиковото обучение (Dalton-Puffer, 2011; Van De Craen et al, 2007).

Ето защо от 2005 г. до сега изследователи от различни страни, предимно от сферата на лингвистиката и чуждоезиковата методика обединяват усилия си в съвместни изследователски търсения, а резултати от подобни проучвания се увеличават (Dalton-Puffer, 2011). След публикуването на доклада на Eurydice през 2006г. стартират различни инициативи. Създават се Консорциумът за СЕИО (CLIL Consortium), СЕИО компендиум (CLIL Compendium), страницата за СЕИО онлайн обучение (CLILCom webtutorial), международното научно списание за СЕИО (International CLIL Research Journal), което се администрира от Международния университет във Валенсия, Испания и Университета Юваскюля във Финландия, и асоциацията на университетските преподаватели по СЕИО (ICLHE) като веб-базирани платформи за информация, научно-изследователски дискусии, публикации и обучение. На европейско ниво, конкретни възможности за обучение и краткосрочни специализации в областта на СЕИО се предоставят посредством подпрограмата Работни визити (Study Visits) към европейската програма за продължаващо обучение.

Образователни специалисти, учители, директори, обучители на учители, университетски преподаватели и др. имат възможност да участват в кратки работни визити и да обменят опит с колеги от други страни, както в сферата на училищното, така и в диапазона на висшето образование.

Заклучение

В условията на нарастваща глобализация умението да се борави с езика (роден и чужд) се е превърнало в ключова компетентност за съвременния човек. Първите две от общо осемте ключови компетентности, формулирани в т.н. Европейска референтна рамка [Препоръка на Съвета на ЕС 2018: 189/7], са именно езиковата грамотност и многоезиковата компетентност, а сред основните препоръки на този документ е „повишаването на нивото на езиковите компетентности, както на официалния, така и на други езици, и подпомагане на учещите да изучават различни езици, които имат значение за техните професионални и жизнени условия и могат да допринесат за трансграничната комуникация и мобилност“ [Препоръка на Съвета на ЕС 2018: 189/4]. За да бъдат адекватни на изискванията на съвременния образователен процес, преподавателите трябва да бъдат подготвени за неговите предизвикателства.

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НАСЪРЧАВАНЕ НА ПИСАНЕТО ПРИ ИЗУЧАВАНЕ НА ЧУЖД ЕЗИК

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PROMOTING FOREIGN LANGUAGE LEARNERS' WRITING SKILLS

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Abstract: Many EFL students find writing the most difficult area when studying languages. At the same time, teachers/ lecturers also find it hard to assist students in producing pieces of quality academic writing. The paper focuses on the importance of motivation and the proper strategies to improve students' writing skills. It aims to investigate the effectiveness of the strategic writing techniques for promoting EFL writing skills and changing passive attitudes towards writing into positive ones.

Key words: writing skills, motivation, strategies, attitudes towards writing.

Професионалната реализация изисква умения за създаване на различни видове документи като например автобиография, мотивационно писмо, различни видове кореспонденция (формално, неформално писмо), есе, статия, магистърска теза и др. Следователно, през последните години развиването на уменията за писане стана съществен елемент при изучаването на чужд език. То отразява силата на обучаемите в овладяването на техники за писане, така че те трябва да са наясно с писането като процес и като продукт.

Писането често е наричано „универсален консолидатор“, тъй като при изпълнение на писмени упражнения усещанията, едновременно предизвикани от двигателната активност и зрителното възприятие, неизменно придружени с „казване/говорене на себе си“ и възприятие на звука, имат дългосрочен и траен ефект. В същото време, уменията за писане са ефективно средство за проверка на знанията на изучаващите чужди езици. Проверката на писмените работи позволява да се оценят постиженията на обучаемите в усвояването на знанията и формиране на умения, да се идентифицират пропуските и целенасочено да се запълнят (Соловова, Е. Н., 2002).

Писането се смята за една от най-трудните езикови дейности за изучаващите чужди езици. Обучаемите се оплакват, че срещат трудности при овладяване на уменията за писане. Тези трудности са свързани с характеристиките на структурата на изучавания език в сравнение с тези на родния език. При поставянето на писмени задания, основната цел на обучаемите е ясно да изразят своите мисли в писмена форма като същевременно не допускат грешки или

допускат минимален брой такива. Най-често срещаните грешки са свързани с грешен словоред, подходящ избор на лексикални единици, правопис, пунктуация и не на последно място грешки, обусловени от недостатъчното овладяване на граматичните правила и избора на стил.

Изучаващите чужд език често проявяват съпротива към писането, неосъзнавайки, че тази дейност спомага за развиването на важни умения. Те не вярват, че могат да подобрят уменията си да създават текст и си мислят, че това е нещо, което просто не им се отдава. Не осъзнават, че самото притеснение от това, че няма да се справят със задачите свързани с писане им пречи да се концентрират, да бъдат креативни и да мислят логично. Понякога се случва да „блокират“ и не могат да измислят нищо по темата, която им е поставена като задача, дори тя да им е интересна. В този случай обучаемите не следват конкретен план, а подхождат към писането така, сякаш то включва един единствен процес – генериране на „някакво“ съдържание.

От друга страна, преподавателите също намират за трудно да помогнат на обучаемите да напишат качествен текст (Abdel-Hack, 2002). Причините за това са например присъщата сложност на уменията за писане, ограничените познания на обучаемите по темата, недостатъчната практика и не на последно място липсата на обратна връзка (Anwar, 2002). Често преподавателите са склонни да се фокусират само и единствено върху това, дали обучаемите са овладели граматичните правила и структурата на създавания текст (Calhoun, & Hale, 2003) и това, което правят при проверката на писменото задание е просто да поправят граматичните грешки.

За да се научат обучаемите да пишат ефективно е необходимо да се промени тяхното отношение към писането. Преподавателите трябва да се фокусират върху преподаването на писане на чужд език като процес, не само като продукт. Необходимо е да се използват различни техники за предоставяне на обратна връзка като самопроверка, проверка от друг обучаем, консултации, обсъждане на допуснатите грешки. Взаимодействието между преподавател – обучаем, обучаем – обучаем създава дух на сътрудничество и освободена от страх среда. Когато обучаемите получат ясна, конкретна и конструктивна обратна връзка за това какво са направили добре и какво могат да направят по-добре в бъдеще ги мотивира и спомага за подобряване на уменията им за писане. На обучаемите трябва да се даде свобода да избират темите, по които искат да пишат или темите, от които се интересуват и те да са свързани с тяхното ежедневие. Трябва да им се даде шанс да участват активно в дейностите, свързани със създаване на текст, което засилва тяхното желание за писане. Преподавателите трябва да са настроени положително и да създадат на обучаемите усещането, че харесват това, което правят.

Мотивацията, като вътрешна, така и външна, е ключов фактор за успеха на обучаемите. Тя играе важна роля в насърчаване на писането и създаване на писмени текстове. Преподавателите са в основата на осигуряване на мотивация и разкриване потенциала на обучаемите. Разбира се, това е по-лесно да се каже, отколкото да се направи, тъй като всички обучаеми са мотивирани по различен начин и отнема много време и усилия да се почувстват ентузиазирани да работят усилено и да се стремят към постигане на високи резултати и превъзходство. С висока мотивация обаче, те ще намерят начин да подобрят писането си и да постоянстват в усилията, защото добрите умения за писане са важни както за тяхното успешно завършване на курса по чужд език, така и за бъдещата им реализация. Добър начин за повишаване на мотивацията на обучаемите е да им се даде чувство на контрол. Въпреки че напътствията на преподавателите са важни, даването на възможност за избор и контрол върху процеса на писане е ключов начин обучаемите да се почувстват ангажирани и да ги мотивира да направят повече. Конкуренцията също може да е средство за мотивация. Насърчаването на приятелски дух и състезание чрез групови задачи дава възможност да се покажат по-добре получените знания и развитите умения. Освен това, добре е по време на изпълняване на писмената задача, обучаемите да обсъждат в малки групи или по двойки какво са написали до момента, за да генерират нови идеи.

Използването на правилните стратегии за насърчване и развиване на писмените умения е важна част от процеса на обучение. Те насочват вниманието към механизмите на мислене и помагат за успешното изпълнение на задачите за писане. Сред основните използвани в практиката могат да се открият следните:

- преподавателите приемат подобряването на писмените умения на обучаемите за своя отговорност и осигуряват насоки през целия процес на писане. Подчертават също, че писането е начин на учене, а не самоцел. Обясняват, че писането е сложен, нелинеен процес, изпълнен с фалстартове;

- подчертават важността на ясното, обмислено писане; напомнят на обучаемите, че трябва да полагат усилия да изразят себе си на хартия и че писането е процес, който ни помага да изясним идеите;

- редовно възлагат кратки писмени упражнения в часовете, което дава нужната практика на обучаемите, за да могат те да подобрят своите умения за писане;

- обсъждат стойността на плановете и бележките, обясняват как да се избере и стесни темата, дефинират плагиатството; насърчават обучаемите да анализират работата си по време на час и критикуват работата си в малки групи. Те трябва да научат, че пишат, за да мислят по-ясно, а не да получат оценка. Заедно с обучаемите, преподавателите обединяват идеи за начини, по които писането може да помогне да научат повече по темата;

➤ предоставят материали, които им дават точни инструкции как да създадат конкретния текст по поставената задача. Подпомагат разработването на идеи, намирането на фокус и теза. Насърчават обучаемите да преразгледат своя проект чрез разширяване на идеите, изясняване на смисъла и реорганизиране на текста. Стимулират редактирането и предаването на завършената работа.

➤ Обясняват значението на граматиката и структурата на изречението, както и на съдържанието. Изясняват, че ще гледат както качеството на написания текст, така и съдържанието.

В учебната програма са заложили определени часове, посветени на писането, но всеки обучаем е уникален и има нужда от различно време за развиване на това умение. Писането не бива да се превръща в повод за конфликт и трябва да се избягва усещането за провал и унижение от изразена реакция към даден текст, в който има грешки или не е написан според очакванията на преподавателите. Хубавите неща в текста трябва да се отбележат и да се изрази вяра, че обучаемите ще стават все по-добри.

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PUBLISHING IN ANGLOPHONE JOURNALS: A MODERN MEANS FOR SCIENTIFIC RECOGNITION

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Abstract: The dominance of English in scientific literature has been discussed by a variety of papers, written mostly by Anglophone authors. This paper goes into the subject from the viewpoint of a non-native English speaker and author. We discuss the publishing process for scientific articles and give opinions on the implication of foreign language knowledge for research development.

Key words: foreign language publishing, scientific journal, academic writing, multilingualism

Introduction

The ongoing development of the Web of Science and Scopus citation bases has centered scientific research around a selected group of journals whose performance is evaluated based on the number of citations they receive. Most of these journals happen to be Anglophone, e.g. such that are written in English. This leaves the question of whether authors that are not native to an Anglophone country are being discriminated against because of their need to learn the English language in order to get published by high level peer-reviewed journals.

In this sense there needs to be a clear organizational means by which L2 English authors are expected to achieve results. We go into the steps that a L2 author has to consider in order to get published by an Anglophone journal. Further, we also discuss the implementations of research globalization on authors and on the publishing process.

1. An overview of peer-review and journal publication

The vast majority of modern scientific research is aimed at a niche group of academic scholars who happen to know the details of the field of interest and find it useful to continue exploring the research topic of the paper which is being examined. The phenomenon of globalization, however, has expanded the coverage of research papers to groups of researches outside the domestic states of the original authors and publishers. Therefore, in order to achieve communication between interlingual groups the English language has been chosen as a medium for distributing information in both written and oral form. This in itself is both progress in terms of widening the potential

of the global academic community for output of novel ideas and a setback for those who do not practice English in their career. For many scholars publishing in non-domestic journals has been a tremendous difficulty which has caused them to redevelop their writing in order to fit the Anglophone publication standards. Furthermore, such publications more often than not need to be examined or even translated in English by a professional who is to ensure that the writing style and grammar is at the appropriate.

This is where a lot of strategizing and planning may come in in order to ensure the successful acceptance of papers. A journal's choice of which papers to publish is based around the peer-review process. To be peer-reviewed for an article means basically that the its content has been examined in detail by a group of editors or reviewers. In a sense adequate evaluation of articles is a scientific journal's main purpose. Since the journal editors do not submit their own articles, they can only control the quality of the published works in the journal. This causes for the editors' deep involvement in the content of the journal articles. Each journal has a specific field of interest and outlook for its articles which is developed by the editors. An author, therefore, has no choice but to comply with the criteria of the editors for the journal in which he or she intends to publish.

According to Elsevier the peer-review process has the following steps:

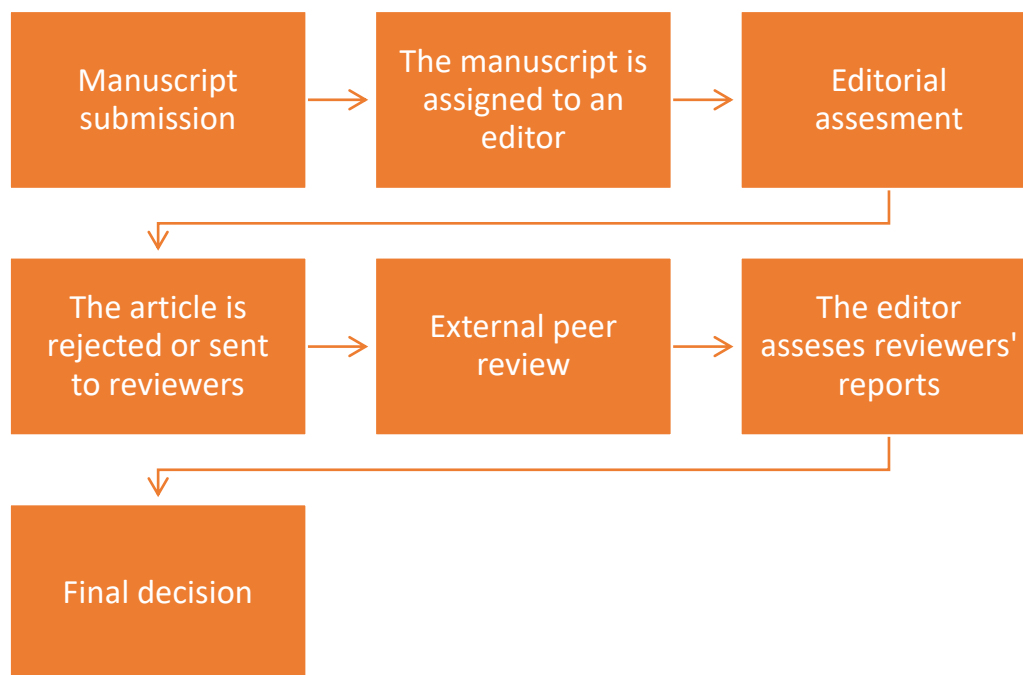


Figure 1. *The peer-review process*

Source: image created by the author, www.elsevier.com

The peer-review begins when the author has a final draft of their manuscript which is received by the journal. Then the manuscript is assigned to an editor. This may happen through a staff member who chooses which editor would be most suitable for reviewing the manuscript or the editor may receive it automatically. The editor revises the manuscript and then makes the decision of whether the manuscript would continue to be reviewed or would be rejected. If a manuscript is rejected at this stage by the editor, this is referred to as a desk rejection. Provided that the journal still holds interest in the article, the manuscript would be sent out to external peer-reviewers which are chosen by the editor. They are usually two or three and specialize in the exact subject of the article. After this stage is completed, the editor would receive reports written by the reviewers and would continue to make a final decision of the manuscript's acceptance. The editor may decide to accept or reject the manuscript but very often a decision may be taken to send the article back to the author for revision along with the remarks made by the editor and reviewers. There are two kinds of revisions:

- Minor revision
- Major revision

An article being returned for minor revision can be considered a fairly positive result. This means that the author can make relatively small changes to the manuscript based on the comments he has received and their article will probably be accepted. A major revision or major rewriting would mean that the contents of the article or the results of the research which has been carried out by the author are of interest to the journal. However, the writing is considered poor or irrelevant. In order to proceed to publishing in the journal, the author would have to rewrite most of the manuscript or at least major parts of it.

This type of approach to the peer-review process can be considered fairly universal. A lot of the more minor steps, however, tend to vary in between journals. Very often the role of the independent reviewers tends to be different based on the journal. An independent review process can be carried out before the manuscript reaches the editor or may not be carried out at all. Sometimes more than one editor would consider to look at an article though this is rarely formalized.

2. The process of creating a manuscript by a non-native for Anglophone countries author

As we have already considered what are the steps that need to be taken in order for an article to be accepted post-submission in an Anglophone journal, we proceed to

discuss the steps that non-native to Anglophone countries authors need to take to submit their manuscript.

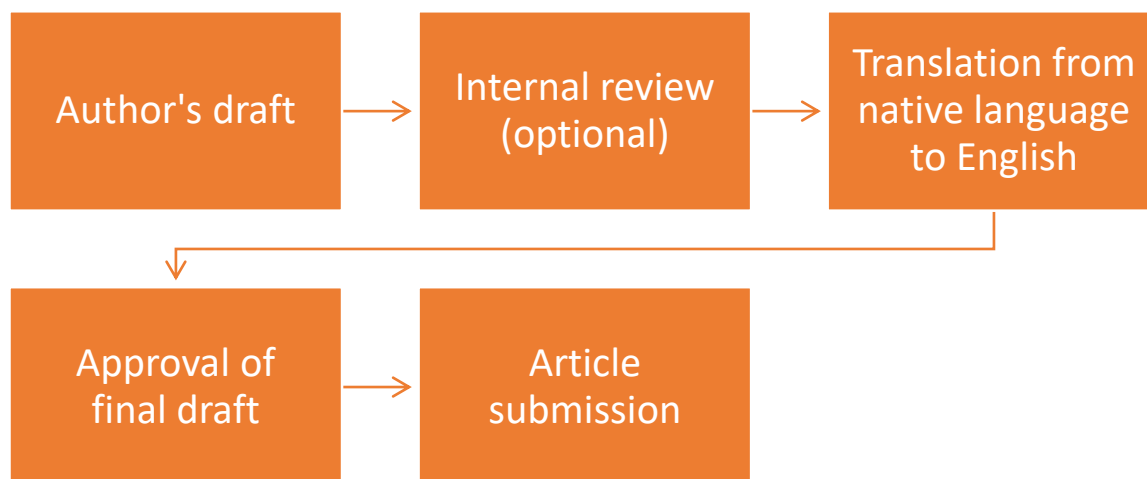


Figure 2. *The pre-submission process*

Source: created by the author

The process of creating an article ready for submission to a potential journal begins with the writing of the original manuscript by the author. This step includes all the work needed to conduct research, gather data, etc. as well as the actual writing process including any first hand corrections made by the author. When the initial manuscript is finished the author may look for other colleagues to review and comment on the article before it is taken to further along the publishing process. This of course is optional. Advice about the manuscripts contents can in general be received during any stage of its creation and publishing. Further remarks may also be given after the manuscript is already published by scholars who have read it and may want to include it as a citation in their work.

One vital for the article's success step the author needs to consider is the translation or writing of the manuscript in English. For non-English speaking authors this can prove to be very decisive in the sense that it may make the difference between successful and unsuccessful publishing. In general, the author is faced with three possibilities for creating an English manuscript. One would be to simply write the original paper in English and then possibly submit to a professional for a linguistic review and corrections. Such an endeavor would require for the author to be very confident in their knowledge of the English language. Still it is absolutely possible for a non-native English author to achieve a level of proficiency in the language that would allow them to write scientific text which are up to the standards of high-level journals.

To do this, however, the author needs to have very extensive experience in learning and using English. Another option would be for the author to write an original manuscript in their domestic language and then translate it themselves. This would also probably mean that a professional would get involved in reading through the text and making grammatical and lingual corrections. Thirdly, there is the possibility of full professional involvement for the translation of the article from its original language, that native to the author, to English.

The manner in which the author should proceed to have their manuscript written in English is debatable. One very important factor would be the general availability of professional services for translational and language revision of articles. This is largely handled institutionally or between institutions who can provide such services. Of course, there may be the availability of freelancers but when choosing such options, the author has to be mindful of the qualifications and experience of the freelancer and also their knowledge regarding the language used in research papers. When choosing the extent of the involvement of the professional in the writing of the English version of the manuscript the author should be very considerate of their realistic abilities to produce written scientific level text in English. In other words, it is not advisable for the author to be overconfident or underestimate the importance of prudent writing for their manuscript.

After the manuscript has been written in English the author has to proceed to approve or disapprove the final version of the draft. This once again is a step which is nearly impossible to do for authors who do not understand English. In such cases as is the most common practice the author simply approves the version of the manuscript without reading it or with very little awareness of any written inaccuracies that might cause for the article to be downgraded by referred journals.

The last step of the process is for the author to simply submit their manuscript along with any other required documents, cover letters, etc. Unfortunately, this last step in reality does not always appear to be last. The article might be brought back to the author for revision or rejected. In that case the whole process of correction, submission and editing on the part of the journal has to be repeated. Furthermore, if the article is rejected by a given journal, the author might decide to submit it somewhere else in hopes that it would get published. This is nevertheless not always possible or desirable. Because the manuscript has been rejected once, the author may consider a major rewriting of the text before trying to publish it in another journal. Otherwise, the article may simply be deemed unpublishable and remain archived simply as unpublished research.

3. Gaining recognition in an Anglophone world

There are several main outlooks of working towards better writing in publications submitted by non-native English authors. Lillis and Curry (Lillis & Curry, 2010) look at the global implications of linguistic, geographical and even geopolitical differences. They discuss the increasing popularity of Anglophone journals as a process of globalization in scientific research. Their book features a large scale research which examines authors' text histories alongside an extensive pole on article preparation and linguistic practices. Lillis and Curry also touch on the topic of the increasing popularity of English-written PhDs in developed non-Anglophone countries and the improvement of English education systems which benefits researchers and PhD students.

Besides the global development approach there also exists the institutional approach to the topic which is largely related to what institutions can do in terms of the improvement of education systems for better language capabilities of authors. Cargill and O'Connor (Cargill & O'Connor, 2006) develop a framework for the implementation of English language workshops for PhD students and researchers. Zahariev, Mihaylova, Monev and Dikov (Zahariev, Mihaylova, Monev, & Dikov, 2021) discuss e-learning and the usage of an institution's technological infrastructure to convey the contents of foreign language courses. Zahariev, Ivanova, Angelov and Zaharieva (Zahariev, Ivanova, Angelov, & Zaharieva, 2021) further discuss e-learning, u-learning, d-learning and m-learning and their regulatory place in educational institutions. In general, distance learning has been an extremely useful tool for conveying language courses and educational contents for and type of educational program including PhDs. Furthermore, we now have the availability of Erasmus+ programs which allow for students and scholars to travel and exchange knowledge and contacts with their peers. These developments change the landscape of the geographical landscape and cultural difficulties presented by Lillis and Curry (Lillis & Curry, 2010). The increased practices of in person and digital spread of foreign language knowledge and intercultural communication have helped significantly reduce the barrier between non-native and native English speakers and authors.

Lastly, there is the important discussion about what can individual authors do to improve their own English writing. Dueñas (Dueñas, 2012) examines the text histories of three academic authors in finance who work at a Spanish university. Many struggles have been pointed out in regards to their work on creating coherent and logically precise English texts. Dueñas lays out some of the major revision and rejection remarks that the three authors have received during their years of practice. A lot of these remarks are related to inefficient writing style and inconsistencies with regards to the introduction parts of the papers and the clear layout of empirical methodologies and results. Nevertheless, the authors continue to express a clear preference for publishing

in Anglophone journals despite experiencing rejections and setbacks. In fact, out of twenty-four papers examined by Dueñas only three were written in Spanish which is the native tongue of the authors. The reason for this is the clear advantage of scientific recognition that highly placed Anglophone journals can provide compared to their native language counterparts. Dueñas also explains that the authors have moved gradually from using full translation of their articles by a professional before publishing them to writing drafts in English on their own and then having them examined for proper language usage.

Some of the literature on the topic discusses Anglophone publishing as somewhat of a discriminatory process against scholars who do not practice English outside of academia. While native English speakers do hold an advantage in writing, discrimination is probably not the correct phrase that would accurately describe the global publishing practices. The general recognition of authors native to non-Anglophone countries has risen because of their ability to reach wider audiences. However, as Lillis and Curry (Lillis & Curry, 2010) point out the performance of different researchers and research institutions is influenced by a number of factors only one of which is use of linguistics.

Furthermore, the topic of the lingual influence on different kinds of research papers remains unexplored. It is important to note that academic disciplines are extremely different in their requirements and expectations towards papers. The largest difference in this regard may be between experimental and empirical work compared to articles relying only on text. Journals and empirical journals more specifically are in a process of gradually changing their requirements towards writing regarding non-native to Anglophone countries readers and authors. Clear writing has become more and more desirable over excessive writing style. The same goes for the logical structure of the manuscript and for explanations of methodologies, experimental results, etc. This gradual change is more visible in some disciplines than in others. However, English being the medium language for the whole international scientific community has caused for deep involvement of authors and journals who use English as a second language in the shaping of styles and requirements for prudent writing on a global level.

Still it may be argued that L2 English authors have more prominent potential in fields using numbers and charts as opposed to relying on an extremely well developed writing style. While that may still be the case to some extent, we are witnessing a global transformation of the international scientific community. The number of scholars participating in Anglophone publications increases and so do their possibilities of creating valuable literate explanations to their research thesis. In any case, the possibilities of publishing in highly recognized journals should be looked at as an opportunity rather than a setback. The relatively new connectedness of scholars to a

global network of knowledge is changing research practices at an unprecedented rate. This of course requires the scholars to gather as much potential of using English in their work as possible.

Conclusion

The desirability of publications in Anglophone journals has led to an increase of English language usage by scientific scholars who aim to get their research across to an international platform. As this is a growing opportunity for research development, new approaches to writing have emerged particularly among L2 scholars. English translation and manuscript writing have become an inseparable part of the publication process. In a similar way we observe a growing regard towards linguistic staff and multilingual courses among academic institutions.

This new global publishing context is due to a change in the landscape of international publication and learning. While in the past some scholars were more or less reluctant with the need to publish their work abroad the improvement in journal availability and recognition today has made Anglophone publishing a requirement for achieving broad success. This has led to wide adaptation in practices by L2 scholars who are increasingly becoming comfortable with the idea of English language publishing. These changes should be by no means considered discriminatory because they allow the creation of a more inclusive environment for scientific work and development.

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ЗА СИСТЕМАТИЧНОСТТА ПРИ ОЦЕНЯВАНЕТО НА ЧУЖДООЕЗИКОВАТА КОМПЕТЕНТНОСТ ПО СПЕЦИАЛИЗИРАН ЧУЖД ЕЗИК

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ON THE SYSTEMATICITY IN ASSESSING FOREIGN LANGUAGE COMPETENCE IN THE FOREIGN LANGUAGE FOR SPECIAL PURPOSES

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Abstract: In the practice of Foreign Languages Teaching, various systems for assessing language competence have become established. Most often it is about grading receptive and productive language skills (listening, reading, speaking and writing) - such as in the Common European Framework of Reference for Languages. In other cases, both language proficiency and knowledge of the cultural environment in the country where the target language is spoken (TOEFL) are tested. There is greater compatibility between some systems for determining language level, others give only a relative idea of a person's foreign language competence. The use of systems for assessing knowledge of a specialized foreign language is related to some features inherent in professional languages.

Key words: Foreign Language Teaching, FLT, Specific Purposes Tests, Assessing Foreign Language Competence

Оценяването на чуждоезиковите знания и умения включва широка гама от тестове, които обикновено целят да се определят нивото на способността на дадено лице да разбира или комуникира на чуждия език. Езиковите тестове се използват за различни цели. В академична среда те най-често се използват за оценяване на входящото ниво на владеење на езика или на напредъка в хода на учебния процес. В професионална среда езиковото тестване обикновено се използва за определяне на нивото на владеење на чуждия език в определена професионална област.

Съществуват пет основни вида езикови тестове: за определяне на езиковата пригодност (aptitude), диагностични тестове, тестове за определяне на ниво,

тестове за оценка на степента на овладяване на учебното съдържание и тестове за оценка на езиковите умения.

1. Тестовите за определяне на езиковата пригодност оценяват способността да се придобиват нови езикови умения, т.е. те оценяват колко бързо и ефективно човек може да придобие нови езикови умения.
2. Диагностичните тестове определят общото ниво на владееене на езика. Те съдържат въпроси или задачи, които покриват целия спектър на езиковата рамка, за да определят върху кои области обучаемите трябва да работят, за да достигнат по-високо ниво на владееене.
3. Тестовите за определяне на ниво са доста сходни с диагностичните тестове. Те се използват за образователни цели и се администрират преди да започне даден курс или програма за обучение. Използват се за групиране на обучаемите в класове или учебни групи според нивото на владееене на езика.
4. За разлика от диагностичните тестове, тестовите за оценка на степента на овладяване на учебното съдържание (achievement tests) обхващат само съдържанието, което е изучавано до определен момент в обучението, т.е. те оценяват предимно овладените знания от обучението по чужд език.
5. Тестовите за оценка на езиковите умения (proficiency tests) оценяват практическите езикови умения. Те са сходни с тестовите за оценка на степента на овладяване на учебното съдържание, но за разлика от тях оценяват езиковите умения, т.е. практическото прилагане на усвоените знания.

В условията на глобална пандемия степента на овладяване на знания и умения по чужд език трябваше да се оценява онлайн и това наложи масово да се използват интерактивни тестове за оценка на степента на овладяване на учебното съдържание. Поради ограниченията на средата за дистанционно обучение тези тестове съдържаха предимно въпроси с множествен избор (multiple choice) и въпроси с кратък отговор (short answer). Поради възприетите в международен мащаб стандарти за време за отговор на въпросите с множествен избор (45 секунди на въпрос), този тип въпроси се предпочитат, тъй като времето за решаване на теста се изчислява лесно и той може да се оценява автоматично в платформата за дистанционно обучение.

Въпреки това не са универсален инструмент, те имат предимства и ограничения, както всеки друг тип тестови въпроси. Съставителите на тестове трябва да са наясно с тези характеристики, за да използват ефективно въпросите с множествен избор.

Предимства:

Широкоспектърна приложимост: Въпросите с множествен избор са подходящи за използване в много различни области и могат да се използват за измерване на голямо разнообразие от образователни цели. Те са адаптивни към различни нива на учебни резултати - от просто възпроизвеждане на знания до по-сложни нива, като например способността на обучаемия ученика да анализират явления, да прилагат принципи към нови ситуации, да интерпретират причинно-следствени отношения, да разграничават факти от мнения и т.н. Трудността на въпросите с множествен избор може да се контролира чрез промяна на алтернативите, тъй като колкото по-хомогенни са алтернативите, толкова по-фино разграничение трябва да направят обучаемите, за да идентифицират верния отговор. Елементите на тези въпроси се анализират лесно, което позволява на съставителя да ги подобрява чрез замяна на некоректно зададените дистрактори. Освен това, избраните от обучаемите дистрактори могат да се използват за диагностициране на погрешно възприети и научени знания или на слабости в инструкциите на съставителя.

Валидност: Като цяло отговорът на въпрос със свободен отговор (тип есе) отнема много повече време, отколкото отговорът на въпрос с множествен избор, тъй като съставянето и записването на отговор-есе е много бавен процес. Обучаемите могат да отговорят на много въпроси с множествен избор за времето, необходимо за отговор само на един отворен въпрос. Това позволява на оценяващия да тества по-широка извадка от съдържанието на курса за определеното време за изпит. Следователно резултатите от тест - от въпроси с множествен избор ще са по-представителни за цялостното усвояване на учебното съдържание от обучаемите.

Надеждност: Правилно съставените въпроси с множествен избор са съпоставими с другите типове въпроси от гледна точка на тяхната надеждност. При тях вероятността за налучкване е по-малка от тази на въпросите тип вярно-невярно и следователно могат да дадат по-надеждни резултати. Отговорите на въпроси с множествен избор се оценяват по-обективно от тези на въпроси с кратък отговор, тъй като няма възможност за допускане на правописни грешки или отчасти верни отговори.

Ефективност Въпросите с множествен избор са много подходящи за автоматична проверка. Това ускорява отчитането на резултатите и обучаемите могат да получат оценка веднага след приключването на теста, докато отворените въпроси трябва да се оценяват от преподавател, което може да отнеме значително повече време.

Недостатъци:

Приложимост: Въпросите с множествен избор не са подходящи за оценяване на някои видове учебни резултати, като например способността на обучаемите да изразяват собствени идеи, да дават обяснения и примери и т.н.

Надеждност: Най-големите опасения относно въпросите с множествен избор са свързани с възможността за налучкване. Тези опасения не са неоснователни, но рискът от налучкване може да бъде избегнат чрез генериране на тестове с достатъчно голям брой въпроси. По този начин вероятността от погрешна оценка на учебните резултати намалява експоненциално, както е показано в Таблица 1.

Таблица 1. Вероятност за налучкване в зависимост от броя на въпросите.

Брой въпроси с 4 възможни отговори в теста	Вероятност за постигане на резултат над средния при случаен избор на отговор
2	1 към 16
5	1 към 64
10	1 към 285
15	1 към 8670
20	1 към 33885
25	1 към 942651

Следователно, вероятността за постигане на положителна оценка при тест с 60 въпроса е сравнима с вероятността за спечелване на джакпота от спортния тотализатор.

--- Текстът дотук е на ст. преп. Венцислав Диков.

Следва текст на ст. преп. д-р Виктор Монеv ---

Като продължение на материала, подготвен от ст. преп. В. Диков ще насоча вниманието към рамката, в която се проектират, разработват и прилагат тестовете за оценяване на знанията по чужд език. В практиката на обучението по чужди езици широко се използват Общата европейска референтна езикова рамка (*англ.* Common European Framework of Reference For Languages, CEFR) и езиковите нива на ALTE (Association of Language Testers in Europe), както и препоръките на EALTA (European Association for Language Testing and Assesment) Европейска асоциация за езиково тестване и оценяване. Диагностичните тестове и тестове за определяне на ниво, които бяха посочени по-горе, реферират към нивата на владееене на езика, определени според съответната рамка. При ОЕПР става дума за официален документ на Съвета на

Европа, целящ постигане на единство между държавите-членки в областта на образованието и по-специално в изучаването и преподаването на съвременни езици в Европа (Брук, ван ден Енде, 2013). В някои от страните на ЕС явяването на тест по първи чужд език е задължително, напр. в Австрия, Швеция, Нидерландия и Франция, като успешното полагане на този тест е условия за достъп до висше образование. В повечето страни от съюза преподаването е организирано според нивата на ОЕРР (Брук, ван ден Енде, 2013: 6). При това става дума за определяне на нивото на езиковите умения за четене, слушане, писане и говорене. С това Общата европейска езикова рамка създава система от ориентири за по-голяма прозрачност относно образователните цели на институциите и индивидуалните езикови компетенции на студентите.

Обучението по специализиран чужд език е с професионална насоченост и цели развитие на различни частни компетенции (текстова, граматическа и други). При него се работи в граничната зона между езиковите умения в даден чужд език, знанията за конкретна професионална област (напр. икономика) и прилагането на чуждия език в комуникациите в тази сфера на човешката дейност. Това налага създаване на многобройни тестове за оценяване на степента на овладяване на учебното съдържание (achievement tests) и за оценка на езиковите умения (proficiency tests). Предвид фрагментирането на знанието в голям брой професионални области преподавателите по чужди езици във висшето и професионалното образование са поставени в сложната ситуация да организират обучението по специализиран чужд език според изискванията на образователната институция, да следят за напредъка на студентите и в края на съответния курс да определят постигнатото ниво. Поглед към дейността на колеги от български университети показва, че в голям брой специалности се полагат държавни изпити по първи и втори чужд език, напр. френски при Икономика с чуждоезиково обучение, Туризм, Интелектуална собственост, Международни икономически отношения или английски при Икономика с чуждоезиково обучение, МИО, Международни отношения, европеистика и политология (УНСС, юни 2022). Всяка учебна дисциплина по чужд език в СА „Д.А.Ценов“ също завършва с изпитен тест. Това подчертава значимостта на тестването в процеса на обучение и преподаване на чужди езици.

Спецификата на обучението по специализиран чужд език води до някои особености при съставянето и провеждането на изпитните езикови тестове. При чуждия език за обща езикова употреба в училищното и извънучилищното образование логично вниманието е насочено към оценяване на езиковите умения за четене, слушане, говорене и писане. От оценяваните ученици/курсисти се очаква равномерно развитие в рамките на предварително зададено ниво. С

Приложение №2 към Държавните образователни изисквания за учебно съдържание от 2006 г. се регулира културно-образователната област „Чужди езици“: английски, испански, италиански, немски, руски и френски език. (ДВ, бр. 58 от 2006 г.) Документът определя равнището на владеене на езика, което учениците трябва да имат в резултат на обучението при завършване на определена образователна степен. Посочено е също, че държавните образователни изисквания по чужди езици до голяма степен се придържат към първите пет равнища на Общата европейска рамка.

В областта на висшето образование целите на обучението се посочват в учебната програма на съответната учебна дисциплина. Тук се определят началното (препоръчително) езиково ниво и нивото, което трябва да бъде достигнато в резултат на обучението. Също така се посочва учебно съдържание, което трябва да бъде овладяно от студентите. Сравнително малкият брой учебни часове прави трудно постижимо преминаване от дадено начално езиково ниво към по-високо следващо ниво, напр. от B1 към B2. Реалният сценарий предвижда започване на обучението при някакво препоръчително езиково ниво (напр. B2) и преподаване на знания в съответна професионална област и езикови умения за делови комуникации, така че да се стигне до езиково ниво B2 + професия. Типичен пример за такъв изпитен тест по специализиран английски език представлява telc English B2 Business (TELC, 2016). Интересното в този сертификатен изпитен тест е свързването на езиковите умения за четене, слушане, говорене и писане на конкретно ниво (B2) с професионални компетенции в сферата на бизнеса. В описанието на изпитния тест е посочено, че telc English B2 Business проверява професионално насочената езикова компетентност на напреднало ниво. Изпитният тест включва писмен и устен изпит. Сравнително високото езиково ниво изисква значителна продължителност на изпита: 60 минути за четене с разбиране, 60 минути за писане на различни текстове, 20 минути пауза и след това 30 минути слушане с разбиране и 30 минути езикови елементи (лексика и граматика). При успешно полагане на писмения изпит следва устен изпит (15 минути).

Посоченият пример показва значителния обем от дейности, необходим за цялостно определяне на чуждоезиковата компетентност в дадена специализирана област. При изпитните тестове по конкретна учебна дисциплина по даден чужд език във висшето образование организационната рамка е зададена от обучаващата институция. Това се отнася на първо място за времето за провеждане на изпитния тест. В зависимост от формата на обучение (редовна, задочна, дистанционна) също се проявяват различни ограничения. Това поставя преподавателите по чужд език пред необходимостта от съставяне на подходящи изпитни

материали и тяхното удачно включване в изпитния тест. В това отношение може да бъдат полезни наръчници и насоки за разработване на езикови тестове, като напр. Guidelines for the Development of Language for specific Purposes Tests (ALTE, 2018) или EALTA Guidelines for Good Practice in Language Testing and Assessment (EALTA, 2006). Документът на ALTE се занимава детайлно с особеностите на тестовете в областта на специализираните чужди езици (LSP тестове), с целевите групи, с класификация на тестовете, с конкретни изисквания при разработването на LSP тестове и с формирането на оценки. Насоките на EALTA са с по-общ характер и се отнасят към обучението на преподавателите по чужди езици, тестването и оценяването в класната стая и към разработването на тестове в национални или институционални звена или центрове за тестване.

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LEARNING RARE LANGUAGES WITH DUOLINGO

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Abstract: With the new HBO TV series *House of the Dragon* underway, and with the immense popularity of *Game of Thrones*, viewers wonder what kind of language the Targaryens speak. Though not on TV anymore, *Star Trek* still has millions of followers throughout the world. Some of the most interesting characters – the Klingons also speak a language that is strange to humans. The paper presents research on learning High Valyrian and Klingon on and beyond one of the most popular language learning platforms Duolingo. First, a brief description of the two languages is provided pointing out the writing systems they use, their pronunciation and some popular phrases. Secondly, a survey among learners of two languages attempts to discover whether and how Duolingo has helped them acquire knowledge of them. The survey also takes the respondents beyond Duolingo in an attempt to find out whether they use other sources and whether Duolingo has led to proficiency in the two languages. A conclusion is reached that Duolingo is a trusted and reliable tool when learning rare languages, but to reach a proficiency level, other sources are to be consulted, too.

Key words: rare languages, High Valyrian, Klingon, Duolingo.

INTRODUCTION

Currently, Season 1 of the TV serial *House of the Dragon* is underway on HBO and with an IMDB rating of 8.6, it is one of this year's blockbusters. It tells the story of the House Targaryen 172 years before the birth of Daenerys Targaryen – the central character in *Game of Thrones* (IMDB rating 9.2). In both TV series, some of the characters speak a language which requires special training and translation – High Valyrian. Similarly, in *Star Trek* (IMDB rating 8.6), another TV series popular in the second half of the 1960s, the Klingons speak a language (Klingon), which cannot be understood without proper training and translation. Although there is little similitude between High Valyrian and Klingon, both languages are currently featured on the popular language learning platform Duolingo and combined, there are a little below 1 million learners. This paper features a brief discussion of the characteristics of High Valyrian and Klingon in terms of writing systems, pronunciation, and popular phrases.

Secondly, it presents the findings of a survey among learners of the two languages in an attempt to discover whether their usage of the Duolingo language learning platform is sufficient to master the corresponding language. Thus, the **aim** of the research is, on the one hand, to present the features of High Valyrian and Klingon, whereas, on the other, to survey learners on their usage of Duolingo. The research **object** is learners of High Valyrian and Klingon, whereas the research **subject** is using Duolingo to learn them. The **hypothesis** is that in trying to offer rare languages such as High Valyrian and Klingon, Duolingo provides two very well-structured and insightful courses. Nevertheless, in the case High Valyrian and Klingon, Duolingo leads to efficiency, but not to proficiency.

ARGUMENT

As of the moment of writing this paper, the language learning platform Duolingo features 625,000 learners of High Valyrian and 305,000 learners of Klingon. It is interesting to note that right after Klingon, by number of learners, ranks Esperanto with 299,000 learners. In fact, out of all languages offered on Duolingo, among which we notice rare languages such as Yiddish, Navajo, and Zulu, to name but a few, only High Valyrian and Klingon are languages which are not spoken officially in any country. These languages are only used in the movies for which they were created and today, they are used in groups and communities, I would say, for entertainment purposes, rather than in real life situations.

In addition to Duolingo, High Valyrian can be learnt on the following:

- <https://www.makinggameofthrones.com/production-diary/2014/5/8/high-valyrian-101-learn-and-pronounce-common-phrases> (offers only translation and pronunciation of some common phrases);
- the Beelinguapp offers a brief introduction to High Valyrian and the translation of some on <https://beelinguapp.com/blog/high-valyrian-101>, but nothing beyond that;
- <https://lingoiam.com/EnglishtoValyrianTranslator> - English to High Valyrian translator;
- <https://translator-valyrian.netlify.app/> - English to High Valyrian translator;

Those interested in learning High Valyrian can actually find other resources, but Duolingo is the only language learning platform which offers a complete course, at that, entirely free of charge.

As far as Klingon is concerned, in addition to Duolingo, which offers a complete course, the other reliable source is the Klingon Language Institute. The Klingon

Language Institute is a non-profit organization, which offers research, training and certification in Klingon. Beyond these two, there are few resources which can help an interested learner master this particular language.

As pointed out by Almaden (2022), “High Valyrian is a fictional language created by David J. Peterson. [...] It is used in poetry, literature, and by the nobles living in Essos and Westeros.” The High Valyrian course on Duolingo is in fact created by the language’s creator David J. Peterson (76% course contribution), Amorena (17% course contribution) and Justin Mansfield (4% course contribution). High Valyrian is a Subject Object Verb language, which to some extent resembles Latin. According to Nguyen (2019), “Right now, High Valyrian has grown to comprise about 2,000 words, according to Peterson. The language may be fictional, but it has its own – very real – system of rules that govern it, same as any other language.” Obviously, with the ongoing *House of the Dragon* series, the vocabulary will undergo even further expansion. Furthermore, “One of the most important uses of High Valyrian was to train dragons. Certain commands were taught to dragons so that they respond to them eventually. This was also a way to communicate with them and tell them what to do.” (Majumdar, 2022). Those who have watched *Game of Thrones*, and who are now watching *House of the Dragon*, know that dragons play an important role in both TV series.

“The Klingon language was originally created to add realism to a race of fictional aliens who inhabit the world of *Star Trek*, an American television and movie franchise.” (Development and Use of the Klingon Language) The language was created by Mark Okrand, James Doohan, and John Povill. “The language itself is centered around spacecraft, warfare, and weaponry – but it also reflects the directness and sense of humor of the Klingon culture. For example, the closest word you can use to express “hello” is “nuqneH,” which actually means “What do you want?”. (Klingon for English Speakers) The Klingon course on Duolingo is created by Philip Newton (47% course contribution), LoghaD (18% course contribution), Qov (18% course contribution), and Jeremy⁴ (12% course contribution). Unlike High Valyrian, which is spoken by people, Klingon is spoken by Aliens. It is not by accident that the first Klingon lesson on Duolingo focuses on sounds, not on vocabulary or phrases as it is with other courses, including High Valyrian.

Although the two languages seem entirely different, we can still find some similarities between them. High Valyrian uses the Latin alphabet and there are many

⁴ For the High Valyrian and Klingon courses on Duolingo, for some of the course creators, only their usernames are available. Those are: Amorena (High Valyrian), LoghaD, Qov, and Jeremy (Klingon).

characters which resemble some of the world’s most spoken languages. Moreover, its sound is more approachable. For instance, the word “riña” (a girl) is similar to the Spanish word “niña” both in meaning and pronunciation. Nouns do not take articles, which is exactly the same as in Latin: Riña taobã kirini issi – The girl and the boy are happy. On the other hand, looking at Klingon writing, we notice that it resembles alien objects, weapons or tools, for instance:



Figure 1. Klingon writing system. Source: <https://www.kli.org>

As it was mentioned above, Klingon phrases focus on warfare, weaponry, etc. For example, nuqDaq 'oH puchpa' 'e' (Where's the bathroom?) Usage: Helpful if you forget which door is which on the battlecruiser. (Locke, Ch. 2016)

Despite the obvious differences, one can also find certain similarities, if not in the sounds and pronunciation, at least in the phrases used in the two languages. Those who have watched the two TV series are aware that death is a central theme in both. Therefore, it is not surprising that some phrases are directly related to it:

High Valyrian: Skorī dēmalȳti tymptir tymis, ērinis iā morghūlis. – When you play the game of thrones, you win or you die. (Lucas, 2014)

Klingon: Heghlu'meH QaQ jajvam – Today is a good day to die. (Klingon Phrases)

The survey was conducted in the spring and summer of 2022 among learners of High Valyrian and Klingon through Microsoft Forms. It should be noted that despite the fact that there are nearly one million learners of the two languages on Duolingo, Duolingo does not disclose information about its users’ accounts. Therefore, to find respondents, I had to post the survey on various Facebook groups and other platforms. This explains the low number of respondents – only 19; out of them, 10 learn only Klingon, 8 learn High Valyrian and only one respondent learns both languages. As far as country of origin and gender is concerned, 8 respondents are from the USA, 2 – from the Netherlands, 1 – from the UK, 1 – from South Africa, 1 – from Sweden, 1 – from

Denmark, 1 – from the Czech Republic, 1 – from Slovenia, 1 – from Germany⁵, 1 – from Australia, and 1 respondent has not indicated his/her country or origin; 7 respondents are male, 9 – female, and 3 – prefer not to say.

Question 4 asks the respondents if they are learning High Valyrian or/and Klingon only with Duolingo, or with Duolingo and another tool. The responses are:

- only with Duolingo – 4;
- with Duolingo and another tool – 15;

Question 5 asks the respondents why they are learning the particular language.

There are two

options to choose from and an “other” option to complete on their own. The responses are as follows:

- I like the movie characters who speak it and I want to be able to speak like them – 3;
- I want to be able to communicate in this language with other learners – 7;
- Other –
 - Linguistics and conlanging are interesting and HV is an extremely well made conlang - learning it is both fun and teaches me about linguistics in a way easier than learning a full “natural language.”
 - the first two answers but also because I want to say mean things without feeling bad or having confrontation
 - High Valyrian is fun because it’s reminiscent of Latin (plus I was watching Game of Thrones)
 - I like knowing things most people don't
 - I am a huge Star Trek fan and my doctors encouraged me to exercise the linguistic centers of my brain
 - I have been fascinated with the Klingon language for 30 years
 - It is a way how to relax
 - Both
 - I like the world-building aspect

Below, I will provide a summary of the responses to the next few questions, as they do not contribute as much to proving the research hypothesis. 2 respondents indicated that Klingon is more difficult than High Valyrian; only 3 respondents have completed the whole Klingon course and only 2 – the whole High Valyrian course on Duolingo; 8 respondents have indicated that they use Duolingo to learn only Klingon

⁵ This person has answered: the USA/Germany.

or/and High Valyrian, whereas 11 respondents have indicated that they use Duolingo to learn Klingon or/and High Valyrian and at least one other language.

Questions 10 – 12 ask the respondents to rate the Duolingo Klingon and High Valyrian courses. Their responses are as follows (see figures 2 – 4):

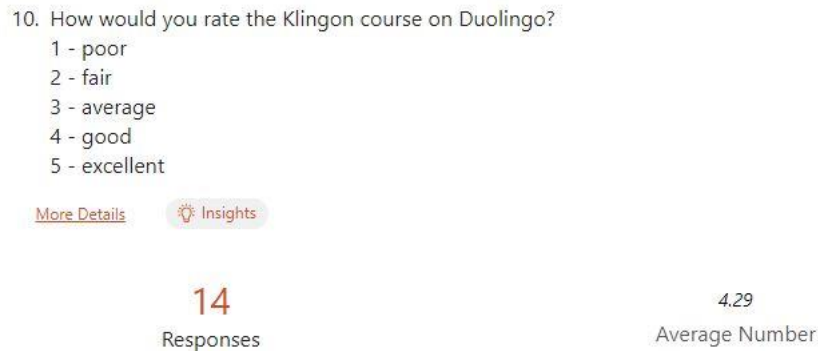


Figure 2. Responses to question 10.

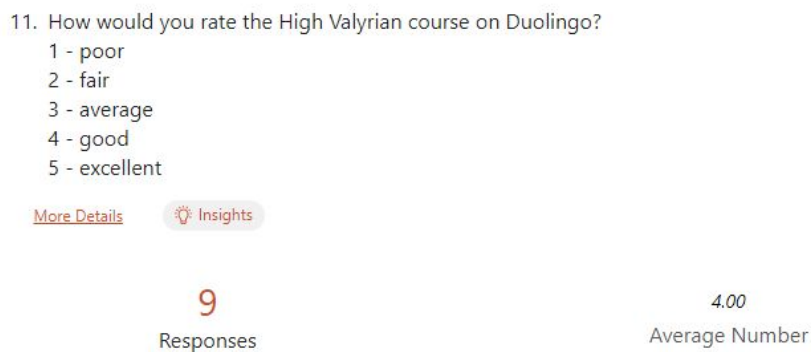


Figure 3. Responses to question 11.

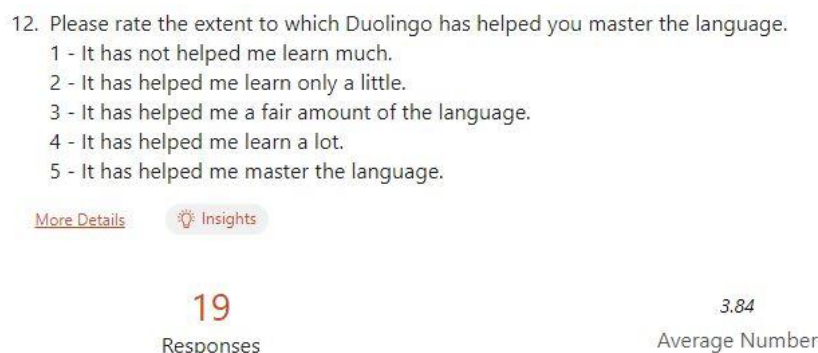


Figure 4. Responses to question 12.

As the responses to questions 10 and 11 show, the average rating of both the Klingon and High Valyrian courses on Duolingo is respectively 4.29 and 4 out of 5. This means that the learners are not 100% satisfied with the courses and there is room for improvement. This claim is further supported by the responses to question 12, where again on a 5-grade scale the users have given a mark of 3.84, which means they do not think they have mastered the language with Duolingo. The responses to these three questions confirm the second half of the research hypothesis that Duolingo leads to efficiency, but not to proficiency when learning rare languages with it. Nevertheless, the responses to questions 13 and 14 make it clear that the respondents acknowledge Duolingo as a resource without which learning High Valyrian or/and Klingon would not be possible, or at least they would not attempt to do it.

- Question 13. Which of these applies to you?

- Before I started learning Klingon or/and High Valyrian with Duolingo I had already been learning the language/s using other tools/sources. – 8 responses

- I started learning the language because I found out that it was available on Duolingo. – 11 responses

- other – 0 responses.

- Question 14. Which of these applies to you?

- If it hadn't been for Duolingo, I wouldn't have been able to learn Klingon or/and High Valyrian. – 11 responses

- I frequently communicate with other people who have knowledge of Klingon or/and High Valyrian. – 7 responses

- Klingon or/and High Valyrian are more than just languages. They are a way of life, a passion, something that makes a difference. – 8 responses.

I will not discuss the responses to question 15, which asks the respondents to make comments or recommendations, because few respondents have answered it and their comments do not make any significant contribution to the whole research.

CONCLUSION

This paper has presented the findings of a survey on learning High Valyrian and Klingon on one of the most popular language learning platforms – Duolingo. This survey has confirmed the hypothesis that Duolingo offers two very well-structured and insightful courses. In the case of High Valyrian, the course creator is also the creator of the language itself. Nevertheless, the end result is that Duolingo leads to efficiency, but not to proficiency. Furthermore, with such rare languages, which are not used anywhere outside the communities that practice them, it is extremely difficult to

provide any form of assessment of the knowledge. In this respect, only the Klingon Language Institute is an organization which offers formal recognition and certification. Therefore, we can conclude that language learning nowadays is made much easier with applications such as Duolingo, but in the case of learning rare languages, and not only, other sources should be consulted as well.

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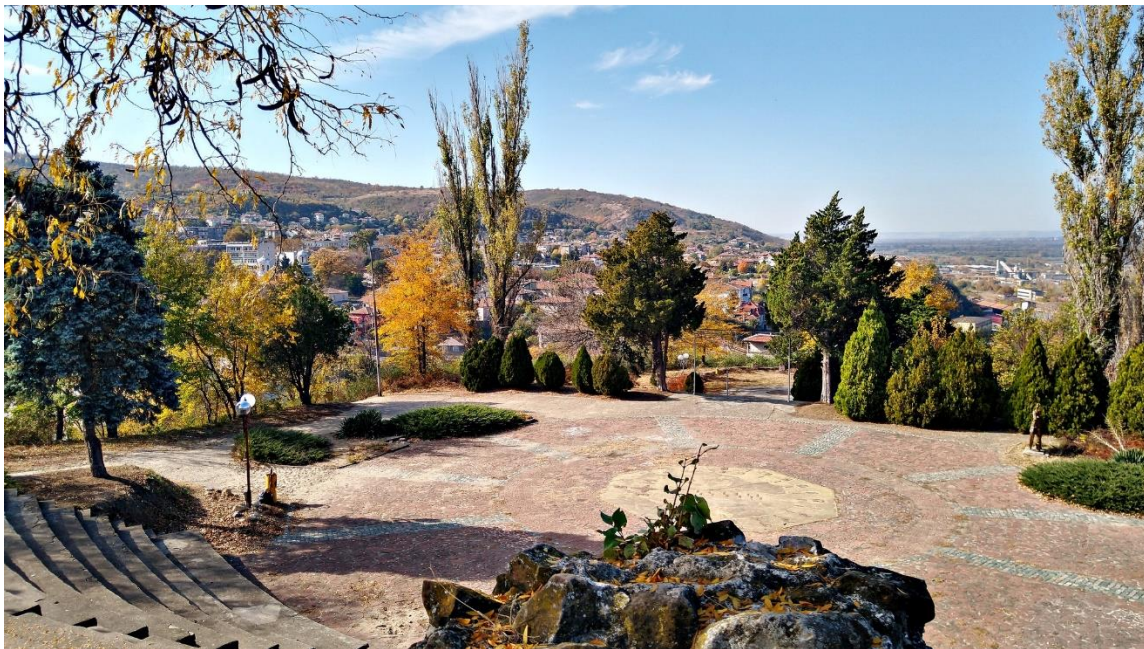
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A view from the top of the Hill Kaletu



The Museum of Aleko Konstantinov



The Monument to the Grantors of Svishtov

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