

„БИЗНЕС ЛИНГВА - АКТУАЛНИ ПРОБЛЕМИ
НА ЧУЖДООЗИКОВОТО ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО“

ТРЕТА КРЪГЛА МАСА



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И МНОГОЕЗИЧИЕТО“**

6 октомври 2023 г.,
Свищов

КРЪГЛА МАСА

**БИЗНЕС ЛИНГВА - АКТУАЛНИ
ПРОБЛЕМИ НА ЧУЖДООЕЗИКОВОТО
ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО**

Свищов, 6-ти октомври 2023 г.

СБОРНИК С ДОКЛАДИ



КРЪГЛА МАСА
БИЗНЕС ЛИНГВА - АКТУАЛНИ ПРОБЛЕМИ НА
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Свищов, 6-ти октомври 2023 г.

Сборник с доклади

Издава се от катедра „Чуждоезиково обучение“ по повод на провеждането на третото издание на кръгла маса „Бизнес Лингва – актуални проблеми на чуждоезиковото обучение и многоезичието“.

Кръглата маса и публикациите към нея са финансирани по проект № НФ-4-2023 към Институт за научни изследвания към Стопанска академия „Д. А. Ценов“ – Свищов.

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

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СТОПАНСКА АКАДЕМИЯ „ДИМИТЪР А. ЦЕНОВ“ –
СВИЦОВ

ФАКУЛТЕТ „ФИНАНСИ“
КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“

КРЪГЛА МАСА

**БИЗНЕС ЛИНГВА - АКТУАЛНИ
ПРОБЛЕМИ НА ЧУЖДООЗИКОВОТО
ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО**

Свищов, 6-ти октомври 2023 г.

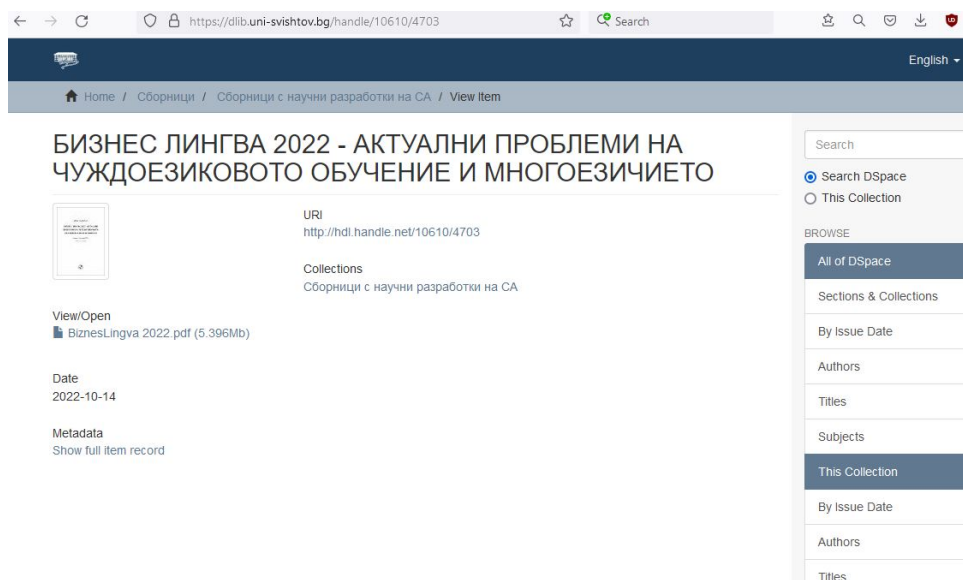
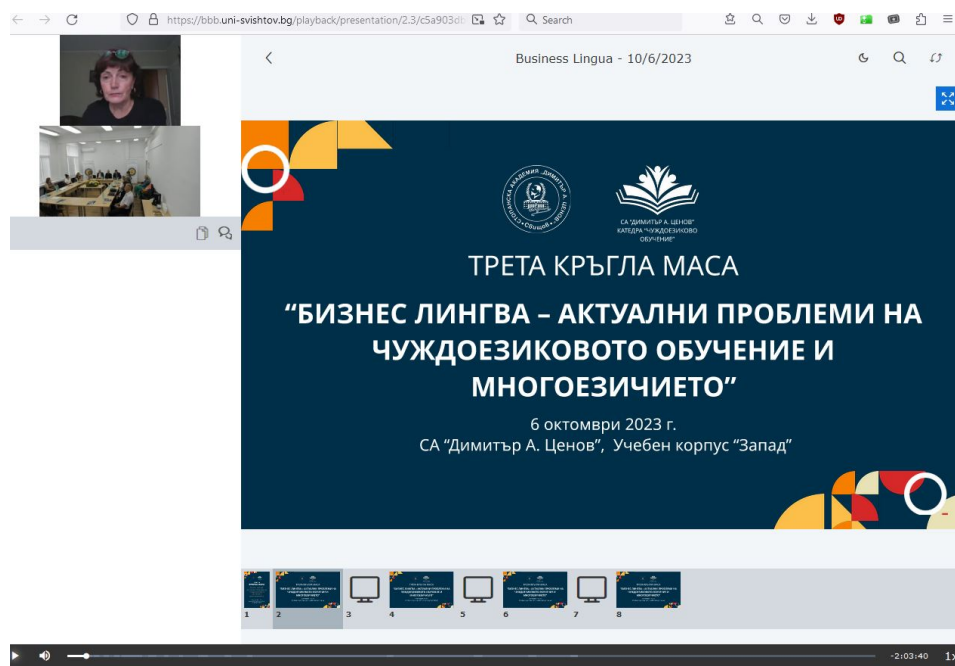
СБОРНИК С ДОКЛАДИ

*Сборникът съдържа доклади от третото издание на кръглата
маса на катедра „Чуждоезиково обучение“.*

Академично издателство „Ценов“ – Свищов
2023 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>



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 и на сайта на Електронната библиотека на СА „Д.А. Ценов“.



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2023 г.



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

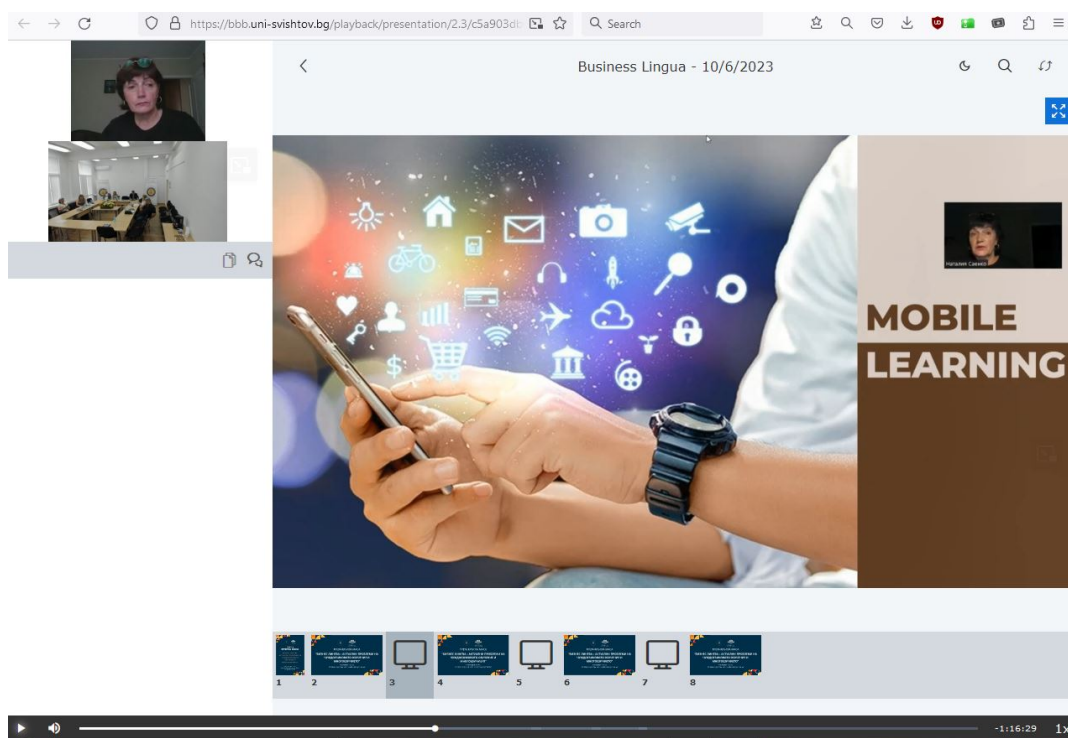
THIRD ROUND TABLE BUSINESS LINGUA – RELEVANT PROBLEMS OF FOREIGN LANGUAGE TEACHING AND MULTILINGUALISM

October 6th, 2023 – 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>





Organising Committee:

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



Moment of the opening of the Round Table

From the press report:

On the 6th of October, 2023, the Department of Foreign Language Teaching at the Dimitar A. Tsenov Academy of Economics held its annual round table "Business Lingua – Relevant Problems of Foreign Language Teaching and Multilingualism". The scientific forum was organized for the third year in a row and brought together professors from the field of higher education from the country and abroad.

Greetings and congratulatory addresses were presented by Assoc. Prof. Lyubomir Ivanov, PhD - Deputy Rector of the D.A. Tsenov Academy of Economics, Prof. Krasimir Shishmanov, PhD - Chairman of the General Assembly of the Academy and Head of the Department of Business Informatics, Prof. Andrey Zahariev, PhD - Dean of the Faculty of Finance, Prof. Atanas Atanasov, PhD - Dean of the Faculty of Business Accounting, Assoc. Prof. Ventsislav Vassilev, PhD - Head of the Department of Insurance and Social Affairs, Head Assistant Prof. Nadezhda Veselinova – the Scientific Secretary of the Department of

Strategic Planning, Assoc. Prof. Krasimira Slaveva - Chairman of the Union of Scientists in Bulgaria – Branch Svishtov.



The greetings emphasized the role of the Foreign Language Teaching Department for the development of students' foreign language communicative competence, for the introduction of innovative teaching methods, as well as the growing research activity of the teachers.

The round table was attended by the Digital Laboratory and online teachers from the host department, from the University of Economics - Varna, VTU "St. St. Cyril and Methodius", the Academy of Economic Studies, Moldova and from the National University of Ukraine in Kharkiv. Papers were discussed on topics such as: Approaches to the development of resources for informal foreign language learning; Motivational mechanisms in learning foreign languages; The cultural dimension from the perspective of modern approaches and methods in foreign language learning; Strategies for personalizing English language learning; Differentiating grammar instruction; The use of the method of mind maps to improve foreign language competence; Glocalization in foreign language textbooks; Critical thinking in foreign language learning and others.



The participants in the round table united around the thesis that foreign language teaching in higher education offers a rich palette of traditional and innovative teaching methods aimed at the successful development of communicative language competence.

The articles from the round table will be published in an electronic collection with ISSN registration at the National Library "St. St. Cyril and Methodius" and NACID, and a volume with an individual publishing number. The collection of abstracts of the articles and the program of the forum will be published as a separate publication with an ISBN.

**ВЪЗХОДЯЩА ТЕНДЕНЦИЯ В НАУЧНО-
ИЗСЛЕДОВАТЕЛСКАТА ДЕЙНОСТ
НА АКАДЕМИЧНИЯ СЪСТАВ НА КАТЕДРА
„ЧУЖДООЗИКОВО ОБУЧЕНИЕ“ ПРИ СТОПАНСКА
АКАДЕМИЯ "Д. А. ЦЕНОВ" - СВИЩОВ**

Проф. д-р Андрей Захариев

Декан на факултет „Финанси“ на Стопанска академия „Д. А. Ценов“ –
Свищов

**THE UPRISING TREND IN THE RESEARCH
PERFORMANCE OF THE ACADEMIC STAFF
OF THE DEPARTMENT OF FOREIGN LANGUAGE
TEACHING AT D. A. TSENOV ACADEMY OF ECONOMICS -
SVISHTOV**

Prof. Andrey Zahariev, PhD

Dean of the Faculty of Finance at Dimitar A. Tsenov Academy of Economics -
Svishtov

Abstract: The analysis of the indicators of the research performance of the Faculty of Finance at D. A. Tsenov Academy of Economics in Svishtov and of the higher school for the academic 2022/2023 year clearly confirm the uprising trend in the research work of the Foreign Language Teaching Department as an integral and important part of these academic structures. The third round table Business Lingua – Relevant Problems of Foreign Language Teaching and Multilingualism is a convincing evidence of this trend. It has established itself as a platform for sharing the achievements of the academic staff of the Department of Foreign Language Teaching and its partners. We should also pay special attention to the ongoing publication activity in the bibliographic databases Scopus and Web of Science, where the list of the pioneering publishing endeavours was extended with new titles.

Key words: bibliographic databases, research performance

В навлизането в осмото десетилетие от своето развитие катедра „Чуждоезиково обучение“ при факултет „Финанси“ на СА „Д. А. Ценов“ продължава да демонстрира достижения и резултати, които са повод за позитивна

оценка и адмирации. Те 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 пионерните публикации, индексирани в наукометричните бази данни **Scopus** и **Web of Science**:

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>

Zahariev, A., Ivanova, P., Zaharieva, G., Slaveva, K., Mihaylova, M., Todorova, T. (2023). Interplay between CSR and the Digitalisation of Bulgarian Financial Enterprises: HRM Approach and Pandemic Evidence. *Journal of Risk and Financial Management*. Vol. 16, Issue, 9, pp. 385. <https://doi.org/10.3390/jrfm16090385>

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

- 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, 2022 и 2023 год.
- 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-KA203-079025 „Adaptation of strategies for corporate social responsibility to address the implications of the Industry 4.0“ по програма Еразъм+.
- Проект № 2022-1-BG01-KA220-NED-000085464 „Trifold approach to circular economy: perspectives of academia, business and wider society“ по програма Еразъм+ (Ангелов & Михайлова, 2023).

- 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+“.
- 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 Vlable Business innovation through ECVET compliant digital Entrepreneurial Skills training“ ECO-VIBES.
- Проект НФ4-2023 „Кръгла маса "БИЗНЕС ЛИНГВА” с частично финансиране на научни форуми с присъщата за висшето училище субсидия за научна дейност.

В рамките на факултета и висшето училище наукометрията на катедрата показва нарастващ тренд при създаването на научна продукция и учебно съдържание (Вж. Таблица 1). Представени на един преподавател показателите за научна продукция на катедра „Чуждоезиково обучение“ в периода 2019-2022 г. са с изцяло позитивен тренд (Вж. Таблица 2).

Таблица 1

Справка за периода 2022/2023 уч. г. в Общ брой стандартни страници	Общо	в моно- графии	в студии	в статии	в доклади	в учебници	в уч. помагала
ЗА АКАДЕМИЯТА	60 075,98	4 059,20	2 054,10	2 713,76	2 399,52	42 401,66	6 397,60
ФАКУЛТЕТ "ФИНАНСИ"	9 100,20	238,80	353,75	390,81	197,80	5 626,80	2 277,30
КАТЕДРА "ФИНАНСИ И КРЕДИТ"	3 003,80	34,80	209,15	162,98	48,80	2 541,60	0,00
КАТЕДРА "ЗАСТРАХОВАНЕ И СОЦИАЛНО ДЕЛО"	2 153,00	0,00	67,64	132,96	67,00	1 885,40	0,00
КАТЕДРА "ОБЩА ТЕОРИЯ НА ИКОНОМИКАТА"	929,38	204,00	42,88	42,03	37,00	602,80	0,00
КАТЕДРА "ЧУЖДООЗИКОВО ОБУЧЕНИЕ"	3 014,02	0,00	34,08	52,84	45,00	597,00	2 277,30
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“	130 774,04	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>

Изложените наукометрични данни и библиографски записи ясно показват, че при старта на своето осмо десетилети катедра „Чуждоезиково обучение“ надгражда постигнатите резултати и е флагман в интернационализацията на висшето училище. Ръководният екип на катедрата с ръководител ст. преп. д-р Виктор Монеv и научен секретар ст. преп. д-р Маргарита Михайлова осигуряват устойчивост на проекта кръгли маси и научната поредица „Бизнес лингва“, подпомогнати от целия академичен състав на звеното. Изградените от катедрата образователни стандарти в областта на дистанционното обучение (Zahariev, Mihaylova, Monev, & Dikov, 2021) днес намират свое поредно потвърждение в условията на следепидемично възстановяване на социално-икономическите системи (Zahariev, Ivanova, Angelov, & Zaharieva, 2021).

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APPROACHES TO THE DEVELOPMENT OF RESOURCES FOR FOREIGN LANGUAGE SELF-DIRECTED LEARNING

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Abstract: The university graduate's linguistic competence requires constant updating when the period of formal education is over, otherwise there is a threat of its complete loss. This problem causes an active search for pedagogical technologies that would ensure the continuity of foreign language education through the development of self-learning skills. Self-directed learning is considered as an educational process in which learners take responsibility for their own studies, setting their goals, developing their own program and evaluating the results of their activities. In the paper the features of self-learning of a foreign language are defined, the strategies of learning foreign languages by polyglots are described. Modern opportunities for learning languages due to easily accessible resources based on the information technologies are highlighted. The role of the teacher as an assistant in the selection of resources and the development of an individual self-learning trajectory is emphasized. The experience of creating the author's own resources for the English language self-directed learning via audiovisual translation is described. Some advantages of adaptive learning of foreign languages are revealed. The relationship between adaptive technologies and mobile learning, that provides an opportunity to learn a foreign language outside the classroom is emphasized.

Key words: self-learning, foreign language, university graduates, audiovisual translation, mobile learning.

When students complete a foreign language (FL) course at university, the most ambitious and motivated of them often ask the teacher what they should do next in terms of learning a foreign language, because they realize how little they know despite many years of studying the FL in school and university, and do not really understand how not to lose what they know and how to continue learning the language on their own. Teachers, as a rule, advise them to read literature in a foreign language, listen to songs, watch movies, send students to the boundless "ocean" of the Internet, but rarely anyone gives clearly structured advice, grounded both theoretically and practically.

According to Nikulicheva (2013), in addition to the necessary foreign language teaching methodology course, future foreign language teachers should be taught another methodology course, namely foreign language learning

methodology. After all, if everything depended only on teaching methods, the students of the same teacher would achieve similar results. But this is not the case, because learning a foreign language is, first of all, a purposeful activity of the learners themselves (Nikulicheva, 2013). This can be confirmed by the well-known aphorism "Languages are not taught, they are learnt."

It is known that competences in a foreign language require constant updating after the period of formal education is over, otherwise there is a threat of their complete loss. This state of affairs determines the widespread active search for innovative pedagogical technologies that would ensure the continuity of language training of university graduates.

Today, there is an urgent need to develop the students' skills of self-learning (self-study, self-directed learning), so that they keep up with the times both in the field of professional activity and in the field of foreign languages, in order to maintain competences that can be lost if they are not nourished on a regular basis.

In a broad sense, self-learning is considered as an extensive learning process in which the learners organize their own learning, namely: set learning goals; determine its content; develop and plan an individual self-study program; manage own activities, evaluate the results of these activities; carry out self-correction (Kordonova, 2012).

The foreign language self-learning involves, first of all, the individualization of learning, i.e. such a construction of the educational process, in which the learners themselves can influence their learning and development, while there should be a reconfiguration of the personality from the object of influence to the position of the subject of cognitive activities, and foreign language training should be aimed at developing the originality and uniqueness of each student, taking into account their individual qualities, revealing the possibilities of their personal and professional development (Malykhin, 2012).

Therefore, it is necessary to look for new approaches to teaching methods and techniques of self-learning and to develop resources that would maximally satisfy the needs of both students and graduates in ensuring continuous learning of foreign languages and self-education.

The aim of the article is to specify the essence of self-learning, to analyze the features of foreign language self-learning, to propose new approaches to its organization using innovative tools in the digital environment of a non-linguistic university.

There are numerous definitions of self-learning in literature. Knowles offers, perhaps, the most authoritative and comprehensive definition of self-

learning as a process in which individuals take the initiative, with or without the help of other people, in diagnosing their learning needs, formulating its goals, determining human and material resources, which can be used in learning, choosing and implementing appropriate learning strategies, as well as evaluating their results (Knowles, 1975: 18).

Doyle identified a number of important personal skills that students should possess for effective organization of self-learning: the ability to find and evaluate high-quality sources of information; identify important information in these sources and meaningfully organize it; write reports and articles; manage time; master strategies for memorizing the studied material; systematically solve problems; control their own learning (Doyle, 2008: 69).

It is known that the best way to teach and educate is doing it on specific examples. We always understand any algorithm or phenomenon much faster when we see a concrete model. In our case, the study of foreign languages can be influenced by the example of polyglots, because "polyglots are people who, in adulthood, achieve impressive results in learning many new languages precisely due to the fact that, on the basis of intuitively developed strategies, they were able to use the full potential of their own abilities and thereby optimize the language learning process. In general, many polyglots successfully succeed in FL learning without teachers" (Nikulicheva, 2013).

History knows many outstanding people who knew a large number of foreign languages. Among them, we can name the pedagogue Jan Comenius, the physicist Wilhelm Leibniz, the linguist Wilhelm von Humboldt, the orientalist Hermann Vambery, the researcher of antiquity Heinrich Schliemann, Cardinal Mezzofanti and Pope John Paul II.

It is obvious that the strategies of each of the polyglots, both of the past and present, are based on certain psychological models. The Canadian psychologists (Atkinson & Rae, 2007) were the first to study behavioural learning strategies characteristic of people who have achieved the greatest success in learning foreign languages. They were looking for answers to the following questions: which units are preferable for memorization: word, phrase, syntactic group, sentence; how confidence and speed of articulation is achieved; how much language information can be learned in one training session; what mnemonic techniques and other "memory tricks" polyglots use; what methods of organizing grammatical material they use; what their key beliefs and values are; how they maintain their motivation; how they keep languages in long-term memory in order to actively

use them in the future; how polyglots manage not to confuse one language with another, etc.

The researchers divided the process of assimilation of any language material by polyglots into four main groups, each requires special behavioural strategies and can be modelled:

- 1) input strategies (loading) of language information;
- 2) memorization strategies (saving) of received information;
- 3) strategies for organizing access (retrieval) to already learned information, that is, various techniques for accessing long-term memory;
- 4) strategies for the long-term unconscious organization of each new language as a skill of the natural speaking process.

Based on the analysis of the polyglots' experience (Nikulicheva, 2009; 2013), the following generalizations can be made for each of the four groups:

1) Activities at the stage of introducing new linguistic information differ depending on the predominantly visual or auditory strategies of a particular polyglot. So, for visuals, the usual way is reading texts in a foreign language, and for many it was the method of parallel texts; for audials it is usual to initially perceive new material on hearing during direct communication with native speakers. At the same time, the "scale" used by polyglots to remember what they have learned is very different (from large fragments of a text to particular phrases). It should be emphasized that in any case learning phrases has priority over memorizing isolated words. Polyglots pay priority attention to working out models of dialogic communication, built on learning typical structures of questions and answers to them. Polyglots show a high demand for the correctness of input information. They must be absolutely sure that they have correctly understood the meaning of each word they memorize, how it is pronounced and how it is written. Confidence in articulation is achieved due to mandatory pronunciation out loud with simultaneous repetition of the melodic pattern of the phrase. Speed is trained by consciously accelerating the utterance of a phrase to a state of a tongue-twister with subsequent return to the normal pace of confident communication.

2) The stage of keeping new material in memory takes place in the mode of incorporating new knowledge into a wide variety of cognitive contexts. Learning speech patterns, a polyglot simultaneously systematizes grammatical patterns. Visualization of various schemes and tables is widely used, which help to store grammatical information in memory. To memorize vocabulary, thematic organization of vocabulary, inclusion in various emotionally coloured contexts,

visualization, kinesthetic "hooks for memory", as well as various mnemonic techniques are widely used. At the same time, it is fundamentally important to be aware of the most productive time frames and the amount of material learned in one session. The criterion is the preservation of the state of active attention.

3) The stage of access to previously studied material is related to the organization of revision. The periodicity of returning to previously learned information, the organization of visual materials (word lists, tables, models) that help revision, the desire to practice in the most difficult material, and a positive attitude towards one's own mistakes as a way of obtaining new language information are fundamentally important at this stage.

4) The stage of transferring what has been learned into a skill is connected with the automation of speech reactions. Regular practice of all types of speaking is important here. It is necessary to read as much as possible and use the time that is wasted for, e.g., trips in transport, walks, waiting for an appointment, etc., to study the language.

Polyglots are also united by common personal characteristics, the main of which are the following: activity in the process of language learning; purposefulness and discipline, that is, the ability to set goals and persistence in achieving them; the ability to enter the resource state at the beginning of each language learning session; the ability to create and consistently apply one's own language learning strategies, based on the use of one's strongest abilities (for some, this is an excellent memory, the ability to visualize, for some – the ability to imitate sounds, for some – the ability to think logically, generalize and compare); industry; the ability to maintain a state of active creative interest in the learning process. Polyglot Kurinskyi writes that the state of actualized interest is the basis of autodidacticism, and all polyglots are autodidacts, that is, people who independently acquire education outside the walls of any educational institution, without the help of a teacher (Kurinskyi, 1994).

Today, the Internet creates unprecedented opportunities for independent access to various audio and video materials for language learning. It is necessary to teach students not only to use these new communication and information resources themselves, but also to learn how to optimally use the resources of their own personality. And the experience of polyglots can teach a lot in this regard.

Thanks to information technologies, FL learners nowadays are provided with a large number of easily accessible resources, for example, TED, MIT OpenCourseWare, Open Textbooks, etc., and learning, according to Bonk (2010), is becoming more informal and independent. Students can make decisions about

the content of learning materials, time, place, methods and techniques of education.

As Moradi notes (Moradi, 2015: 112], technology can restructure and transform traditional curricula and teaching methods, especially the relationship between learning materials and the way they are presented. Fortunately, a large number of educational resources are free, and learners can easily access them anytime and anywhere at their own discretion, while the teacher's task is to teach them to evaluate the quality of these resources and the effect of their use.

In addition, learners today can easily participate in virtual schools or universities, sign up for open online language courses, access free study materials and resources, improve their knowledge and skills by participating in online academic communities and social networks, master language in a group with other language learners around the world. Thus, modern educational technologies and online learning resources have significant potential in supporting autonomous and self-directed learning.

In modern scientific and pedagogical literature, three types of education are distinguished – formal, non-formal and informal, each affects the process of self-learning organization in its own way. At one time, the Bologna process established the use of the terms "lifelong learning" and "lifewide learning". "Lifelong learning" declares the need to renew self-education at each stage of life, defining a vertical educational projection. "Lifewide learning ", according to "A Memorandum on Lifelong Learning" (2000), provides for three horizontal educational types: formal, non-formal and informal.

Formal education is regulated by the programs of educational institutions of different levels, non-formal education covers various alternative resources to the system of formal education, which are planned by specialized organizations. Informal education is the least structured and is organized by learners themselves with the help of audio and video materials, books, magazines, various Internet resources, etc.

Mastering a foreign language is a long process, which for Ukrainian students usually begins at school and lasts, at best, one or two years in university. From the first lessons, the teacher must find ways to correlate formal and informal FL learning, gradually develop the ability of students to independently process materials in FL in the absence of a teacher, prepare them for autonomous learning of a FL after completing an academic course at an educational institution.

To do this, it is necessary to familiarize learners with effective strategies for self-directed language learning and its algorithms taking into account their own

psychological features, motivate them with the variability, personal significance and practicability of language resources, teach the basics of time management, and thus ensure full didactic autonomy and a gradual transition to informal education and the formation of self-learning skills, which university graduates will have to use throughout their lives if they do not want to lose the competencies acquired in university and develop further.

We offer students of Kharkiv National Automobile and Highway University a number of courses designed for self-learning of the English language both as part of formal and informal training via audio-visual translation.

Audiovisual translation (AVP) is a modern direction in linguistic didactics that is rapidly developing as digital technologies are improving, providing a significant contribution to the study of foreign languages and cultures, and is defined as the transmission of verbal language by audiovisual means.

In recent years, a special translanguaging approach to teaching communication in a foreign language has been formed in the FL methodology. As Chen points out, the focus of this approach, on the one hand, is the discursive practices of bi- and polylinguals, on the other hand, this approach is aimed at forming the skills of correct communication in all languages that a person knows, at developing the skills of fast, fluent and effective switching from one language code to another (Chen, 2017).

Using the main provisions of AVT, we adapted this technology for our purposes, using parallel translation of lexical items and texts, voiced them and placed them on the YouTube platform. In pauses made by the speaker, students have the opportunity to repeat new words and phrases, which leads to an improvement of their language skills and immediate feedback as they then hear the correct variant pronounced by the speaker. The text on the screen, which is perceived by the student visually, is used as a support, not an obstacle. This is called peripheral perception: students focus on sounds but can also see printed information.

The dual presence of lexical items, presented both visually and as sounds, helps learners who can return to the same information repeatedly, refresh and consolidate it, while parallel translation gives them a complete understanding of the utterance in the shortest possible time. Manipulating the language chunks as many times as necessary, the students firmly learn and automate them, while in the classroom the material is practiced and consolidated thanks to creative or problematic tasks.

Every student has his/her own preferences regarding the comfortable organization of the process of their own education. Someone can "catch everything on the fly", others need more time and effort to understand and memorize the topic. Creating conditions that take into account the individual characteristics of each student is possible in the frames of the so-called adaptive learning (Vilkova, & Lebedev, 2020).

In general, adaptive learning is a method developed to ensure personalized learning, creating an effective individual learning trajectory with the involvement of each student in the learning process (Dobritsa, & Goriushkin, 2019).

The basis of adaptive learning is a personalized approach to students: they are offered to study the material according to their abilities, needs, age and knowledge (Hsu et al., 2010).

The main idea of the theory of adaptive e-learning is the personalization of learning, which consists in the fact that the learning process is adapted and individualized to the personal characteristics of each student. In higher education, the purpose of adaptive technologies is to teach students the techniques of independent work, self-control, research activities, independent acquisition of knowledge with the help of advanced technologies, as well as maximum adaptation of the material being studied and the entire educational process to the individual characteristics of those who study.

Currently, adaptive technologies are widely used in mobile learning, which is an educational system that gives students the opportunity to learn a FL language outside the classroom and promotes their active participation in their own learning process.

Mobile learning is considered a new stage of e-learning, which makes it possible to learn more effectively. Its features include the ease of using mobile devices anywhere and anytime, their moderate price for students and the ability to communicate via the Internet or mobile networks, which contributes to the development of new educational methods and systems (Bourekache, & Kazar, 2020). Many applications designed for learning FL already exist and continue to be developed.

Applicants who have access to the Internet through mobile technology can use online resources even in disadvantaged and remote areas of the world. Moradi notes that the independence of M-learning, its user-friendliness, and universal availability encourage many learners to use them to learn languages (Moradi, 2017).

In the frames of the formal education the described approach fits the concept of the «flipped classroom». The idea of this concept is that the main stages of teaching and learning, such as classroom activities and homework, change places. That is, the material of the course is studied by students on their own by listening to and watching videos placed on the Internet, while in the classroom students perform practical tasks and discuss problematic issues. As a result, when students attend in-person classes, they already have some basic knowledge of the material that will be discussed in the classroom. It makes the interaction more effective and fruitful as students feel more confident asking questions and discussing the issues with the teacher and peers.

The approach allows students who need more time to understand certain concepts not to fall behind the class. Due to video lectures available online at any time, students who have to miss classes for various reasons, can catch up quickly.

So, in the flipped classroom, students have opportunities to control their own learning. They can study at their own pace due to availability and accessibility of all necessary resources in the e-learning environment. Moreover, students can choose when and where to study within the time limit allocated for this or that task, they can review the material any time they need it or get online assistance from the teacher or peers due to chats and forums.

In conclusion, it should be noted that FL self-learning is initiated by learners, carried out by them according to their own educational plans based on independently selected content; implemented by methods and techniques that are most appropriate for their personal abilities; and as a result, involves the application of independently acquired language knowledge and skills in further communicative activities, including professional ones. A factor in the effectiveness of foreign language self-learning is the systematic independent work of learners, as well as a high level of learning motivation.

From the point of view of students' cognitive activity, self-learning can be considered the highest level of educational activity, and achieving this level is one of the main indicators of successful self-development.

Nowadays, there is a wide variety of online materials for self-study, but the search for the most rational and effective forms and methods of self-directed study continues.

Audiovisual translation seems to have a great potential in FL self-learning, as it offers a variety of convenient and affordable digital resources for language learning.

We consider the approach to teaching foreign languages via AVT as a promising field of research, as digital technologies and the Internet increase the accessibility of audiovisual products and contribute to the active use of audiovisual software for leisure, work and education.

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Room Recordings

NAME	THUMBNAILS	LENGTH	USERS	VISIBILITY	FORMATS
Business Lingua 2023 Recorded on Oct 06, 2023 9:01am		2 h 7 min	4	Public	Presentation
Business Lingua 2022 Recorded on Oct 14, 2022 8:56am		2 h 20 min	7	Public	Presentation
Business Lingua 2021 Recorded on Oct 15, 2021 8:51am		3 h 8 min	10	Public	Presentation

« Prev 1 Next »

The e-paper is available on the site of the Digital Library of D.A. Tsenov Academy of Economics: <https://dlib.uni-svishtov.bg/>

The screenshot shows the homepage of the Digital Library. At the top, there is a dark blue navigation bar with the text 'English' and a 'Login' link. Below this is a light blue bar with a 'Home' icon and text. The main content area features the title 'D.A. Tsenov Academy of Economics - Digital Library' and a descriptive paragraph: 'The digital library of D.A. Tsenov Academy of Economics is an electronic repository which contains scientific works submitted to the various journals of the academy. The repository also contains Master and PhD theses, papers from scientific conferences and monographic works, authored by the academic staff.' Below this is a section titled 'Sections of the archive' with a sub-header 'Select a section to browse its collections.' and a list of categories: 'Дипломни работи', 'Дисертации и хабилитации', 'Доклади', 'Други', 'Монографии', and 'Сборници'. On the right side, there is a search bar and a 'BROWSE' menu with options: 'All of DSpace', 'Sections & Collections', 'By Issue Date', 'Authors', 'Titles', and 'Subjects'. Below the browse menu is a 'MY ACCOUNT' section with 'Login' and 'Register' links, and a 'DISCOVER' section at the bottom.

FORMATION OF MOTIVATION MECHANISMS TO ENCOURAGE STUDENTS OF EUROPEAN COUNTRIES TO LEARN FOREIGN LANGUAGES

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Abstract: The article notes that the problem of formation of motivational mechanisms to encourage students to learn foreign languages in the European Union countries is an urgent and social need of the societies of European countries and plays a special role in the context of globalization. Modern European countries are a common home for many nations and nationalities with a significant cultural heritage, traditions, their own peculiarities in ways of life, mentality, customs, rituals, economic achievements, familiarization with which is possible only under the condition of mastering foreign languages. It is noted that the effectiveness of learning foreign languages depends on needs and creative satisfaction. It has been proven that the success of learning foreign languages depends on the strength of motivation associated with the growth and improvement of students' knowledge of foreign languages. The role of the teacher in the formation of motivational mechanisms to encourage students to learn foreign languages is highlighted. The need to solve the research problem is reinforced by the fact that motivational mechanisms of encouragement form students' self-education, self-upbringing, and reflection. The analysis of scientific works made it possible to trace the opinion of scientists about the need to form students with a high motivation for learning foreign languages. Scientists note that students' encouragement must be carried out by many methods in a combination of internal and external motivational mechanisms: take into account their experience, worldview, their hobbies and creative thoughts.

Today, the societies of European countries consider motivational mechanisms as a factor that contributes to the effectiveness of various methods and approaches to learning foreign languages, therefore there is a need to systematize and consider comparative studies, to update the generalization of the accumulated both domestic and European experience.

Key words: encouragement, motivational mechanisms, foreign languages, teachers, students, European countries

Students' awareness of universal human values, the formation of their ideas about moral and ethical norms and traditions of other countries contributes to the

learning of foreign languages, which plays an important role in their worldview. Therefore, the problem of formation of motivational mechanisms to encourage the learning of foreign languages is one of the most relevant in the scientific and pedagogical theory and practice of European higher education.

Today, modern European countries are a common home for many nations and nationalities with a significant cultural heritage, traditions, their own peculiarities in ways of life, mentality, customs, rituals, economic achievements, familiarization with which is possible only under the condition of mastering foreign languages. Knowledge of foreign languages is a very important advantage – both in terms of career growth and in terms of personal development. Therefore, there was a need for thorough knowledge of foreign languages and teaching and learning processes, as well as knowledge of the socio-linguistic aspects of the languages of the countries being studied.

In the globalized world, the role of foreign languages, in particular, English, has increased. In many European countries, knowledge of two or three languages – English, German and French – has long been a requirement for admission to university. In these countries, English has become a compulsory subject even in primary school, thus English has become a second language for many young people (**Debych, 2019:31**).

As V. Hamaniuk notes, linguistic and territorial boundaries in modern Europe do not coincide. Several languages can coexist in one place at the same time. Foreign language training of specialists of any profile in modern Europe is directly related to the leading principles of the language policy of the European Union, concentrated around: basic life competencies of the individual; needs and challenges caused by the globalization of the modern world, including in terms of language; provisions of the Bologna Declaration on building of a single European educational space (**Hamaniuk, 2012**).

For M. Halliday, language and society are inseparable concepts "None of the named elements can exist without each other: a social personality cannot exist without a language, just like a language without a social personality." And R. Legrand-Gelber noted: that in order to adapt the personality to different conditions of language communication, it is necessary to master a large number of language styles.

Foreign language training in the countries of the European Union is marked by the fulfillment of a number of tasks declared in the documents of the European Commission, among which the leading place belongs to: introduction of multilingualism, based on numerous language courses and programs and

academic exchanges and study abroad; development and implementation of the latest forms of organization of foreign language training of students and their education; promotion of multilingualism and the need for foreign language training among all subjects of the educational process, not only in higher education – representatives of the academic community, heads of general educational institutions, as well as students and their parents.

Educational standards adopted in European countries contribute to the learning of foreign languages by students, regardless of their future profession. Since 2001, the requirements of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment recognize six levels of language proficiency: Breakthrough or A1, Waystage or A2, Threshold or B1, Vantage or B2, Effective Operational Proficiency or C1 and Mastery or C2. The Framework state that this system is based not on the linguistic, but on the student's sociolinguistic competence (**Nikolayeva, 2003:62**).

Qualification characteristics of a graduate of a higher education institution include requirements for knowledge of foreign languages at the level of the B2 certificate. This statement of the question about the place and role of a foreign language in the professional training of European specialists mobilizes students to learn the language, and the management of educational institutions – to effective administration and financial support of the process of foreign language training of students. For example, level B1 is characterized as follows: a student can advise himself in a situation of traveling abroad or in a region where this foreign language is spoken; without prior preparation will be able to join a conversation on familiar topics from everyday life (for example, family, interest, work, travel, events); can understand the main idea presented in an intelligible, clear conversation or speech on familiar topics related to home, university, leisure, etc.; will be able to understand the content of TV or radio broadcasts in a foreign language on professional topics or topics from life that interest students.

Motivation is one of the most effective conditions for any activity and a necessary prerequisite for successful learning foreign language. Productive learning owes to the content of the education, improved methods and tools, but depends significantly on the level of motivation. Motivation conditions can be divided into external (highly paid work, prestige of the profession, encouragement of parents and friends, travel prospects, etc.) and internal (ambition of students, desire to be a leader in education and language learning). Motivation involves two stages of its formation: an encouraging stage (grades, praise of the teacher, positive feedback from parents and friends), a stage of formation of sustainable

motivation (success in mastering a foreign language). The methods of formation of sustainable motivation can be divided into two groups: the first group includes psychological techniques and methods (individual approach, friendly climate in the team), the second – methodological and pedagogical methods, general didactic and pedagogical methods (strength of tasks and material being studied, strengthening exercises and tasks) (**Paziura, 2016**).

There is an internal motivation, which depends on the internal environment – the teacher, the study group, the environment, and external motivation, which is determined by the importance of information about the country whose language is being studied, its culture and history, and the awareness of the importance of the language for the realization of needs. Motives are stable manifestations of personality. However, motivation is not only a set of motivational mechanisms, but actual motivation is also formed by situational factors.

It is noted that in the hierarchy of needs, teachers of foreign languages should rely on the motivation of students to belong to a certain language group, as well as the need for self-realization. The result of the implementation of this need, according to its analysis, is a number of abilities and skills necessary for students learning a foreign language: acquisition of foreign language writing skills; replenishment of vocabulary; acquiring the ability to read foreign language texts of the specialty; formation of skills of listening of foreign language texts in the professional field; development of the ability to communicate in foreign languages within the framework of professional interests and orientations; formation of grammatical skills. In addition, the motivation for foreign language training of students can also be the need to achieve success or avoid failure. Satisfaction from the achievement of high foreign language competence, the realization of professional goals related to foreign language training are mandatory components of motivation for foreign language training in a higher education institution. Instead, the need to avoid failure can cause reverse processes: fear of failure in learning a foreign language, lack of confidence in the efficiency and effectiveness of efforts spent in foreign language training, discrepancy between self-assessment and the teacher's assessment of the level of foreign language preparation, etc. (**Atkinson, 1974**).

At the same time, it is worth noting that the andragogic factor affects the level of formation of foreign language competence of students, because adults learn a foreign language in a completely different way than children in the system of preschool or even general secondary education – both in content, methods, and means of learning. The andragogical essence of foreign language training of

students in European countries is that the student perceives not only the main goal of learning a foreign language (formation of foreign language competence), but also the personality of the teacher, own level of motivation for learning a foreign language, the level of modern information and pedagogical technologies used in the learning process etc.

The Bologna process set in motion the internationalization and mobility of students of all higher education institutions; every university in Europe now accepts international students. This implies appropriate requirements for teachers of higher education institutions – and not only those who teach a foreign language directly, but also teachers of specialized disciplines, for whom knowledge of a foreign language is now becoming a familiar qualification requirement. Teachers actively use the work of their colleagues in the methodology and technology of distance, electronic, mixed, "inverted" teaching of foreign languages (**Sharma & Barrett, 2001**).

The integration of various projects into the process of learning foreign languages contributes to greater motivation and independence of students. This is an activity that allows you to show your individuality and the ability to take responsibility for learning. Students' awareness that the project they are working on will have a practical application (presentation, seminar, newspaper, etc.) also helps to increase responsibility. The highest degree of students' interest is determined during the project, as well as during the demonstration of results and sharing experience, which means good motivation, which led to effective learning of the material (**Efendiieva, 2017**).

A number of factors influence a person's motivation, such as: his individual psychophysiological state, which is formed as a result of a combination of his needs, interests and hopes; level of aspirations; attitudes towards achieving success or avoiding failure; assessment of capabilities; the influence of socio-economic circumstances and other factors of the external environment, including situational factors, etc. Factors that influence employee motivation are interconnected and can influence each other. Quite often, these factors are called motivators. It should be noted that sometimes a certain technique or method of motivation is called a motivator: encouragement, punishment, coercion (**Lomonosov, 2012:333**).

One of the most powerful and effective means of stimulating an individual to creative and active work is encouragement. The incentive system plays an important role in motivational activities and ensures the aspiration of not only higher school teachers to professional self-development, self-improvement, but

also students to perfect learning foreign languages. The legislation of the European Union countries gives economic entities and organizations complete freedom in choosing means of stimulation and the procedure for their application.

It is believed that motivation moves students towards their goals, and the attitude towards learning foreign languages forms the perception of curricula, programs, projects, and the teaching process. The values of these factors help foreign language teachers to improve their teaching effectiveness. Learning foreign languages is gaining special importance today. It is difficult to imagine an activity in which language is not used to express one's thoughts and achieve mutual understanding **(Yi Liu, 2014)**.

One of the important moments in the learning foreign languages is the creation of pedagogical conditions for the activation of educational and cognitive activities of students and the productive implementation of technologies in the process of acquiring knowledge. This means the development of variable methodological learning systems, which include the technology of providing learning motivation, the selection of content, methods, materials, techniques, organizational forms of rational combination of the teacher's presentation of the material and the student's independent learning, the preparation of differentiated, professionally oriented sets of exercises, and the determination of cognitive activity guidelines. Thus, the level of motivation of students depends on the competence of the teacher and the methods that the teacher uses during teaching, which can increase or decrease the level of motivation of students **(Kharlamenko, 2015)**.

It should be noted that interactive teaching methods contribute to the optimization of the educational process of learning foreign languages. They are designed to activate motivational mechanisms and increase the effectiveness of teaching foreign language communication. A stimulating factor for increasing motivation in learning foreign languages is, without a doubt, playing games during classes. After all, this type of activity allows students to learn to speak foreign languages, getting closer to real conditions. For some students, game situations allow them to overcome shyness and open up in communication **(Sheverun, 2015)**.

New learning technologies and innovative methods can be implemented only if students have a motivational base. The motivational base is formed by training methods. Therefore, to teach students foreign languages, teachers use a combination of teaching methods that combine into groups: traditional teaching methods (grammar-translation, communicative, audio-lingual); innovative

("discovery" method, question and answer method "academy of sciences", dual, remote methods); author's methods of scientists from different countries **(Telychko & Babita, 2017)**.

Today, multimedia, interactive and integrated technologies are the most effective for increasing student motivation in classes. The study and practical application of innovative methodological approaches provide an opportunity for teachers to introduce and improve new work methods, increase the effectiveness of the language teaching process and the level of students' knowledge. The implementation of innovative technologies significantly improves the quality of presentation of educational material and the efficiency of its assimilation by students, enriches the content of the educational process, increases motivation for learning foreign languages, and creates conditions for closer cooperation between teachers and students **(Huryna, 2014)**.

Motivational mechanisms of encouragement are one of the conditions for the effectiveness of learning foreign language by students. Domestic and foreign researchers: B. Barrett, V. Woodhall, P. Grohn, B. Joyce, J. Dewey, M. Evans, M. Erant, C. Clarke, A. Kolot, T. Korshuk, D. Coste, H. Kostiuk, R. Kuharchyk, O. Liutko, D. McClelland, A. Maslow, S. Nikolaieva, B. Norse, S. Perky, K. Person, L. Pukhovska, A. Ross, J. Trim, S. Freud, A. Harbig, J. Harmer, H. Heckhausen, P. Sharm, N. Sheverun, T. Shalz, A. Schopenhauer, M. Yurevych, M. Yurkovska, I. Yanovska, and others came to the conclusion that any individual activity is polymotivated, that is, it is determined and supported by various motivational mechanisms, and the hierarchy of these motives is formed during its development. Some researchers believe that students during higher education should study two foreign languages, which would be assessed at the border of B2 (first foreign language) and A2 (second foreign language). The formulation of the question of learning foreign languages, the scope of foreign languages classes, the content of foreign language training largely depend on the language policy of the university within the framework of university autonomy, approved by educational documents. Scientists indicate that a person learning languages should expand his functional capabilities to develop the ability to correctly control and use different varieties of languages that are used in a certain society, that all this contributes to the emergence of new theoretical and methodological foundations of the communicative approach in teaching language, as well as new criteria for learning foreign languages, determining directions for evaluation and further development of methods for evaluating the effectiveness of using foreign language. A foreign language is closely related to all spheres of life

of society: economy, politics, art, education, etc. and reflects the mentality and culture of the reflected country. Today, a new type of interethnic, intercultural educational interaction is being established in European society, that is, the internationalization of higher education, which influences its development. Such a human living environment is becoming an integral feature of the European Union countries.

At the present stage of the development of societies, motivation is based on the knowledge and mechanisms of psychology. Substantive theories of motivation were the first to focus on the psychological characteristics of human activity. The most common substantive theories of motivation are the theories of A. Maslow (Theory of Hierarchy of Needs), D. McClelland (Theory of Acquired Needs), and others. where the main attention is focused on the analysis of the needs of the individual and their impact on the motivation of work.

A. Maslow was one of the first researchers who emphasized the complex world of needs and their influence on work motivation. The theory of the hierarchy of needs has had a significant impact on scientific thought in the field of motivation. A. Maslow's theory is based on the following basic propositions and ideas: a person constantly feels certain needs that can be grouped into separate groups; groups of needs are hierarchically placed in relation to each other; needs, if they are not satisfied, motivate a person to act, and satisfied needs no longer have a motivating effect; if one need is satisfied, another unsatisfied need takes its place; a person has several different interacting needs at the same time; the process of satisfying needs takes place from the bottom up, that is, the needs that are closer to the base of the "pyramid" require priority satisfaction; human behavior is determined by the lowest unsatisfied need of the hierarchical structure; higher-level needs begin to actively influence after lower-level needs are satisfied; higher-level needs can be satisfied in more ways than lower-level needs. A. Maslow combined human needs into five main groups of "pyramids": physiological needs and safety needs – primary, innate; the needs of belonging and involvement, the needs of recognition and self-affirmation, the needs of self-expression – belong to the secondary, which are psychological in nature. This theory has made a significant contribution to the understanding of what underlies human interests and actions. A. Maslow's theory of the hierarchy of needs also has certain flaws. It does not answer questions about the nature of certain needs. The "bottleneck" of the theory, according to many scientists, is its author's commitment to the idea of a rigid hierarchy of human needs and insufficient consideration of their individual differences (Kolot, 1988:48, 51).

D. McClelland in his theory distinguishes three groups of needs: achievement (success), complicity (involvement) and dominion and prefers them as belonging to the so-called high-order needs, because he believes that the lower-order needs in modern society mostly satisfied. According to D. McClelland, if these higher needs are sufficiently developed in a person, then they can significantly influence his behavior and intensify his professional activity. These needs are considered as acquired under the influence of education, life circumstances and experience and are not mutually exclusive and do not have hierarchical subordination, but on the contrary emphasize the need to take into account the mutual influence of all needs on behavior and personality improvement (**Kolot, 1988:57**).

Aristotle argued that the highest good and happiness available to everyone is the improvement of oneself as a person. According to Aristotle, happiness means not just living (plants also live), not just feeling (animals also feel), happiness, in his opinion, consists in intelligent activity agreed with human virtues. The movement towards perfection is impossible without free choice, the mind provides an opportunity to find the "exact measure", the "golden mean" between extremes, and a person who has achieved perfection is in harmony with himself and does not know remorse.

Motivational mechanisms of encouragement are a special form of reflection of the requirements of social development. It is noted and proven that encouraging norms are a special type of norms that have: own way of influencing the will and behavior of people; specific social purpose; a special structure. In motivation, the leading role belongs not to physiological, but to psychological mechanisms, because the analysis of the situation and the construction of the action takes place consciously. A high level of motivation contributes to the successful learning foreign languages, ensures the development of skills and communication skills in foreign languages. There is a close connection between the level of motivation and success of students in learning foreign languages.

The formation of motivational mechanisms for encouraging students to learn foreign languages is based on two main motivational components – the motivation of students to know languages and the motivation of teacher's pedagogical activity. The results of foreign language training of European students are defined in: reception (listening and reading in foreign languages); interactions (both oral and written responses); production (speaking and writing in foreign languages for expressing one's own thoughts) and mediation (the ability to conduct dialogue – both oral and written). The structure of students' foreign

language competence is represented by such basic competences as: linguistic, pragmatic, strategic. European institutions of higher education have accumulated considerable experience in foreign language training of students, which differs in time, the status of the institution of higher education, areas of specialist training, the dynamics of changes in the content of educational standards, etc. It has been established that the content and scope of learning foreign language is influenced by the modern language policy of the European Union, concentrated around the basic life competencies of an individual, the needs and challenges caused by the globalization of the modern world, including in linguistic terms, and the provisions of the Bologna Declaration regarding the construction of a unified European educational space.

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THE CULTURAL DIMENSION FROM THE PERSPECTIVE OF MODERN APPROACHES AND METHODS OF FOREIGN LANGUAGES EDUCATION

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Abstract: It is widely acknowledged that language is an integral component of culture and holds a crucial role within it. Nevertheless, the level of emphasis placed on culture's significance in language education has not been consistent across different approaches and methods of teaching foreign languages. From ancient times, particularly during the Grammar-Translation Method's popularity, culture's role was only tacitly acknowledged and limited to literature and fine arts. This paper investigates the role of culture in foreign language education and underscores the significance of incorporating culture dimension into language education within innovative and modern teaching approaches. The exploration is focused on the current context, where the urgent need for cross-cultural interactions in the era of globalization has given rise to the concept of intercultural competence.

Key words: culture, foreign language education, innovative teaching approaches

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Introduction

The concept of *culture*, as defined by the Merriam-Webster Dictionary and Thesaurus, encompasses inherited ideas, beliefs, values, and knowledge shared by a society, shaping the way individuals perceive and interact with the world. *Language* and *culture* are closely intertwined, with successful intercultural communication hinging on participants' awareness of the cultural significance of words and expressions. Language conveys meaning, but this meaning is intricately tied to culture.

Different foreign language teaching (FLT) methods prioritize *culture* to varying degrees. Many FLT approaches aim to teach not just language but also the everyday life and customs of the target language's speakers. This article explores the role of culture in traditional, innovative, and modern FLT

approaches. To gain a comprehensive understanding, it begins by examining various definitions of culture from different perspectives.

Exploring the concept of “culture”

Defining *culture* is a challenging task due to its complexity and the diverse perspectives surrounding it. The concept of culture is a subject that has garnered considerable attention and has been extensively examined in numerous scientific fields. Various disciplines, including philosophy, sociology, anthropology, literature, and cultural studies, have made efforts to define and understand *culture*. This interdisciplinary interest underscores the complexity and significance of *culture* as a topic of study that transcends the boundaries of individual academic domains. In the context of this paper, we will provide an overview of the concept of *culture*, recognizing that its definitions can vary depending on the specific context. Two fundamental perspectives on culture have been developed: *the humanist concept of culture* and *the anthropological concept of culture*:

- *Humanist Concept of Culture*. This perspective often emphasizes the finer aspects of culture, such as art, literature, music, and the appreciation of intellectual and aesthetic pursuits. It views culture as the expression of human creativity and intellectual achievement. In this view, culture is seen as a means of enriching and enhancing the human experience.

- *Anthropological Concept of Culture*. Anthropology takes a broader and more comprehensive view of culture. It encompasses not only the artistic and intellectual aspects but also the entirety of learned human behaviour patterns. This includes social norms, customs, beliefs, values, laws, and everyday practices within a society. Anthropologists examine how culture shapes and influences the lives of individuals and communities.

These two perspectives on *culture* offer different lenses through which to understand and study this multifaceted phenomenon. Depending on the context and the field of study, one may lean more towards the humanist or anthropological view to explore and interpret the role and significance of culture in various aspects of life.

Umberto Eco’s perspective on culture is notably comprehensive. He defines *culture* as any natural phenomenon that has been altered or transformed by humans and, as a result of this transformation, can be integrated into the social context. According to Eco, culture is an exclusively human phenomenon, representing a unique mode of human existence. It encompasses various elements of human behaviour, consciousness, and activity, including:

- *Things and Objects* (material items and artifacts that have been shaped or modified by human actions and ingenuity);
- *Works of Art* (creative expressions and creations, such as paintings, sculptures, literature, music, and other forms of artistic endeavour);
- *Tools* (instruments and implements designed and used by humans for various purposes, often reflecting cultural and technological advancements);
- *Forms of Language* (the specific ways in which humans communicate and express themselves linguistically, encompassing language structures, dialects, and languages themselves);
- *Symbols and Signs* (abstract representations and signifiers that convey meaning within a cultural context, often used for communication, representation, and interpretation).

Eco's definition underscores the breadth and inclusiveness of culture, highlighting how it encompasses both tangible and intangible aspects of human existence. It recognizes culture as a dynamic and evolving human creation that plays a pivotal role in shaping societies and human identity.

Culture is also described in the context of intercultural communication, which involves the capability to engage effectively and appropriately with individuals from different cultures, build and sustain relationships, and accomplish tasks in culturally diverse settings (Lusig & Koester, 1999). With the recent surge in foreign language learning and teaching, the concept of intercultural competence has become increasingly important in the context of culture's role in a FLL and FLT. As Meyer (1991) suggests, this competence encompasses the capacity of an individual to adapt suitably and flexibly when confronted with the behaviours, attitudes, and expectations of individuals from foreign cultures. Essentially, this definition expands upon the idea of communicative competence to encompass intercultural competence.

Throughout the history of FLT, various ideas and perspectives on language teaching and the role of *culture* have emerged and evolved. These approaches to FLT are often shaped by the societal context and the changing demands placed on language education. Several factors have contributed to these changes:

- *Advancing Society*. As society continually evolves, the role of language in society also evolves, creating new demands and expectations for FLT. Language education needs to adapt to meet these changing societal needs.
- *Development of Social Sciences*. The advancement of social sciences has provided insights into how *culture* and *language* are interconnected. This

knowledge has influenced the way culture dimension is integrated into language teaching.

- *New Objectives*. Changing objectives in language teaching, such as the need for effective communication, artistic expression, and linguistic analysis, have led to shifts in teaching methods and approaches.

The significance of “culture dimension” in various FLT approaches and methods

The literature review indicates that various approaches to FLT have addressed the integration of *culture dimension* differently. They have emphasized different aspects of *culture* within their teaching programs. In the following sections, we will explore how *culture dimension* have been perceived and implemented under different circumstances and through the lenses of various FLT approaches. This analyse will provide a clearer picture of the evolving relationship between *language* and *culture* in foreign language education.

In the history of FLT, different methods and approaches have evolved, each with its unique perspective on the role of *culture* in language education:

- *Grammar-Translation Method*. This method, criticized by some for its lack of attention to authentic spoken communication and cultural awareness, did indirectly acknowledge the connection between *language* and *culture* through the use of translation. However, it primarily focused on teaching the high arts of a culture, which was more literary than pragmatic, given the limited interaction between cultures at the time.

- *Audio-Lingual Method*. It incorporated a contrastive analytic approach to developing culture competence, providing cultural notes comparing authentic culture to the target culture. The dialogues and texts (didactic materials) used within this method were linguistically and culturally authentic. However, the primary focus remained on acquiring practical communication skills.

- *Cognitive Approach*. This approach emphasized meaningful learning and the organization of background knowledge. While the cultural orientation was not as clear as in previous methods, cognitive psychologists recognized the importance of meaningfulness in the learning process.

The humanistic approaches, including innovative methods such as *the Silent Way*, *the Community Language Learning (CLL)* and *Suggestopedia* emphasized learner autonomy and a deep correlation of *culture* with *language*. These methods

encouraged the exploration of everyday life, art, literature, and the social aspects of the target culture as integral parts of language learning:

- *The Silent Way* created by Caleb Gattegno, is an instructional approach for language teaching, founded on the principle that the teacher should minimize verbal input in the classroom, while promoting active language production by the learners (Richards, J., & Rodgers, T. 2001).
- *The Community Language Learning (CLL)* method built upon principles that prioritize fostering communication among learners over the production of “correct” language. Recognizing that effective communication necessitates a sense of comfort and confidence, this approach takes into account learners’ needs and emotions throughout every stage of the teaching process (Eileen N. Ariza, 2002).
- *Suggestopedia* is an educational method developed in the 1970s by neuropsychiatrist and psychotherapist Dr. G. Lozanov, with the primary goal of unlocking the latent mental and emotional resources of learners. Lozanov (1979) emphasizes the potency of suggestion in communication, as it has the ability to tap into the untapped potential within individuals that may have been hindered by negative suggestions from the past. In this regard, Lozanov contends that a suggestopedic educator dedicates a significant portion of their efforts to “de-suggesting” students, essentially helping them overcome the inhibiting influences they have encountered throughout their lives. These influences originate from various sources, including parents, friends, teachers, societal norms, media, environmental factors, and other external pressures. Suggestopedia, therefore, serves as an educational approach grounded in the theory of suggestion, employed in the FLT to liberate individuals from the negative suggestions that constrain their belief in human capabilities, dictated by social norms. It is often referred to as Preventive Education, an approach fostering *effective-affective learning*, a *whole-brain* and *brain-friendly* method of learning, and fundamentally, it is an interdisciplinary approach that primarily utilizes art as a means to de-suggest and activate individuals’ personalities.

Innovative methods, in particular, placed a strong emphasis on *culture*, recognizing that *language* and *culture* are inseparable. They aimed to make learners not only proficient in the language but also culturally aware and sensitive, reflecting a shift towards more holistic and immersive language education experiences. These methods

recognized that understanding culture is essential for effective communication and language acquisition.

In modern approaches to FLT, *culture* plays a significant role in shaping the way languages are taught and learned. Here is an overview of how culture dimension is integrated into these contemporary language teaching methods:

- *Communicative Approach*. The Communicative Language Teaching (CLT) approach emphasizes teaching real-world language use in various socio-cultural contexts. It recognizes that language is influenced by society, economics, culture, and the people who use it. Communicative competence includes socio-linguistic competence, highlighting the importance of understanding cultural norms and context. However, there are arguments for a broader view of cultural teaching that encompasses intercultural understanding.

- *Content-Based Language Teaching*. It integrates language learning with the study of subject matter content. In this approach, teachers aim to support students' cultural identities, language development, and content-area achievement. Learning a foreign language in a content-based language teaching context inherently involves learning about the culture of its native speakers. Culture is intertwined with specific vocabulary, expressions, texts, visual materials, debates, and case studies, all relevant to students' future specializations.

- *Task-Based Language Teaching (TBLT)*. It is a dynamic teaching method that harnesses real-world objectives and tasks to enhance language learning, and it can be particularly effective in integrating culture into the language classroom. Incorporating cultural objects and scenarios into TBLT activities, such as those involving postcards, logos of different national and multinational companies, symbols, and images, creates a rich learning environment that immerses students in authentic cultural contexts. Here is a closer look at how TBLT can effectively teach culture through hands-on experiences, discussions, solving problem, and making-decision:

- *Case Studies* with cultural objects. TBLT can present *case studies* that revolve around socio-cultural objects or scenarios. For example, students might interview some candidates regarding a new appointment within a multinational or regional company and have to make a decision on the best candidate for the company's vacant position. In the process, they explore and understand cultural mindsets, perspectives, and considerations. This approach fosters cultural interpretation and an awareness of how culture influences decision-making.

- *Hands-On Learning.* It is a pedagogical approach that immerses students in practical experiences, fostering a deeper connection with the subject matter. It diverges from traditional learning methods, which often emphasize passive listening and memorization, and instead encourages students to take an active role in their education. In this learning model, students are given the chance to interact with real-world materials, solve problems, conduct experiments, and participate in collaborative projects. For instance, in an foreign language class, students might participate in hands-on activities such as group discussions, role-playing, or creative writing exercises. Telephoning or making contact with international potential partners encourages active engagement with cultural objects and situations (role-play). Students are not merely passive observers but active participants in problem-solving tasks that require them to interact with cultural elements. This hands-on approach deepens their understanding of culture and its impact on real-life situations (Anderson, M. & Curtin, M., 2014).

The quote from Benjamin Franklin, “Tell me and I forget. Teach me and I remember. Involve me and I learn”, emphasizes the power of active involvement in the learning process. Supporting this idea, a study conducted by the National Training Laboratories reveals that students retain 75% of what they learn when they practice the material they have learned. Moreover, when they teach someone else or apply the knowledge immediately, the retention rate increases to a remarkable 90%. This research underscores the remarkable effectiveness of hands-on learning and active engagement in the educational process.

- *Discussions and Debates.* TBLT promotes discussions and dialogue among students. When working on case studies involving cultural scenarios, learners often share their insights, perspectives, and cultural interpretations. These discussions allow for the exchange of ideas and viewpoints, enriching the cultural learning experience and encouraging critical thinking.
- *Storytelling.* It is a powerful way to convey cultural insights. In TBLT activities, students may need to construct narratives or scenarios that incorporate cultural elements. This storytelling approach helps students not only understand culture but also express their own interpretations and reflections.

- *The intercultural competence.* One of the most notable shifts in FLL and FLT in the last two decades has been the recognition of *intercultural competence* as a crucial element. This transformation has significantly altered the nature of language teaching and learning. The goal of language learning is no longer solely framed in terms of acquiring communicative competence in a foreign language, which involves a person's ability to use a foreign language in linguistically, socio-linguistically, and pragmatically appropriate ways as defined by the Council of Europe in 2001. Instead, it is now defined in terms of intercultural competence. The successful interaction now encompasses not only the effective exchange of information, which was the primary focus of communicative language teaching, but also the ability to shift one's perspective and understand the other's viewpoint on their own culture, anticipating and, where possible, resolving issues in communication and behaviour. Linguistic competence alone is insufficient for language learners to be considered competent in a language (Hîrbu, S. 2021). Learners must also grasp culturally appropriate forms for addressing people, expressing gratitude, making requests, and agreeing or disagreeing with others. They need to recognize that behaviours and intonation patterns considered suitable in their own cultural context may be perceived differently by members of the target cultural group. To ensure effective communication, language use must be coupled with culturally appropriate behaviours. In this sense, Byram's model of intercultural competence, established in 1997, is widely recognized as one of the most prominent in the field. This model of *intercultural communicative competence* identifies five distinct components:

- *Knowledge* that encompasses learning about social groups, products, practices, and processes of interaction within different cultures.
- *Attitudes* which involve fostering curiosity and openness towards people from other cultures, as well as a willingness to reevaluate one's own cultural values and beliefs. This component emphasizes the importance of actively engaging with and interacting with other cultures.
- *Skills of interpreting and relating* with reference to the ability to identify and explain cultural perspectives, mediate between different cultural viewpoints, and function effectively in new cultural contexts.
- *Skills of discovery and interaction.* These skills are connected to the capacity to acquire new cultural knowledge and practices and apply knowledge, attitudes, and skills in real-time communication situations.

- *Political education, including critical cultural awareness.* This aspect focuses on the ability to critically evaluate cultural perspectives and practices within one's own culture and in other cultures.

Byram's model has had a profound influence, offering a comprehensive framework for understanding and developing intercultural competence. It provides a detailed breakdown of what intercultural competence entails and outlines the specific skills that should be considered when teaching language from an intercultural perspective. This model is particularly valuable for educators, as it simplifies a complex concept into its constituent parts and is designed explicitly for use in the language classroom.

Conclusion

The evolution in the role of *culture* within language education signifies a shift in teachers' perspectives regarding teaching foreign languages. Now, educators are not only expected to impart knowledge of the foreign language structure but also to situate this structure within the socio-cultural context linked to the foreign language and encourage the development of intercultural communication skills. Teachers are tasked with bridging the native language and target language culture(s) to assist learners in achieving the mentioned objectives. Consequently, to facilitate the intercultural learning journey, foreign language teachers require additional understanding, attitudes, abilities, and proficiencies. They should possess fundamental knowledge from cultural anthropology, theories on culture acquisition, and intercultural communication. Moreover, they should be open to teaching intercultural competence and be adept at doing so.

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STRATEGIES OF TEACHING ENGLISH THROUGH PERSONALIZED LEARNING

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Abstract: Teaching English through personalized learning means encouraging students to actively participate in the educational process. It refers to the student-centred instructional process, harmonized with learning needs, adjusted to the learning preferences and specific interests of students, the focus being on the formation of skills and exploring meta-cognitive potential. Meta cognition draws the student's attention to the awareness of the learning process, the formation of consciousness. Meta-cognition is multifunctional being related to cognition, monitoring, regulating and controlling cognitive processes, motivation, emotions, behaviour. Basic strategies are needed for improving meta-cognition, which include stimulating the construction of new knowledge, explaining knowledge and creating a motivational learning environment. An important role in the development of meta cognitive knowledge and strategies is played by reflection and extended practice when the teacher presents systematic opportunities for students to reflect on their successes and failures.

Among the ways of developing meta-cognitive capacities, we could mention the following: *group discussions, concept maps, self-questioning, structured or semi-structured interviews, reflective journal, reflective reading, modelling, think-aloud protocol, case study.*

Key words: personalized learning, competence, linguistic competence, metacognitive teaching strategies, didactics of a language, meta-cognitive potential

1. Introduction

"Personalized learning" is a concept that derived from the concepts of "individualization" and "differentiation". It is adapted to the specifics of the student, in accordance with his teaching-learning needs. Differentiated learning is tailored to the learning preferences of a group of students. Meanwhile personalized learning adapts not only the learning objectives, the content, but also the methodology and the learning pace of each student. As for the individualization, it refers to a set of teaching strategies that guarantee the achievement of the same learning objectives by adjusting the pace of the student's

progress. While differentiated learning assumes that training process is adapted to the learning preferences of different students, the goals developed for the learning process are the same for all learners, but the method of approaching the training process varies depending on the preferences of the group.

2. Personalization and its core standards

In modern teaching, the educational vectors change their functionality; the student becomes the subject and partner of education, because the student together with the teacher forms an educational community. To make English language teaching more efficient through personalized learning, the subject becomes a partner in the teaching process and in his own training process. Teaching English through personalized learning directs students to take responsibility for acquiring knowledge, leading the teacher to become a skilled organizer of learning experiences. The directions in which the student is oriented in the personalized learning of the English language are:

- self-fulfilment through active participation in the learning process;
- communicate and actively participate in training, self-training, be active in the relationship with teachers and members of the working group;
- participate in the development of the learning plan in terms of strategy, methods, preferred learning style and pace;
- to make decisions regarding his/her learning path.

The role of the English teacher is to move from the status of provider of knowledge to that of co-participant in the knowledge delivery process, giving more responsibility to the students, turning them into active "seekers" of knowledge. Another aspect, which must be changed in the university environment, is the replacement of lectures with activities based on active learning methods. Even if various working techniques can be introduced to involve students in the activity, it still remains a passive approach, with the student being a receptive subject. Another role of the English teacher is to integrate self-paced learning programs. The teacher organizes the learning situations in such a way that the tasks are completed in a reasonable period of time. As well to organize cooperation in working group situations. The efficiency of teaching English through personalized learning must fulfil two principles: that of teaching a content (achieving teaching in the cognitive domain and in the meta-cognitive domain) and that of forming a way of thinking necessary to accomplish the proposed task.

The personalized learning model emphasizes the formation of the partnership between teacher, parent, pupil, student and the educational unit. Being also a theory of 21st century education, which, through its flexible, differentiated and optional program, recognizes skills, passions and requirements of each student, as well as the barriers and challenges of learning. These requirements reveal the need of the involvement of students in the didactic activity, the creation of a smaller student groups, the implementation of active-participative methods, respect for different learning styles, different learning environments, free access to information technologies, the possibility of choosing/adjusting the curriculum.

Teaching English through personalized learning means encouraging students to actively participate in the educational process, it refers to the student-centred instructional process, harmonized with learning needs, adjusted to the learning preferences and specific interests of students, with the emphasis on the formation of skills and exploring meta-cognitive potential. Metacognition draws the student's attention to the awareness of the learning process, the formation of consciousness, "by calling for self-control, self-appreciation and self-improvement of one's own cognition" [1, p. 176].

E. Joita points out that it is natural for the personalization of cognition and meta-cognition, it addresses to the awareness of one's own ways of processing information, to the individual particularities of their processing, organization, application [3, p. 190]. Applying the principles of differentiation and pedagogical constructivism, the teacher must design his didactic strategy so that every student benefits from his formative involvement, and learning becomes a constructive process.

Making English language teaching more efficient through personalized learning also focuses on leveraging meta-cognition, which consists in training or modelling meta-cognitive activities. Meta-cognition is multifunctional being related to cognition, monitoring, regulating and controlling cognitive processes, motivation, emotions, behaviour. G. Schraw highlights three principles related to meta-cognition [5, pp. 113-125]:

I. Knowledge of cognition and the regulation of cognition. Knowledge about cognition - is knowledge about oneself, about one's own mental processes, the factors that influence one's performance. Procedural knowledge shows the way of performing tasks, achieved through strategies. The regulation of cognition is carried out in the following stages:

- planning (selection of appropriate strategies and allocation of resources);

- monitoring is a periodic engagement in self-testing during learning;
- the assessment consists in estimating the results and efficiency of the learning process.

II. The relationship between meta-cognition and cognitive abilities. Metacognition is related to cognition, monitoring, regulating and controlling cognitive processes, motivation, emotions, behaviour. Metacognitive knowledge and regulation differ qualitatively from cognitive ones – they are more durable and general than cognitive ones.

III. Basic strategies for improving meta-cognition, which include stimulating the construction of new knowledge, explaining conditional knowledge, automating monitored heuristics, and creating a motivational learning environment.

An important role in the development of metacognitive knowledge and strategies is played by reflection and extended practice, when the teacher presents systematic opportunities for students to reflect on their successes and failures. Firstly, the importance of meta-cognitive knowledge and regulation is highlighted, secondly, the teacher shapes his own meta-cognitive matrix, and thirdly, he allocates additional time for discussion and reflection.

The improvement of knowledge about cognition is achieved through the assessment matrix of opportunities to capitalize on metacognitive strategies for the efficiency of language teaching English - Strategy Evaluation Matrix (Adapted from Metacognition for the classroom and beyond: Differentiation and support for learners, 2009), which provides the information regarding metacognitive strategies. The matrix can be used throughout the academic year, but most of the time, students, individually or in groups, complete each row with the meta-cognitive strategies used throughout the course.

The efficiency of teaching English through personalized learning consists both in the capitalization of knowledge and the capitalization of metacognitive strategies for regulating cognition (planning, information, understanding, development, evaluation) and meta-cognitive strategies specific to reading, writing, listening activities. Each student forms his own matrix of meta-cognitive strategies and meta-cognitive "infrastructure". The metacognitive strategy represents the totality of the processes and cognitive mechanisms of regulation, knowledge, design and evaluation of the cognitive system or represents a specific mental action of processing oriented towards awareness.

Table 1.

English - Strategy Evaluation Matrix (Adapted from Metacognition for the classroom and beyond: Differentiation and support for learners, 2009)

Strategy	How to use	When to use	What is it for?
Skim/Survey	Search for headings, highlighted words, previews, and summaries.	Before you read a long piece of text. Gives an overview of the key concepts, helps you to focus on the important points	Before you read a long piece of text. Gives an overview of the key concepts, helps you to focus on the important points
Slow down	Stop, read and think about information.	When information seems important. If you realize you don't understand what you have just read.	Improves your focus on important information.
(Activating previous knowledge)	Stop and think about what you already know about a topic.	Before you read something or do an unfamiliar task.	Makes new information easier to remember and allows you to see links between subjects. Information is less daunting if you already know something about the topic.
Fit Ideas Together	Relate main ideas to one another. Look for themes that connect the main ideas, or a conclusion.	When thinking about complex information, when deep understanding is needed	Once you know how ideas are related they are easier to remember than learning as if they are separate facts. Also helps to understand them more deeply.
Diagrammele (Diagrams)	Identify main ideas, connect them, classify ideas, decide which information is most important and which is supporting	When there is a lot of factual information that is interrelated.	Helps to identify main ideas and organize them into categories. Reduces memory load. May be easier to visualize.

3. Methods of developing metacognitive capacities

Afterwards, we present the ways of developing metacognitive capacities, explored by M.V. Veenman, who makes English language teaching more efficient through personalized learning at the university level [7, pp. 207-208]:

- *Group discussions* help students to become aware of their own learning strategies and attitudes. Through group discussions, we get an exchange of opinions, views, perceptions, hypotheses, answer options, which depend on the students' ability to dialogue.

- *Concept maps* call for creative thinking, which establishes causal connections of mental knowledge, meta-cognitive strategies, and the formation of new concepts. Concept maps are especially used when studying grammar topics.

- *Self-questioning* is a questionnaire used to clarify and obtain more knowledge-building answers.

- *Structured or semi-structured interviews* (structured and semi-structured interviews) provide information on the strategies used, methods, skills and meta-cognitive behaviour of students. The structured interview consists in applying a questionnaire, the semi-structured interview establishes the themes on the basis of which the interview will be conducted.

- The *reflective journal* is the tool that presents the ways of using learning strategies and the learning process. It presents a reflection on one's own learning process, a dialogue of the student with himself. The role of the reflective diary is one of an advisor, in which the student creates the optimal condition for expressing their own states, goals in relation to the process of reading, writing and listening, by performing self-analysis with reference to the meta-cognitive strategies used.

- In *reflective reading*, the reception of the text is done not only through a reading passive, but by engaging in reading. Reflective reading allows students to converse, to involve in an exchange of opinions on the matter read, written or heard and look for solutions.

- *Modelling (explicit teacher modelling)* makes students' mental processes real and visible. In this way, the teacher explains out loud what happens in the brain while memorizing new expressions, reading the text, writing or listening to a message.

- The *think-aloud protocol* is the recording of thoughts students while performing an activity, calling on several operations of thinking: synthesis, analysis, generalization, abstraction, comparison.

- The *case study* has a significant value in the selection of real cases (descriptive case, authentic case, interactive case, problem-situation), develop the skills of critical examination of problem-solving strategies, identify deficiencies that cause low results.

4. Conclusion

From the above analysis, it follows that the efficiency of English language teaching through personalized learning from the perspective of capitalizing on knowledge and metacognitive strategies consists in: selecting an appropriate capacity and strategy; naming and entering the capability into a category; capacity building through think-alouds; guided practice of the skill with a partner or in small groups; explaining how and when the metacognitive ability or strategy can be used; continuous training in efficient use of capacity.

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DIFFERENTIATED GRAMMAR INSTRUCTION (DGI): THREE STRATEGIES FOR USING DGI IN ENGLISH LANGUAGE EDUCATION

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Abstract: Effective grammar instruction is essential in the language learning process, and the use of differentiated instruction is one of the methods that can be used to teach grammar. Traditional grammar instruction methods are teacher-centered and do not account for students' diverse needs and learning styles. Differentiated instruction is a teaching method that considers students' different learning styles and needs and involves the use of various instructional methods to address these differences. The purpose of this article is to discuss three strategies for using differentiated instruction in teaching past narrative tenses and the impact of these strategies on students' learning outcomes. The article also provides recommendations for educators who are interested in using differentiated grammar instruction methods in their language teaching.

Key words: differentiated instruction, past narrative tenses, language learning, assessing students' grammar needs, multiple instructional formats, peer editing

Introduction

Narrative tenses are an important part of English grammar, as they are used to describe past events and tell stories. However, teaching narrative tenses can be challenging, especially when it comes to past narrative tenses. This is because past narrative tenses involve complex verb forms, such as the past simple, past continuous, and past perfect, that students must learn to use correctly. In addition, students must also learn the rules for expressing time and sequence in past narratives.

Differentiated instruction has been widely studied and implemented in various educational settings. Carol Ann Tomlinson, a leading expert in the field, defines differentiated instruction as "a teaching approach that takes into account the differences in students' background knowledge, readiness, interests, and

learning styles, and provides instruction that is responsive to those differences" (Tomlinson, 2014, p. 5).

Differentiated instruction is an effective approach to teaching grammar that takes into account the diverse needs and learning styles of students. This approach involves designing instruction that is tailored to the individual needs of each student, based on their strengths, weaknesses, and interests. The purpose of this article is to provide teachers insights how they can differentiate their grammar instruction by using some strategies to improve their students' outcomes.

Strategy 1: Assessing Students' Grammar Needs

The first strategy for using differentiated grammar instruction is to start by assessing each student's grammar needs. This is an essential step in the process, as it allows you to identify specific grammar areas that each student needs to work on.

According to Jennifer Serravallo, in her book *Teaching Writing in Small Groups*, "To differentiate, we need to start with where individual students are and move them forward from there" (Serravallo, 2017, p.164).

In *The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*, Serravallo emphasizes the power of differentiated instruction to meet students where they are: "Differentiation isn't about dividing students up into groups and giving them different levels of work—it's about identifying what each student needs to move forward and then providing that. When we use differentiation to support our writers, we can help them reach their full potential" (Serravello, J, 2017, p. 3).

In order to determine the learning needs of each student, Serravallo suggests having students complete a diagnostic test. This can be a written test or an oral test, but it should cover areas such as verb tense, subject-verb agreement, pronouns, and sentence structure. Once the diagnostic test has been completed, teachers can assess each student's grammar knowledge and determine which areas need to be addressed.

Throughout her work, Serravallo stresses the importance of using assessments and data to inform instruction and provide targeted support for each student:

"Assessment data can help us identify what each student needs to learn next, so we can provide precise, targeted instruction that moves them forward in their development" (p. 7, "The Writing Strategies Book").

Similarly, in her book *Teaching English Language Learners Across the Content Areas*, Judie Haynes suggests having students complete a self-assessment

to determine their grammar needs. She notes that "by asking students to assess their own English language proficiency, you can get an accurate picture of the types of language skills that students need the most help with" (2010, p. 60). Teachers can then use this information to differentiate their grammar instruction to meet the individual needs of each student.

Strategy 2: Using Multiple Instructional Formats

The second strategy for using differentiated grammar instruction is to use multiple instructional formats to teach grammar. By providing different ways of learning, teachers can reach a wider range of students and cater to their diverse learning needs.

One way to do this is through *the use of technology*. Technology has transformed education in various ways, and grammar instruction is not an exception. Technology-based differentiated instruction involves the use of various instructional technologies like simulation software, videos, and podcasts to enhance learning different learning styles. In a past tense lesson, students can use various resources available on the internet to form a solid understanding of the concept. Solberg, M., (2012) adds that technology allows for differentiation of assignments, assessments, and resources, which makes learning accessible and enjoyable for all learners regardless of their background.

In my practice as an English teacher, especially during online teaching, I have implemented the Pearson English Portal:

https://login.pearson.com/v1/piapi/piui/signin?client_id=bWPoUiRnLpUhX2rhGeP4AaLCeyQYNYDA&login_success_url=https:%2F%2Fenglish-dashboard.pearson.com%2Fsession%3FiesCode%3D56L28GHkHn/.

It hosts all the digital resources of the course you use, in my case *Focus for Bulgaria*, Pearson. The portal offers different solutions for different circumstances. With Pearson English Portal the teacher can deliver interactive online lessons, assign activities to students to check their understanding, then check their continuing progress in the performance section and clearly see in what areas a student is good at and what areas they need to work on individually and have many tries on the same activities. There are also various extra resources to enhance the teaching and learning experience in class or at home. Since the majority of students nowadays like to use different devices in their studies, this platform, Pearson kept my students engaged and motivated to learn.

Below are some more practice ideas and references to support multiple instructional formats approach:

□ *Interactive whiteboards*: Use interactive whiteboards to display grammar concepts and engage students in interactive grammar activities. This allows them to see how grammar works in context and allows for more interactive learning experiences. (Czarnota & Laster, 2012, p. 271)

□ *Graphic organizers*: Use graphic organizers to help students visualize grammar concepts and create meaningful connections between ideas. This can be particularly helpful for visual learners. (Killgallon, 2007, p. 162)

□ *Games and activities*: Use games and activities to make learning grammar more fun and engaging. This can include board games, scavenger hunts, and online games that reinforce grammar concepts. (Johnson & Price, 2011, p. 53)

□ *Guided practice*: Provide guided practice activities that gradually increase in complexity and challenge students to apply grammar concepts in different contexts. This allows them to build their skills and confidence over time and learn at their own pace (Hedge, 2014, p. 123).

□ *Peer editing and revising*: Use peer editing and revising activities to help students learn about grammar in context and apply it to their own writing. This allows them to see how grammar works in real-world situations and make meaningful connections between grammar, writing, and communication. (Hacker & Sommers, 2016, p. 15).

Peer editing is discussed as a separate strategy further in this article.

Strategy 3: Peer Editing

Peer editing is a strategy whereby students provide feedback to one another on written assignments. This method of peer feedback promotes active learning and improves students' writing skills. When used in language teaching, peer editing activities can help students identify grammatical errors by focusing on specific aspects of the past narrative tenses. Peer editing also fosters a supportive learning environment by promoting collaboration among students.

In an experiment conducted by Ngo & Nguyen (2015), a group of students was given a peer-editing activity on their writing assignments. This activity improved their accuracy in the use of past narrative tenses. The researchers concluded that peer editing activities are effective in improving students' language learning outcomes.

When applied together with differentiated grammar instruction, it can lead to better outcomes in class. Here is an outline of a scheme I have designed and used to apply the peer editing strategy:

1. Begin with a mini-lesson on the specific grammar skills you want the learners to practice. You should use differentiated instruction to cater for the diverse learning needs of the learners. For example, you can use visual aids for visual learners, auditory strategies for those who learn by hearing, and hands-on activities for kinesthetic learners.

2. Divide the learners into small groups of three to four and give them a specific writing prompt to work on. The prompt should be based on the grammar skill you have taught in the mini-lesson.

3. Provide learners with a peer-feedback guide that they will use to edit their work. The guide should include specific grammar rules that the learners should focus on. For instance, if you want them to work on verb tense, the guide should have questions like, "Did the author use the correct tense throughout the paper?"

4. Set a time limit for learners to work on their writing and editing. You can give them 15 to 20 minutes to complete the task.

5. After the time is up, have the learners exchange their work with their peers and give feedback based on the guide provided. Encourage them to focus on the areas that their peers need the most help with and to give specific suggestions for improvement.

6. Finally, have the learners discuss their feedback and ask clarifying questions. You can also ask for volunteers to share their work with the class, and elicit feedback from the whole class.

The outcomes for the students from peer editing as a strategy for differentiation instruction include:

- Improved writing skills: Peer editing helps students develop their writing skills by providing feedback on their work and learning from their peers' writing.

- Increased engagement: Peer editing encourages students to be more engaged in their writing because they know that their work will be read and critiqued by another student.

- Communication skills: Peer editing helps students develop their communication skills by having to explain their feedback and suggestions to their peers.

- Differentiated instruction: Peer editing allows for differentiated instruction because students get feedback from their peers who may have different writing abilities and styles.

□ Collaborative learning: Peer editing promotes collaborative learning as students work together to improve their writing pieces.

Conclusion

In conclusion, differentiated grammar instruction is an essential component of English language education. Teachers must assess students' grammar needs to determine the appropriate level of support required. Moreover, using multiple instructional formats can facilitate students' understanding of grammar concepts. Finally, peer correction can engage students in collaborative learning and build their self-confidence in using English grammar. By adopting these three strategies, teachers can help students achieve higher levels of proficiency in English language grammar.

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UNIVERSITY PROCEDURES FOR IMPROVING ENGLISH LANGUAGE COMPETENCE OF ACADEMIC PROFESSIONALS

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Abstract: Teaching economics to students invariably presupposes that an instructor needs to upgrade his/her foreign-language skills in order not to lag behind from scientific literature and surveys in the specific area of his knowledge and expertise. The paper offers a viewpoint on the courses the authors teach in University of Economics - Varna as part of Project № BG05M2OP001-2.016-0002 "MODERNIZATION OF HIGHER EDUCATION FOR ACHIEVING INTERDISCIPLINARY AND INNOVATIVE TRAINING IN CONDITIONS OF DIGITAL TRANSFORMATION", EDUTRANSFORM.

Detailed information is given about two courses taught in the last two academic years: one on enhancing lecturers' speaking skills in English and the other – "Specialized training for mastering professional terminology and improving skills for teaching in a foreign language". The authors share their professional experience of the textbooks used, the difficulties encountered in the teaching process, the feedback from the course-attendants and ideas on courses and teaching practices in the future.

Key words: English; project; courses; academic.

Introduction

Two years ago, UE-Varna started carrying out activities on the important project BG05M2OP001-2.016-0002 "MODERNIZATION OF HIGHER EDUCATION FOR ACHIEVING INTERDISCIPLINARY AND INNOVATIVE TRAINING IN CONDITIONS OF DIGITAL TRANSFORMATION", EDUTRANSFORM. The project is significant and very useful simply because it is not only the students we teach who need upgrading of competences and mastering knowledge; we, as lecturers in the Bulgarian higher-education system, are also in need of regularly measuring up our expertise, especially in conditions of digital transformation.



1. Pre-course preparatory stage

The former Greater Department of Languages in UE-Varna (Department of Languages and Sports now) became part of the project with the idea and, more important, firm assurance, that we have a lot to offer to our fellow-lecturers. Thus, we designed a couple of courses for which a lot of interest arose, even though the university authorities chose the busy academic month of May to start the courses. They were mainly oriented to enhancing lecturers' speaking skills in English, since some of our colleagues teach their own training modules in various economic subjects in English both to Erasmus and Bulgarian students. For them it was a challenging but major change to substitute the lectern for a place among peers and be taught with the ultimate goal to improve and upgrade their own foreign-language competence in order to be more self-confident, thought-provocative and fluent – a sure road to professional success.

The groups in the teaching process were duly organised to hold not more than eight lecturers which, undoubtedly, facilitated our task as lecturers for lecturers. We all know how much better one is taught when provided a teaching approach individualised enough in order to tap into all a teacher is able to offer in class. 24 classes (135 min. each) for 4 weeks at the very end of the academic year, when time is always never enough, really puts one in the position of a workaholic. However, both trainees and trainers found enough stamina and went through the teaching process successfully.

2. Courses taught

Back in May last year, the course on “Improving foreign-language communication skills” was designed for trainees with levels of language competence B1-B2 according to the approved Common European Framework of Reference for Languages (CEFR). Enough lecturers from UE-Varna applied for attending the course and were assigned in three groups, all willing to improve their foreign-language communication skills as part of the project. The three teachers decided not to use a specific textbook, but compile instead a sufficient number of materials in order to mainly focus on course attendants' communication skills through some reading, listening and speaking in particular. Understandably, the fact that we taught colleagues helped us to create the necessary ambiance and friendly human touch in the classroom which, of course, made communication and rapport an indispensable part of the teaching process.

Here's what Assoc. Prof. Yanka Alexandrova, PhD - now Vice Dean of the Faculty of Information Technologies, says about her experience as a participant

and trainee in the project:

“Courses in English on developing language skills are, by all means, one of the most useful for me as a lecturer. As part of various projects, I have attended short courses in academic writing and communication skills, as well as a long-term course, level C1. Each of these trainings helped me to upgrade my own skills to use the foreign language. I could sum up their advantages as follows:

* Improving my skills to communicate in English. This is of special need for me in regards to my participation in the Erasmus+ mobility programme, as a lecturer for students who are trained in English in UE-Varna, as a participant in international conferences and projects which require close cooperation with peers from abroad and others.

* Upgrading my own writing skills in English. In my academic field (IT and computer science) publication activities are oriented predominantly to conferences and journals in English. This provides better visibility of research work and requires excellent style of academic writing.

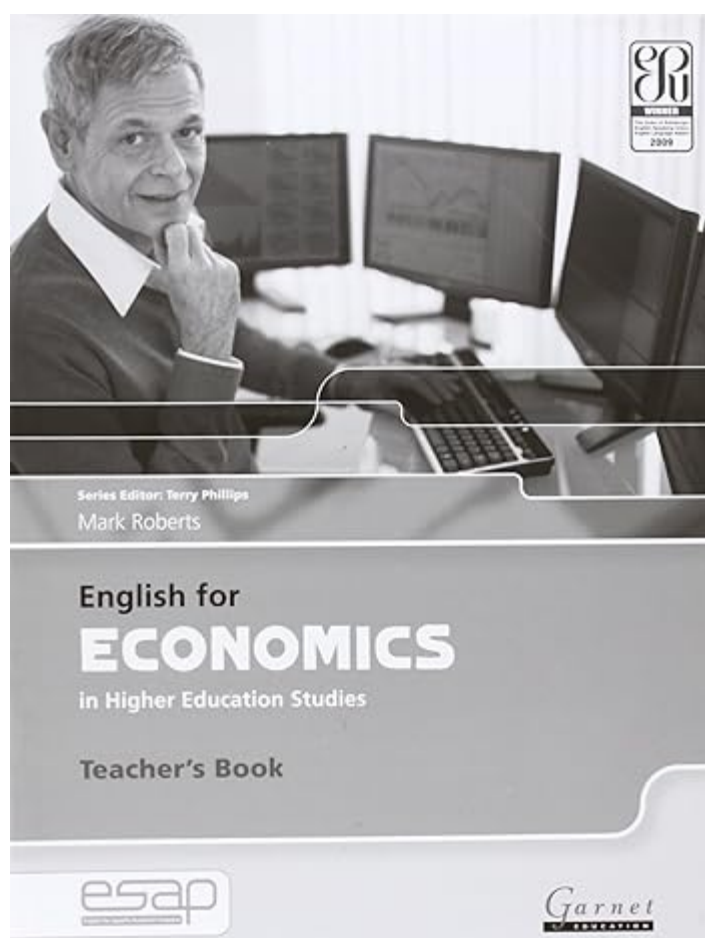
* An opportunity to communicate in English with colleagues from other university departments. This is a very good way to exchange ideas, to expand my knowledge in other academic fields and, last but not least – to make a closer contact with my fellow lecturers.

In view of our teaching workload, I think that short specialized foreign-language courses are the optimum variant for brushing up and upgrading one’s language skills. A training of about 24-36 classes in different thematic fields – writing, communication, presentation skills and others, would exceptionally useful. I hope they will offer such courses in the future, too”

Last April we two prepared for teaching an 80-class course on “Specialized training for acquiring professional terminology and improving skills for teaching in a foreign language”. As mentioned above, there are a number of lecturers in UE-Varna who teach various courses in economics either to Erasmus students from different European countries or to Bulgarian students by use of English. To do this is, by all means, a challenging and demanding task, simply because it needs one to have self-confidence and courage in using the foreign language for transferring thorough knowledge in a complicated and interminably upgrading field of science, especially in conditions of digital transformation. That is why the project came handy and very useful for those who were willing to better themselves and be ready to provide their international students with teaching skills that include the essential element of an adequate foreign-language competence.

We made a thorough search browsing online space and chose, we think, a

very good teaching tool to offer to our course attendants, namely Mark Robert's coursebook **ENGLISH FOR ECONOMICS IN HIGHER ECONOMIC STUDIES**, Garnet Publishing, 2012 – a really comprehensive manual designed for learners with B2-C2 level of language competence. The manual offers 12 extensively designed topics in the field of economics like: How economics is organized; Market economies; Economics, globalization and sustainability; The economics of agriculture/health care/sport; Labour market; Economics in the modern world and others.



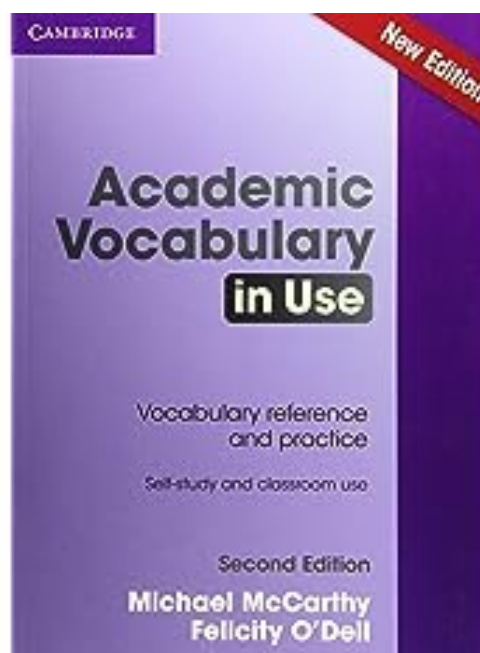
The trainees enjoyed the large number of various and carefully prepared long texts for reading, the exercises on phraseology, vocabulary enlargement, pronunciation, listening, writing and speaking. We realised it turned out rather ambitious to use a textbook which covers C2 as a level of competence, however, as teachers of English, we think that trying and making efforts is part of learning and a good way to test one's courage and will.

Some of the key assets of this resource were: the systematic approach to developing academic skills through relevant content; focus on receptive skills (reading and listening) to activate productive ones (writing and speaking) in

economics subject area; a perfect combination of teaching linguistic and academic skills.

Here are some of the useful skills exercised and mastered in using the coursebook: preparing for a lecture and speaking from notes, using research questions to focus on relevant information in a text, summarizing a text, paraphrasing, writing topic sentences and notes in full, making effective contributions to a seminar and many others. We fully recommend the teaching tool to colleagues who work in the field of teaching English in higher education, economics in particular.

Apart from the major coursebook described above, we used also a second tool written by Michael McCarthy and Felicity O'Dell: **Academic VOCABULARY IN USE**, Cambridge University Press. Actually, it is a brilliantly designed manual and an excellent example of professional effort that contains 50 units of academic reference and practice, both self-study and classroom use. The units are only 2-pages each, the first offering a short explanatory part and then a page with three to four exercises follows. The trainees simply loved working with this workbook mainly because of its clear content organization, short units and adequate subject matter. Everything is aimed at being used in academic style which is exactly what our colleagues need for their everyday work in the university. We also chose quite a lot of the exercises to be done by the trainees as a home assignment.



3. Exercise in English-Bulgarian Translation for home assignment

This resource offered useful materials from different scientific areas all focused on broadening the practical lexical competence of our colleagues. Here is a small example of a translation they did for homework. The original text was from the area of ornithology, p.39 /15.4 from the above mentioned resource and the highlights of this particular unit were phrases with nouns and their prepositions and their rendition into Bulgarian:

“The possible ecological effects of the climate change are often in the news, as it is the matter of whether the potential impact can be predicted. New work on a migratory bird, the pied flycatcher, takes things a stage further by showing how a climate-related population decline was actually caused. Timing is key. Over the past 17 years flycatchers declined strongly in areas where caterpillar numbers (food for the nestlings) peak early, but in areas with a late food peak there was no decline. The young birds arrive too late in places where caterpillars have already responded to early warmth. Mistiming like this is probably a common consequence of climate change, and may be a major factor in the decline of many long-distance migratory bird species.”

What we asked them was first to read the whole text to get the main idea. They are advised not to pay attention to any technical terms /the pied flycatcher here/ because scientific texts always have some specialised concepts that can easily be checked in a good dictionary. In our case I gave them the meaning. The trainees were also advised to try to find good Bulgarian equivalents of the English version, especially the prepositional phrases. Here they might be tempted to use the loan words or borrowings with the explanation that these are accepted terms /and by using them they think they sound more scientific/, but I strongly advise against this phenomenon.

Some of the translations kept quite close to the original and didn't allow for any free interpretations or an escape from the English version. Though, there was one translation that was a bit more liberal in the use of Bulgarian language and this one was my favourite. I would dare to give that version here:

„Потенциалните екологични последици от изменението на климата често оглавяват новинарските канали, които показват и начините за предсказване на тяхното въздействие. Показателно в това отношение е едно ново изследване за мигриращите птици и по-точно за жалобната мухоловка, което обяснява как климата е довел до намаляването на нейната популация. Времето е с ключово значение. През последните 17 години броят на мухоловките е намалял силно, там където броят на гъсениците (обичайната

храна по време на гнездене) достига своя пик твърде рано и обратно – в райони с късен пик на размножаване не е установен спад в популацията. Младите птици пристигат твърде късно на местата, където гъсениците вече са реагирани на ранното затопляне. Разминаването е пряко следствие от изменението на климата и вероятно е основен фактор за спада в популацията на много мигриращи птици на дълги разстояния.“

Though there are some inconsistencies that I marked here in red /or underline/, there are some very good Bulgarian phrases added. For example, the simple English passive structure “are in the news” was rendered in Bulgarian with active voice “оглавяват новинарските канали” which restore the dynamism of the Bulgarian version. Although the meaning of the phrase “as it is the matter of” was correctly understood, it caused some hesitation when finding a suitable Bulgarian rendition. Most often it was translated as “въпросът, темата” or just remained untranslated. Another major difficulty caused “New work” at the beginning of the second sentence. Most students translated it as “нова работа” without trying to escape “the false friend” here, substituting it with “ново проучване, нов труд, изследване, разработка”. The phrase “takes things a stage further” also caused some problems. The trainees translated it as “отбелязва напредък по въпроса”, “отвежда нещата още по-напред” and one of the students even skilfully disregard the phrase hiding it in the context, which means that despite the encountered problems, they have already obtained the knack of overcoming them lexically. Another difficulty was encountered when rendering the English “Mistiming”. The most common Bulgarian versions given were “заблуждаване, заблуждение, разминаване”, which is not impossible to render the main idea if used in the proper Bulgarian context. All efforts especially the resourceful ones should be appreciated. This is just a simple example of how trainees in quite a different area /economics/ experience a real pleasure in plunging into the depth of scientific texts of a totally unknown sphere /ornithology/, trying to decipher meanings and finding common scientific grounds /lexis/.

4. Difficulties in the teaching process

Just like in common foreign-language groups, be it in school, college or university, teaching our colleagues to improve their own foreign-language skills in order to be better lecturers of economics themselves by use of English, was not flawless and smooth. We all know no teaching process is perfect or without pitfalls, thus we two also encountered some minor difficulties that we

would like to share and elaborate on. First of all, given the required small number of trainees in a group, we didn't find it appropriate to plan a placement test. This fact consequently led to an initial situation where not all course-attendants felt that the level of their own English-language competence fully matched the average level of the group as a whole. However, with dutiful diligence, on the one hand, and tolerance and goodwill, on the other, everybody managed to keep a reasonably good learner's pace in the course of two intensive months with three foreign-language classes per week; all this apart from both trainees and trainers' daily workload at the end of the academic year in UE-Varna.

Another problem when teaching in a mixed- ability class appears to be that students whose language competence is higher are quick to answer the questions and do the assigned exercises while the rest need more time for that. In their efforts to show off their knowledge, they are the first to take the floor and not give it unless it is taken from them. Quite often some of the less linguistically competent trainees were shy and hesitant to speak out in foreign language in front of their colleagues. They as a grown- up people get embarrassed to make mistakes, especially in front of their colleagues.

Most of the adult trainees have life and professional responsibilities outside the classroom, which make them be absent from classes more often than ordinary students.

All of our students were professionals in their sphere, which made English classes often diverge beyond the topics discussed. In fact, we didn't think of this as a problem, because the talk in class becomes more interesting and includes more people and various topics were jumped at, new ideas are shared and even the most hesitant people are brave enough to communicate. The only problem here is time. In the end of the class some of the exercises intended to be done, remained for home assignment.

We are more than happy to point out that at finishing the course all colleagues shared their deep satisfaction with managing to complete it; and, more importantly, their utter self-assurance that their own level of English competence had improved significantly. Could a teacher possibly ask for more?!

5. Analysis of Questionnaire answers

The end of course questionnaire consisted of 10 questions and asked the students for their feedback.

Question 1 was about the need for periodically organised foreign-language training for academic staff and all learners unanimously agreed that such university courses are a must nowadays.

Our comment: The languages reflect the constantly changing reality. We all agree here that learning is a life-long journey and when knowledge and ideas are shared and mingled with fellows the results are indispensable.

Question 2 asked about the content and volume of the course materials.

Here, the answers we received were: 90 % excellent and 10 % very good.

Our comment: The course was quite ambitious and most of the colleagues enrolled had the necessary linguistic competence to respond to it. There was, though, a lecturer who struggled a bit with the speed imposed by the rest.

There was also a lecturer who was a mathematician and I often wondered if the highly specialised economics content corresponded to her academic needs.

Question 3 focused on the type of the course content: General English / English for Specific purposes or Both. The responses received were: 40 % for ESP and 60% Both.

Our comment: Although the main purpose behind this English course was to develop the necessary linguistic skills for transferring academic knowledge to students in English language, nearly half of our colleagues /40%/ felt that their General English skills need revising and refreshing. The English tense system, the verb patterns, the passive voice, the conditional sentences and modal verbs have always been a nightmare to learners and they seem to be in a constant need of practice.

Question 4 asked if our colleagues needed highly specialised content of the course materials. 80 % responded negatively and 20 % were in favour of this idea.

Our comment: Although the course was intended to develop linguistic skills for teaching Economics in academic context, some of the colleagues were from different departments – Mathematics and Marketing, so we needed to balance between different academic subjects. The resource that proved to be very useful here was the book of Michael McCarthy & Felicity O’Dell ”Academic Vocabulary in Use” which successfully helped the practice of peculiar academic lexical constructions from various scientific areas: economics, mathematics, biology, etc. It focuses on the more general words used for discussing ideas and doing research, for talking and writing about academic work in order to feel more comfortable in an academic environment. It helped our colleagues who intend to write papers/ dissertations in English, lead lectures, seminars, tutorials, check students’ assignments, give presentations or attend conferences where English is

the main language of instruction. The book does not focus on specialist terms /which can be studied independently with the help of a reference book or a good dictionary/ but on more general academic vocabulary which is often felt to be also difficult to learn.

Question 5 was about the optimal course length. The three possible answers were: 24 / 80 / 160 hours of study. 60% of the respondents were in favour of 80 hours, and 40 % wanted 160 hours of English classes.

Our comment: The famous Winnie-the Pooh quotation” The more the better” here reflects perfectly the case with the duration of English language practice. The more classes students have, the more exercises and texts will be discussed, grammar can be better and more extensively explained, and complex constructions better learnt. We all know that “Practice makes perfect”. The main deterrent here, we think, is the quite busy period during the semester with all the lectures and seminars carried out, the administrative work, and the difficulty in finding enough time for longer courses. 80-hour course means a duration of approximately 3 months, while 160 – more than 6 months. In our University it is impossible to predict our work schedule for such a long period of time.

Question 6 asked how students evaluate the quality of teaching. We are proud to know that our colleagues think that we did an excellent job. 100%.

Our comment: Being in the sector of university education for more than 30 years with all that reading, learning and practice finally rewards itself in the appreciating feedback students give to their instructors. Experience and hard work pay off!

Question 7 asked whether such continuous foreign language courses would help our colleagues in their successful participation in Erasmus + mobilities.

Unsurprisingly, we received 100% positive answers here.

Our comment: We often have lecturers who share their fear to read lectures and have seminars in English because they feel their communicative competence in English is not as good as they would like it to be. Although they read and even write quite well in English, they are not as fluent in their speaking skills. That was the reason we paid a lot of attention to developing the communicative competence of our colleagues. They were encouraged to speak from lecture notes, to retell academic texts, to give presentations and answer questions.

Question 8 asked if they thought that the UE-Varna staff was encouraged strongly enough to take part in such foreign language academic courses in view of the awarded points during the periodic staff appraisal. Here, we received 80% negative answers and 20 % positive ones.

Our comment: Our students do not participate in foreign language courses only for formal reasons / getting more points for the next appraisal/. Their decision to enrol in the courses is well-thought, motivated and based mainly on their own desire to improve their knowledge and broaden their academic foreign language competence.

Question 9 asked the students whether they felt more confident in using English in their academic work after the course. We received 100 % positive answers.

Comment: Efforts and hard work pay off! Language skills need constant practice and improvement. The results and the ensued confidence come after the hard work and perseverance. Our colleagues know this and did their best in the course.

Question 10 asked for students' recommendations. Some of the responses were:

“The courses should be offered all year round.”

“It would be better if general English courses are available before the specialised English academic course”.

“Foreign-language training courses have to be more frequently organised. The students who have already participated in such courses in the past should not be denied access now. Improvement is obtained with time and practice.”

“The courses should be longer with more classes for exercises and revision of new knowledge. The students are hard pressed for time during the semester.”

Our comments: There is a constant need for frequent language courses with different specialisation/ academic skills; communicative skills; specialised terms, etc/ organised for the academic staff. Some of our colleagues still feel they lack the necessary general English competence, so courses overcoming this shortage have to be thought about, too. Practice makes perfect!

Conclusion

Languages are an important asset for the European Union. They have been viewed as an integral part of the European identity and the most direct expression of culture, personal development and economic growth. Various projects are focused on broadening and developing the linguistic diversity of European citizens.

Universities as centres of science, culture and education should extensively take advantage of the abundant funds allocated for staff training and retraining. Our colleagues and trainees are avid learners and foreign language courses really help them broaden their personal and professional horizons. Language courses like these have to be available for all who need them and want to reach excellence.

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GLOCALIZATION IN TEXTBOOKS FOR FOREIGN LANGUAGE TEACHING FOR SPECIAL PURPOSES

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Abstract: The textbooks for foreign language teaching should give the learners as complete and detailed a picture as possible of the linguistic and cultural environment in the target country. The perspective is different in the area of study-related foreign language teaching: it is more about implementing of the communication with specialists in a foreign language, various aspects of the respective foreign language are taken into account. From this point of view it can be said that the focus is both on the global use of the foreign language and on the local application in the professional communication.

Key words: Glocalisation, FLT, Foreign language teaching

Successful foreign language teaching has typical characteristics that are identical for most modern languages: the presence of motivated learners, expert lecturers, interesting course books, extensive supporting materials such as the book's website, social media groups for exchange among learners, a variety of online exercises, Glossaries, reference tables and more. The quality of the learning resources listed depends largely on their availability and the timeliness of the content they present. An important point is the possibility of assessing performance, important both for teachers because of the need for grading in lessons and for the learners themselves, who want to recognize their progress and, if necessary, prove it. The interest in learning one or more foreign languages is of course no coincidence; it is due to the international or regional importance of the respective language.

A century ago, foreign language teaching had two very different roles. Learning the classical languages of Latin and ancient Greek should familiarize students with the beauty of a bygone worldview; learners should reproduce excellent examples from antiquity and be exposed to their effects. The other role of foreign language learning was of course devoted to international contacts - in the areas of diplomacy, education and trade. When the Tsenov Academy of Economics was founded, in addition to economic subjects and law, the foreign languages French and German were also taken into account so that future Bulgarian economists could take a respected place in international trade.

In recent decades, globalization has led to mass movements of people and goods, to migration from poor or dangerous regions of the world to the rich in Europe and North America: to Great Britain, France, Germany, the USA and Canada. This has inevitably led to an increase in the importance of the respective languages - English has taken first place in terms of importance, distribution and prestige. In the European Union, French and German claim for the second place, while Chinese is gaining importance in Asia. These languages are preferred because they are important in studies and in professional life.

Learners and educational institutions rely on teaching materials that come from the countries of origin of the target language. When it comes to German as a foreign language, people primarily use course books, practice grammars and other resources that are produced in the Federal Republic of Germany. These materials come from several specialized publishing houses such as Cornelsen, Klett and Hueber. The companies listed stand for quality, variety of offerings, topicality, and application of modern teaching forms and methods. Most of the time they have the same perspective: Foreigners come to Germany and learn German in this country.

This perspective is linked to the fact that the majority of learners become familiar with life in Germany and expect to live and work in a German-speaking country (Germany, Austria, cantons of Switzerland). The contents of many course books for German as a foreign language repeatedly show the same topics: arrival in Germany, contact with German authorities, looking for accommodation, the school system in Germany, multicultural life in a big city, orientation in the urban landscape and the like.

However, there are learners who learn German as a foreign language in their home country. When it comes to using the foreign language professionally, most learners do not necessarily plan to move to Germany - there are also numerous communicative points of contact in their own country, for example in international trade, tourism, conferences and others. For them, the learning perspective with reference to Germany is not completely effective.



Source: <https://www.ikud.de/glossar/glokalisierung.html>

Dealing with this problem led me to do some research. I am interested in the term glocalization as a combination of global and local perspectives. Glocalization is a neologism, formed from the terms “local” and “globalization”. The term was introduced by sociologist Roland Robertson. In general, glocalization describes the impact of global effects on the regional level and their connections. The concept of glocalization can take up various dimensions: cultural, economic, political and sociological. An example of an economic dimension of glocalization would be a global company that adapts its products to the respective regional characteristics. For example, the soft drink Coca-Cola is marketed as a lifestyle drink in China and as a family drink in the USA. This means that the marketing strategy of a global product is tailored to the respective target country (IKUD 2023).

Further research showed that the term glocalization was introduced in economics and then in sociology in the 1980s to describe the mutual connection between global control processes and local production and distribution structures. In its further history, the term also served to fundamentally criticize an understanding of globalization in which references to local foundations and effects are ignored. A small example: The literature is largely involved in these connections. Due to their media nature, literary texts are always dependent on local places of production and reception. At the same time, however, they have to leave these places so that they can reach a potential large number of readers. Literary works are therefore particularly suitable for reflecting the negotiation processes between local conditions and global challenges associated with the concept of glocalization (Colloquium Helveticum 2022).

As you can see, the term glocalization has had a relatively long development - first thought of as an economic phenomenon (local production of goods, international distribution), then seen from the perspective of sociology (international migration, local peculiarities) and now applied to literature and

foreign language teaching. What is particularly interesting for me as a university lecturer is the connection between the global and the local conditions in the course-related teaching of economics students. I will provide some examples from several textbooks and recent research.

In Bulgarian schools, materials from British and German publishing houses are mainly used in foreign language teaching. The lower levels involve teaching grammatical, lexical and phonological content. At the level of independent language use, complex texts predominate, some of which come from aesthetic literature. A Bulgarian study researched the role of literary texts in foreign language teaching. According to this, literary texts have a direct connection to the world of the target language, which is why they are desired and necessary for a better understanding of the respective culture (Vezirov 2020). I would see this advice as a way to help students gain a global view of the world - most have little experience abroad and know the destination country primarily from the media, films and books.

The situation is somewhat different at universities. Some of the students, especially in the specialist study phase, have experience abroad, are somewhat familiar with their subjects and are trained to participate professionally in international and local value chains. In this case, I see the role of foreign language teaching in presenting the global side of the respective foreign language with the existing local conditions. In other words, learners should be able to understand communication partners in a foreign language, correctly interpret their intentions and present their own position convincingly.

The effort to bring global and local content together finds clear expression in the textbooks created abroad. I will give some examples from Bulgaria, Germany and one from Greece. Focus German: Successful in everyday life and work B1 is a textbook from Cornelsen Verlag in Berlin, Germany. The textbook is intended for learners who are learning German as a foreign language with a view to professional application. In the content you will find the topics:



1 Arrival – school, training, further education; life paths; Fit for the job market

2 Looking for a job – How do I find work? employment agency in Germany; understand job advertisements; Information about temporary employment

3 A normal workplace – The first day of work; Continue your education in your free time; A team meeting; A new colleague is coming

4 Appointments and Arrangements – Appointments and Appointments; Of leisure and working time; The deadline; punctuality ... (Cornelsen 2019)

Inhalt

	Themen	Sprachhandlungen
1 Ankommen 	A Schule, Ausbildung, Weiterbildung B Lebenswege C Fit für den Arbeitsmarkt D Bald am Ziel?!	<ul style="list-style-type: none"> über Schule, Ausbildung und Weiterbildung sprechen den eigenen Lebensweg beschreiben über Selbstständigkeit und berufliche Ziele sprechen über die Anerkennung von ausländischen Berufsabschlüssen sprechen über Vergangenes berichten
Extra	<ul style="list-style-type: none"> Wortfeld Aus- und Weiterbildung Schreibtraining: Groß- und Kleinschreibung 	
2 Eine Arbeit suchen 	A Wie finde ich Arbeit? B Arbeitsvermittlung in Deutschland C Stellenanzeigen verstehen D Informationsbogen bei Zeitarbeit	<ul style="list-style-type: none"> über Erfahrungen bei der Arbeitssuche sprechen über Vor- und Nachteile von Zeitarbeit sprechen Stellenanzeigen verstehen ein Formular ausfüllen
Extra	<ul style="list-style-type: none"> Wortbildung: Nomen und Adjektive; Nomen, die man wie Adjektive dekliniert Schreibtraining: Satzzeichen korrekt setzen 	
3 Ein neuer Arbeitsplatz 	A Der erste Arbeitstag B Sich in der Freizeit weiterbilden C Eine Teambesprechung D Ein neuer Kollege kommt	<ul style="list-style-type: none"> sich in einer Firma orientieren und nach dem Weg fragen ein Ergebnisprotokoll schreiben sich in einer Teambesprechung äußern

Source: Cornelsen Verlag, Germany

As the content also shows, the following language actions are trained in these units:

- talk about school, training and further education,
- describe your own life path,
- talk about the recognition of foreign professional qualifications,
- understand job advertisements,
- fill out a form,
- orientate yourself in a company and ask for directions,
- arrange appointments,
- express polite questions, requests and requests,
- respond to a suggestion in writing,
- discuss punctuality.

The topics clearly show a focus on the needs of the German labor market. Some of this can also be relevant for learners abroad, such as arranging appointments or team meetings. Others are not as important for people who do not live in Germany, such as finding work or understanding job advertisements.

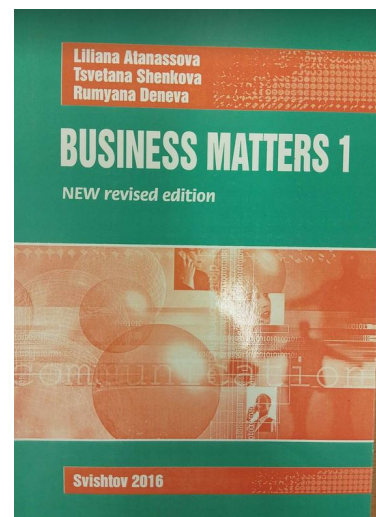
For this reason, many universities outside Germany and Austria welcome the creation of textbooks that are tailored to the local educational market. One possibility for this is the localized editions of a textbook for a specific country, such as Treffend! B1 vocabulary training from Karampatos Verlag, which is distributed in Greece.



The localized edition allows the use of the learners' native language (Greek). The topics are the same as in the international edition by Hueber Verlag in Germany. The description of the contents states that this is a vocabulary book for young people/adults and can be used alongside any textbook in B1 courses. Around 1,800 words and phrases are introduced and practiced in a playful way. The vocabulary is presented in 20 subject areas with numerous small units. The subject areas covered can be found in every textbook and can easily be assigned to individual textbook lessons. (Treffend!B1 2021).

Source: <https://www.karabatos.gr/el/treffend-b1-de>

Another step in the use of localized course books and other teaching materials is the separate preparation and use of books that are tailored to a specific target group of learners. This is the case with the textbooks that are published, for example, in foreign language classes with English and German at the Tsenov Academy of Economics in Svishtov. In this case, the choice of topic corresponds to the content that is relevant to the students. Here's an example: Course book Business Matters 1, Tsenov Publishing House, Svishtov 2016



Unit 1 – Company History. The Lego Group; Grammar; Business Skills - Introducing a company

Unit 2 – Careers. Career Advice; Grammar; Business skills – job information

Unit 3 – Success; Grammar; Business skills – successful conversations

Unit 4 – Cultural Differences. Cross Cultural Communication; Grammar; Business skills – Introductions

Unit 5 – E-commerce; Grammar; Business skills – Email requests and replies ...

Unit 12 – Insurance. life insurance; Grammar; Business skills – Insurance procedures

The topics are tailored to the needs of business students who are learning English as a foreign language while studying. The language level corresponds to the knowledge and skills anchored in the curricula of the Bulgarian Ministry of Education. The content covers a wide range of knowledge that is encountered in business administration and that is taught in the Tsenov Academy of Economics. At the same time, each unit includes practical activities from the work of business economists.

To summarize, I would like to say that international editions of textbooks are used for learning a foreign language through the global education market and are particularly suitable when the learners are in the target country. Students abroad can benefit from textbooks written by authors who know the respective country and local conditions best. In this way, content can be conveyed and skills trained that are not directly linked to the country of the target language. Thanks to the modern state of technology, additional content could be added that brings the current reference to the target country into the classroom, such as reports, newspaper reports, videos and photos, etc. In my opinion, the global and local aspects of foreign language teaching can be taken into account.

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USE OF MIND MAPPING IN BUSINESS ENGLISH VOCABULARY TEACHING

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Abstract: Although mind mapping as a technique for facilitating access to knowledge and retrieval by organizing information in a visual format is quite well-researched in scientific literature, prior publications indicate that the ways it can be used effectively for educational purposes are not well-established or actively employed, including in the teaching of Bulgarian students. The literature review of the studies on the use of mind maps in foreign language teaching also suggests that this technique can be very powerful for brainstorming and teaching/learning vocabulary, "scaffolding" listening and reading comprehension, developing the speaking and the writing skills of the students, increasing the confidence and autonomy of learners, etc. The purpose of the paper is to explore one of these uses – teaching vocabulary and more specifically how mind maps can be used for teaching Business English vocabulary. It briefly presents the concept of mind mapping, reviews the prior research on the application of mind maps in foreign language teaching and the specifics of teaching English for special purposes and investigates the possible uses of mind maps for teaching vocabulary with a focus on the application of the technique for teaching Business English vocabulary.

Key words: mind mapping, Business English vocabulary teaching.

Introduction

There is wide consensus that relationships between concepts and their contexts can be more easily and quickly grasped if visually presented, rather than when presented in a textual form. This consensus is based on cognitive-science research and on the power of images to help people to process and communicate more effectively complex and often large amounts of information or concepts, and identify patterns as well store information for a longer period of time (Clark & Paivio, 1991), (Few, 2014). Therefore, visual representation has great potential to enhance learning and teaching, an issue that has been extensively explored and well-documented in extant literature (Eilam, 2012), (Buckley & Nerantzi, 2020).

There are many techniques to foster learning or knowledge sharing in a constructive and systematic manner, including many node-link mapping methods like cognitive mapping, mind-mapping, entity-relationships models, flow-charts, process-event chains, and many others. This paper focuses on one of them – mind mapping and its use for teaching business English vocabulary. Our interest has sparked from the fact, that although this technique is very popular and is currently used by over 250 million people worldwide and, understandably, quite well-researched in scientific literature, including for educational purposes, many authors underline, that the ways it can be used effectively are not well-established (Buckley & Nerantzi, 2020) or actively employed, including in the teaching of Bulgarian students (Tsankov, 2020). The literature review of the studies on the use of mind maps (MMs) to enhance teaching of foreign languages also suggest, that this technique can be very powerful for teaching vocabulary which brings forward the question how it can be used for teaching Business English vocabulary, in particular.

Based on all above, *the purpose* of this paper is to explore how the mind mapping technique can be used for teaching Business English vocabulary. To achieve this, we need to perform the following *tasks*:

- to briefly present the concept of mind mapping, the basic rules when creating MMs and the ways this can be done.
- to review prior research on the application of mind mapping in foreign language teaching and in teaching English for special purposes (ESP).
- to explore the possible ways to use MMs in teaching vocabulary with a focus on teaching Business English (BE) vocabulary.

In view of the thus formulated purpose and tasks set, the remainder of the paper is structured as follows: after this introductory part that supports the relevance of investigating the topic chosen, Section 2 presents the basic features and rules of the technique mind mapping, Section 3 reviews prior research on the use of MMs in foreign language teaching and in ESP, Section 4 narrows the focus on the topic investigating the possible uses of MMs for teaching vocabulary and for teaching BE vocabulary in particular. The last section 5 concludes what has been previously discussed and gives suggestions for future research.

1. The concept of mind mapping.

Mind mapping is a technique to facilitate access to knowledge and retrieval by organizing information in a visual format. Originally proposed in 1970s by the

British psychology author and TV presenter Tony Buzan as a note-taking method, it has quickly gained popularity, being currently used by over 250 million people worldwide in their personal and professional life.

As Buzan himself defines it, mind mapping is “a powerful graphic technique”, which “harnesses the full range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a single, uniquely powerful manner” (Buzan&Buzan, 1996:81). Every mind map starts with a single concept placed in the center, represented by a word and/or an image. Branches radiate from this central concept, representing sub- or related concepts (themes, ideas). Each branch can be presented in multiple ways and linked to the other branches.

Mind maps can be drawn by hand, but there are also many software products to create one - both paid and free. Some of the most popular ones are presented in Table 1. 1.

Name	Website
Coggle	https://coggle.it/
MindMaster	https://www.mindmeister.com/
Ayoa	https://www.ayoa.com/
MindNode	https://mindnode.com/
XMind	https://www.xmind.net/
Miro	https://miro.com/aq/dpm/mind-mapping/
Canva	https://www.canva.com/free/?r=dpm-fmms
Invision	https://www.invisionapp.com/
Mindomo	https://www.mindomo.com/
MindMup	https://www.mindmup.com/
GitMind	https://gitmind.com/
Mural	https://www.mural.co/
Creately	https://creately.com/
Debategraph	https://debategraph.org/
EdrawMind	https://www.edrawsoft.com/
Popplet	https://www.popplet.com/
SimpleMind	https://simplemind.eu/

Table 1. Mind-mapping software.

Source: Developed by the author based on (Guinness, 2023), (Low, 2023), (Kharbach, 2023), (Wikipedia, 2023).

When creating mind maps, we should bear in mind that the human brain can grasp a maximum of seven first-level associations at once, as well as that it can distinguish curved lines more quickly. It is also important to use different colors and shapes and preferably images wherever it is possible. This aids the

easier association of individual elements, understanding structural and hierarchical relationships.

Last but not least, we should distinguish this technique from other similar ones such as concept maps, concept diagrams, metaphors, etc. What is characteristic of mind mapping is that its focus is on the representation of the semantic components of the keyword or idea, and not so much on the relationship between them.

2. The use of mind maps in foreign language teaching

The use of mind maps in foreign language teaching dates to the 1990s, initially as a means of activating learners' knowledge of a given topic and as a means of organizing and recalling lexical items (Casco, 2009). Subsequently, the method found an increasingly wide application, including for: brainstorming and teaching/learning vocabulary, for "scaffolding" listening and reading comprehension (Al-Jarf, 2021) (Saori, 2020), developing speaking (Hoa & Trang, 2020) and writing (Bukhari, 2016) skills of the students, increasing the confidence and autonomy of learners, etc. Moreover, use of mind mapping in English vocabulary teaching can promote both short-term and long-term memory and has a positive impact on improving English vocabulary self-learning (Wu & Zheng, 2023).

The use of mind mapping for teaching English for Specific Purposes (ESP) does not much differ from its application for teaching General English (GE) (Dudley-Evans & St John, 2007) inasmuch as ESP possesses some features in which it differs from GE. These differences can be sought in several aspects. First, while the goal of teaching GE is to develop the basics of English language skills for everyday communication, the focus of ESP teaching is the development of specialized communicative competence and its integration into learners' general professional competence (Gatev, 2020). Therefore, GE aims to develop the basic English language skills of the learners, such as grammar, vocabulary, listening, speaking, reading and writing, which they will need for everyday communication, ESP aims to provide for knowledge and skills that are specific to a particular field or discipline, such as business, engineering, law, medicine, etc. In view of this, the learning content of GE courses covers a wide range of topics, while the learning content of ESP courses is more specialized and based on authentic materials that are relevant to specific topics or disciplines. Moreover, as the aim of instruction is to develop skills that are to be used for specific purposes, the language skills to be taught are to be tailored to the specific needs and goals of the

learners and thus they may not be stressed equally. For example, a course in teaching Business English (BE) may emphasize on the development of writing skills if intended for students, who are preparing for graduate papers in English, while a course for students who would work in the tourist or hotel industry may be more focused on developing spoken skills. Finally, the use of ESP concentrates more on learning in context rather than on teaching grammar and language structures. This highlights the importance of acquisition of vocabulary and especially of knowing the different meanings and uses a lexical item can have in different contexts.

Prior research also distinguishes between several types and subtypes of teaching ESP. As the issue is not the focus here and, moreover, it has been extensively discussed in academic literature, we will not go into detail, but just illustrate it¹ (Figure 1) and mention that teaching Business English falls within this domain.

It is also to be noted, that the category can be subdivided into two subcategories – English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), labelled in Figure 1 as “English for Economics” and “English for Secretaries” respectively, although it is hard to make a clear-cut distinction between EAP and EOP.

¹ For illustration, we have borrowed, as many other prior publications, the tree of ELT teaching, proposed by (Hutchinson & Waters, 1987) for we find it especially informative and perfectly in vein with the idea advocated here - that relationships between concepts and their contexts can be more easily and quickly grasped if visually presented (Figure 1).

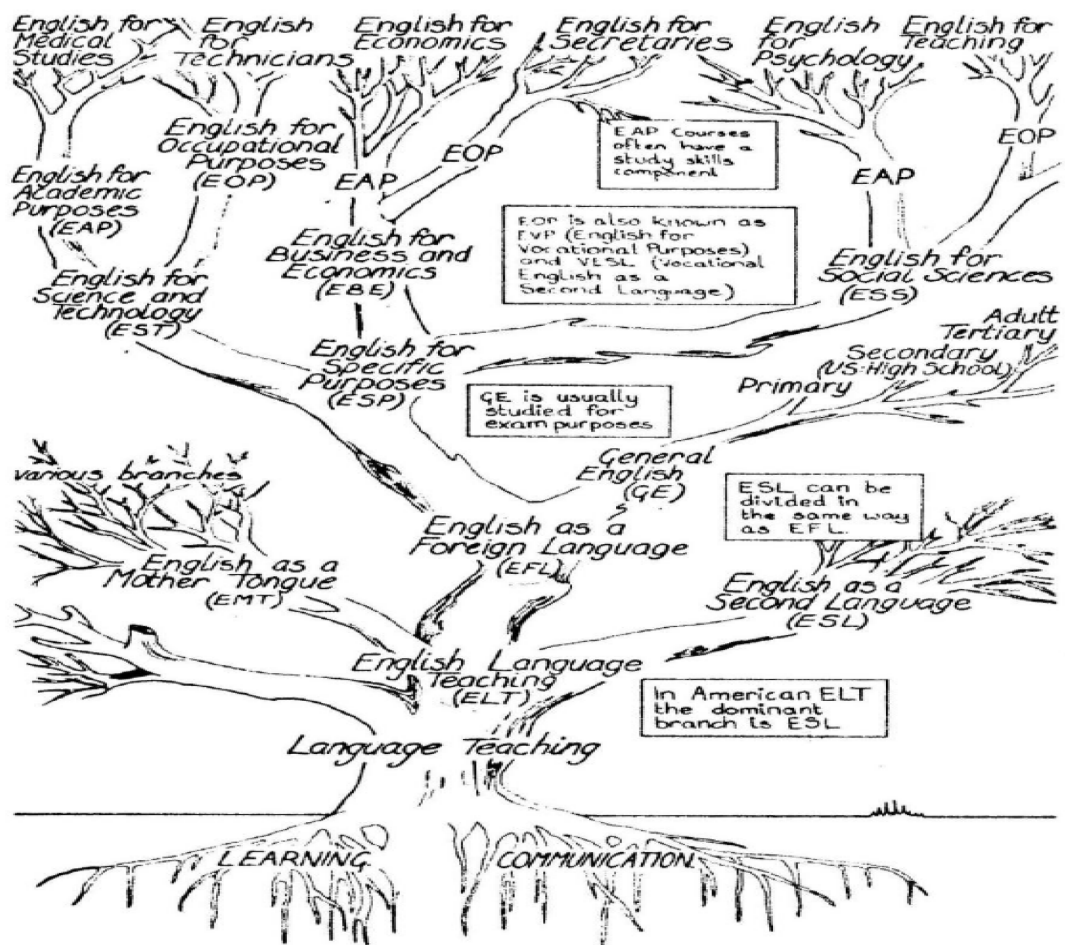


Figure 1. The tree of ELT.

Source: Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learner-Centered Approach*. Cambridge: Cambridge University Press, p. 6

3. Mind maps in teaching Business English vocabulary

One of the aspects of mind maps can be employed in language learning is for activation and enrichment of vocabulary, by linking new and old words with visuals that aid in conveying meaning in a particular setting (Khusniyah, 2019). Teaching vocabulary involves many aspects: pronunciation and spelling, collocations, aspects of meaning such as denotation connotation, appropriateness, semantic relationships such as synonyms, antonyms, hyponyms, etc., word formation and others. The focus of the paper is on three of them: *learning new vocabulary, learning the different derivatives of a word and building a semantic field.*

Usually, *new vocabulary* is encountered and respectively studied with one or two of its meanings. A mind map can help to perceive and assimilate a lexical item in its full richness (Fig. 2).

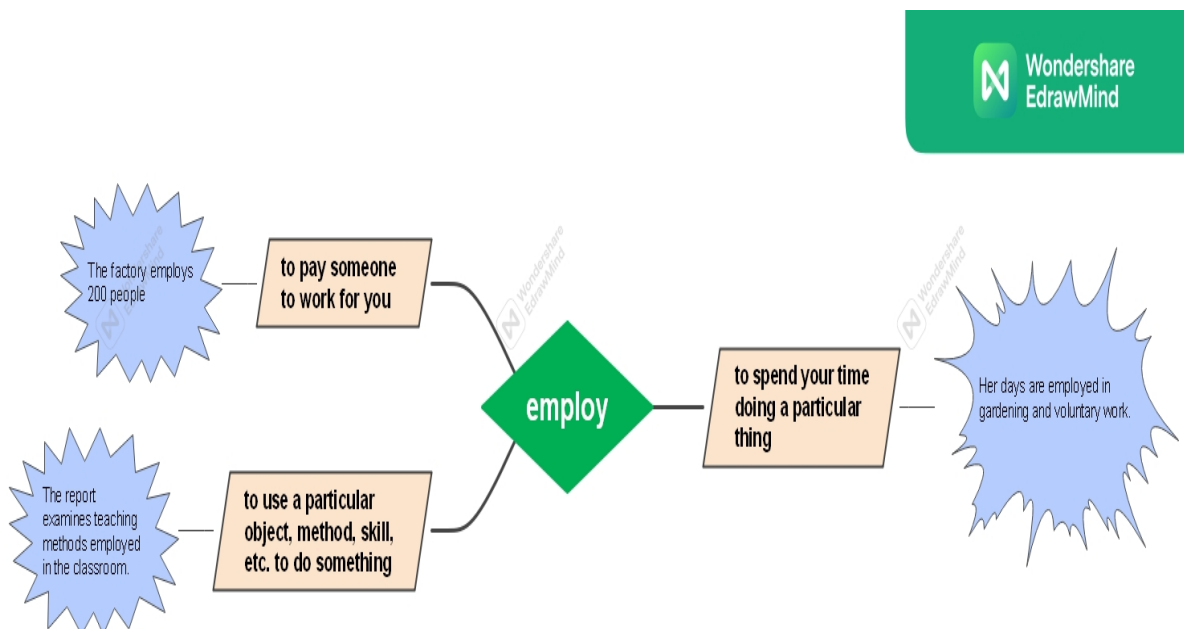


Fig. 2. A mind map of the meanings of the verb "employ".

Source: Developed by the author using the software EdrawMind

<https://www.edrawsoft.com/edrawmind/>

An efficient way of enhancing students' English vocabulary in teaching practice is to use *derivation*. Derivation is a morphological knowledge approach that deals with understanding a word from its etymology to its extended form (Refat, 2015). As we all know derivation includes words, affixes, and parts of speech as well as implied context or in a broad context making new words out of existing ones. In this aspect, mind mapping can be used to analyse the morphemic composition of words, as well as to expand vocabulary from one morpheme to other words or with the derivatives of a root morpheme. Figure 3 shows an example of a mind map which presents the derivatives of the word "employ" and their collocations.

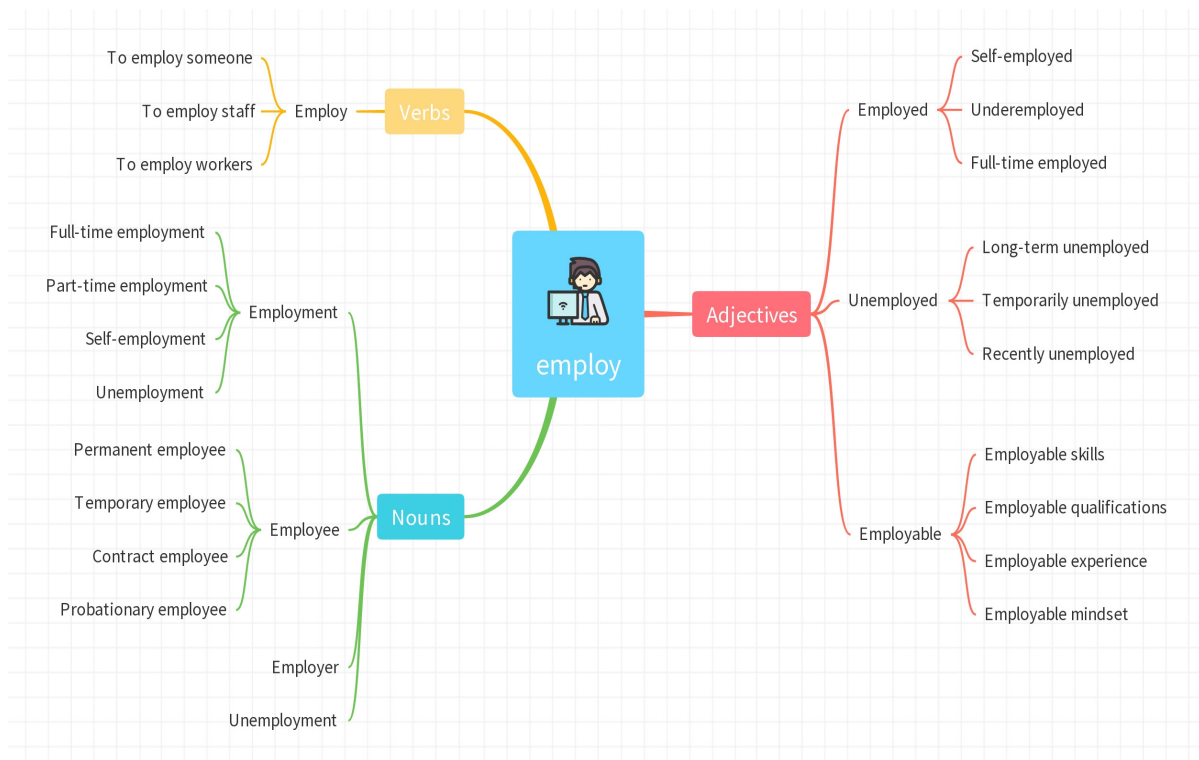


Figure 3. Derivatives of the word "employ" with collocations.

Source: Developed by the author using the software GitMind.

<https://gitmind.com/>

Since the human brain does not store words randomly or in an alphabetical order, but grouped by meaning, mind maps can be an extremely effective tool for teaching vocabulary belonging to a given *semantic field*. In a semantic field, words can be in different relationships: hierarchical subordination, part of a whole, co-subordination, stylistic correlation. An integral feature of the semantic field is one that unites the words in the group. Figure 4 gives an example of the synonyms of the noun "profit".

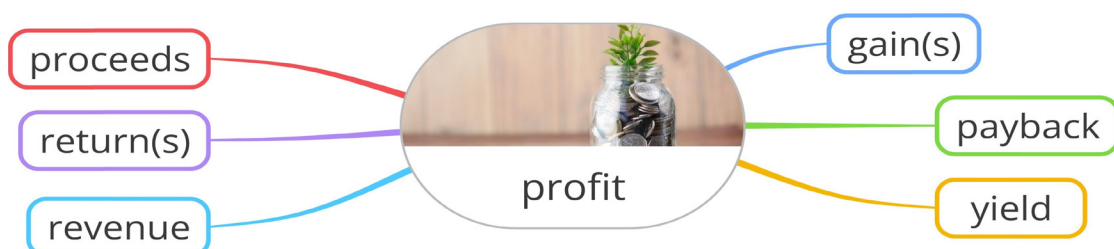


Fig. 4. A mind map of the synonyms of the noun "profit".

Source: Developed by the author using the software Ayoa, <https://app.ayoa.com/>

Conclusion

Mind maps are an alternative to traditional learning/teaching methods that can be used to support creativity and motivation, develop meta-cognitive skills while learning and retaining English vocabulary. The incorporation of mind mapping in vocabulary learning supports the construction of a memory network according to logical thinking which enables students to master vocabulary in a more comprehensive way. The technique can be applied in various settings, both in traditional and online classrooms. It can be easily integrated into English classes, with which both students and instructors alike can greatly benefit from.

The findings of this paper can be further extended in several directions. First, it considers three aspects of teaching BE vocabulary: learning new vocabulary, learning the different derivatives of a word and building a semantic field. Future research may explore the use of mind mapping for the various aspects of meaning, collocations, etc. It can also investigate the effectiveness use of mind mapping for vocabulary teaching in academic settings as well as provide lesson plans that illustrate these uses.

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CRITICAL THINKING AS A COUNTERMEASURE TO PROPAGANDA FALLACIES

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Abstract: The paper reviews the origins and development of the concept of critical thinking in terms of its importance in the modern knowledge-based society. It also discusses the importance of critical thinking on a daily basis and how it involves more than simply being critical. Further, the paper discusses some of the most common fallacies used as propaganda tools giving some present-day examples and guidance to using critical thinking to become aware of such fallacies.

Keywords: critical thinking, logic, fallacy, propaganda.

КРИТИЧНОТО МИСЛЕНЕ В ПРОТИВОВЕС НА ПРОПАГАНДНИТЕ ЗАБЛУДИ

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1. Определение и компоненти на критическото мислене

При възприемане на заливащия ни отвсякъде информационен поток ние трябва да преценяваме поднасяните доводи и да преценяваме дали те са логични или са основани на пропагандни манипулации или заблуди, т.е. да мислим критично. Джон Дюи (Dewey, 1933, стр. 9) определя критичното мислене като „активно, последователно и внимателно осмисляне на убеждение или предполагаема форма на знание в светлината на основанията, които го подкрепят, и заключенията, към които то води”. Основният компонент от дефиницията на Дюи е, че критичното мислене е активно, т.е. то трябва да се прави по личен избор. Вероятно една от най-кратките и лесни за разбиране дефиниции е тази, предложена от Бари Бейер: „Критичното мислене... означава правене на обосновани преценки“ (Beuer, 1995, стр. 8). Това предполага, че не трябва да правим прибързани заключения или преценки, а да рационализираме и обосноваваме нашите заключения. От това следва, че вторият основен компонент на критичното мислене е да си

задаваме въпроси, т.е. да поставяме под въпрос всичко, което ни се поднася и в същото време да се запитаме как нашите собствени пристрастия или предположения влияят на нашата преценка.

Въз основа на тези дефиниции можем да изведем основните характеристики на критично мислещия човек, който трябва да е непредубеден, да мисли аналитично, рационално и систематично, да е любознателен, да не се влияе от господстващото мнение само за да е в крак с модата или да не бъде остракиран, да търси обективната истина и да формира мнението си само въз основа на логиката и неоспорими аргументи.

Процесът на критично мислене преминава през три основни етапа: слушане (възприемане), анализ и оценка на информацията.

Слушането е особено трудно, когато посланието съдържа силно емоционална информация. Пример за такова послание е обсъждането на спорен въпрос като аборта. Докато вашият събеседник говори, вие може да имате доброто намерение да изслушате всички аргументи, но тъй като сте емоционално ангажирани нещо, вие започвате да формулирате наум контра-аргументи и в крайна сметка двете страни започват да говорят без изобщо да слушат какво казва другата страна.

Следващият етап е анализ на информацията, съдържаща се в посланието. На практика ние често започваме да анализираме посланието още докато го слушаме. Това е най-често допусканата грешка - когато анализираме нещо, ние го разглеждаме подробно, като отделяме основните компоненти на посланието, т.е. за правилен анализ посланието трябва да се възприеме в неговата цялост.

На последния етап, когато оценяваме нещо, ние продължаваме процеса на анализ, като оценяваме валидността на поднесените твърдения и аргументи. Един от начините, по които оценяваме дадено съобщение, е да задаваме въпроси за това какво се казва и кой го казва. Примери за такива въпроси са: „Може ли да се вярва на говорещия?“, „Дали казаното звучи вярно или грешно въз основа на здравия разум?“, „Логично издържани ли са поднесените аргументи?“, „Какви въпроси или възражения поражда посланието?“, „Как ще се отрази на посланието добавянето на допълнителна информация и дали тя ще затвърди или отслаби валидността на твърденията?“.

Следващата стъпка в критичната оценка на дадено послание е да интерпретираме или обясним заключенията, които правим от него. На тази фаза разглеждаме доказателствата и твърденията взети заедно, т.е.

сглобяваме отново компонентите, които вече сме анализирали като разглеждаме доказателствата, алтернативите и възможните заключения.

Преди да направим каквито и да било изводи или да дадем някакви обяснения, трябва да разгледаме представените доказателства като си отговорим на следните въпроси:

1. Безспорни ли са доказателствата?
2. Аргументите подкрепят ли тезата на опонента?
3. Съществуват ли контрааргументи?
4. Валиден и достоверен ли е източникът на доказателствата?

2. Логическите заблуди като пропаганден инструмент

В ерата на информационните технологии, когато информацията не залива отвсякъде, нараства тенденцията хората все по-често да се осланят на поднасяната им наготово информация и да не си правят труда да я осмислят критично. По този начин съвременното демократично общество става жертва на пропагандни заблуди, умело поднасяни като „чиста монета“. Най-показателни примери са световните конспирации, довели до войните в Ирак и Либия и разпокъсването на бивша Югославия, масовата истерия около пандемията от Covid-19, медийната кампания прикриваща реалните причини за конфликтите в Украйна и Нагорни Карабах и т.н.

Чрез изучаване на логиката и логическите заблуди можем да се научим да формулираме по-силни и по-последователни аргументи и да избягваме проблеми като споменатите по-горе. Изучаването на логиката има дълга история. Можем да проследим корените на съвременните логически изследвания до Аристотел в древна Гърция. Простата дефиниция на Аристотел за логиката като „средство, чрез което научаваме нещо“, все още се използва като кратка дефиниция на понятието „логика“ (Aristotle, 1989).

В ежедневието си ние постоянно се осланяме на логиката. Дори и никога да не сме изучавали формално науката за логическите разсъждения и заблуди, често можем да разберем кога дадено твърдение не звучи правилно. Пример за такава ситуация са рекламите, които ни заливат от средствата за масова информация – „Купете нашия продукт и ще бъдете красиви/силни/ щастливи / ще се радвате на безгрижен/дълъг живот и т.н.“ И без кой-знае какво критично мислене ние интуитивно знаем, че ако просто си купим съответния продукт, това няма да промени магически живота ни.

Дори и да не можем да идентифицираме конкретната логическа заблуда в аргумента (в този случай – грешка в причинно-следствената връзка), ние знаем, че аргументът има някакъв недостатък. Друг елементарен пример за логическа заблуда е т. нар. **силотизъм**, т.е. логическо твърдение от типа: „Момичетата са по-добри в миенето на чинии. – Вики е момиче. – Следователно Вики трябва да измие чиниите дотече.“

3. Видове логически заблуди и употребата им за пропагандни цели

Логическите заблуди се изучават още от възникването на логиката като наука. В древна Гърция Аристотел класифицира заблудите в две категории – езикови и неезикови. В тези две категории той идентифицира 13 типа заблуди. За целите на настоящия доклад ще групираме заблудите на формални и неформални.

3.1. Формални заблуди

Формалните заблуди се основават на грешка в структурата на аргумента, т.е. при тях заключението не следва логически от представените факти или основания. Формалните заблуди се идентифицират чрез критично изследване на структурата на аргумента, а не на отделните твърдения. Основните видове формални заблуди са:

- **заблуда поради лоши (нелогични) основания (*argumentum ad logicam*)** Този тип логическа заблуда се използва по-скоро за уронване на репутацията на опонента, отколкото на неговия аргумент. Пример за подобна заблуда: *Зеленски е еврей. Той е президент на Украйна. Следователно, той не е нацист.* В този случай двете твърдения не доказват логически заключението, въпреки че то може да не е непременно погрешно, т.е. може да има други доказателства, които да го аргументират.

- **заблуда на маскирания човек (преднамерена заблуда)** Тази заблуда се основава на заместването на равностойни верни твърдения. Пример: *Катя твърди, че чантата ѝ е открадната от руса жена. Елена е руса. Следователно, Катя твърди, че чантата ѝ е открадната от Елена.*

- **заблуда, основана на количествена логика** Този тип заблуди се съдържат в граматическата структура (и по-специално на употребата на количествени наречия) на твърденията. Пример: *Всички членове на БСП са с леви убеждения. Следователно, всички хора с леви убеждения са членове*

на БСП. Първото твърдение е вярно, докато второто определено не е вярно, защото има и други леви политически формации.

3.2. Неформални заблуди

Неформалните заблуди възниква поради грешка в разсъжденията. За разлика от формалните заблуди, които се идентифицират чрез изследване на структурата на аргумента, неформалните заблуди се идентифицират чрез анализ на съдържанието на твърденията. При тях аргументите не осигуряват адекватни причини да вярваме в истинността на заключението. Някои от по-често срещаните неформални заблуди са:

- **подвеждане под общ знаменател** Тази заблуда се основава на присвояване на обобщени характеристики на специфични случаи (изключения). Пример: *Котките са домашни животни. Тигрите са котки. Следователно, тигрите са домашни животни.* За пропагандни цели това звучи като: *Украйна граничи с Русия. Русия нападна Украйна. Латвия граничи с Русия. Следователно, Русия ще нападне Латвия.*

- **заблуда по отношение на източника (ad hominem)** Тази заблуда възниква, когато изместим фокуса си от основанията и заключенията на аргумента към индивида, който излага този аргумент, т.е. логическа заблуда, която се използва за личната атака. Това е слабата форма на спор, която много от нас използваха на игрищата в началното училище, като тази размяна: Пример: *Тошко Йорданов по професия е сценарист. Следователно, той не е квалифициран да бъде депутат.*

- **двусмисленост (двузначие)** Например: *Европа няма да бъде сигурна докато не бъде елиминирана заплахата от Русия.* В този аргумент има две двусмислици – сигурност и заплахата. Това, което се възприема като сигурност за Европа, се възприема като заплахата за Русия (Русия възприема разполагането на бази на НАТО по своите граници като заплахата) и обратно, това, което Европа възприема като заплахата от страна на Русия (разполагане на ядрени оръжия в Беларус, например), от Русия се възприема като естествена мярка за гарантиране на нейната сигурност.

- **позоваване на авторитет (ad vericundiam)** При този вид заблуда се позоваваме на авторитета на известен човек като основание за доказване на аргумента. Например: *Генерал-майор професор д-р Венцислав Мутафчийски каза, че ако носим маски ще караме вируса по-леко. Следователно, ако носим маски, наистина ще преболедуваме Covid-19 по-леко.*

- **позоваване на емоции** Тази заблуда възниква при използването на силно емоционални изрази или език. Силата на заблудата се крие в способността ѝ да мотивира аудиторията да приеме истинността на предложението въз основа единствено на интуитивния им отговор на използваните думи. В известен смисъл публиката е манипулирана или принудена да приеме истинността на изложените заключения. Например: *Всички здравомислещи хора осъзнават, че г-н Путин е пламенен родолюбец, и човек, който твърди, че всички граждани на Руската Федерация имат равни права без оглед на тяхната религия или етническа принадлежност. Г-н Путин твърди, че вярва, че всички граждани на Украйна трябва да имат равни права без оглед на тяхната етническа принадлежност и език без оглед на традициите и историята на тази страна. Следователно г-н Путин е диктатор и трябва незабавно да бъде свален от власт и да бъде съден от международен съд.*

- **позоваване на невежество (argumentum ad ignorantiam)** Когато се позоваваме на невежеството, ние твърдим, че аргументът трябва да бъде приет, освен ако някой не може да докаже противното. Аргументът не почива на никакви доказателства, а на липса на доказателства. Ние трябва да вярваме в истинността на аргумента, защото никой не го е опровергал. Нека да разгледаме един пример, за да видим как могат да се развият призивите към невежеството. Например: *Хората в САЩ от години твърдят, че са се срещали с НЛО. Никой не може да докаже, че НЛО не съществуват. Следователно, НЛО съществуват.* За пропагандни цели този тип заблуда може да звучи като: *Китай винаги е твърдял, че Тайван е част от КНР. Никой не може да докаже, че Китай не иска да използва военна сила срещу Тайван. Следователно, Китай планира да нападне Тайван.*

- **позоваване на жалост (argumentum ad misericordiam)** Позоваването на съжаление е друга форма на апелиране към емоциите на публиката. Тази заблуда е опит аргументът да се приеме въз основа на неблагоприятните последици за говорещия. Всъщност целта е да ни накара да съжаляваме говорещия и да игнорираме доказателствата за противното. Например: *Знаем, че президентът на дадена държава е кучи син, но той е наш кучи син и ако загуби войната печалбите на нашите корпорации ще намалеят. Затова молим нашите законодателни органи да отпуснат необходимите пари и оръжие, за да му помогнем.*

- **кръгова логика (petitio principii)** Тази логическа заблуда се основава на твърдението, че дадена идея е вярна, защото се доказва от друга

идея, която е вярна само ако първата идея е вярна. Подобен аргумент се приема като убедителен само от тези, които вече са убедени във неговата вярност. Например: *Известно е, че държавите, подкрепящи тероризма, имат оръжия за масово поражение. А кои държави имат оръжие за масово поражение? Тези, които подкрепят тероризма, като например Ирак, Либия и т.н.*

- **черно-бяла аргументация (бифуркация)** Тази логическа заблуда се основава на предпоставката за избор само между две възможни алтернативи, докато на практика е възможно да има и други верни решения. Например: *Ако подкрепяте местните фермери, то вие сте против украинския народ.* Всъщност може да се окаже подкрепа на гражданите на Украйна под други форми, без да се налага да се довеждат до фалит местните фермери.

- **погрешна причина (non causa, pro causa)** Тази заблуда се основава на грешна причинно-следствена връзка между две събития. Например: *Миналата година един приятел излезе на дъжда без чадър и се намокри. На следващия ден се разболя от Covid-19. Следователно, причината за заболяването му е това, че се е намокрил.* Всъщност вече всички знаят, че причината е заразяване с вирус и дъждът няма нищо общо.

Заклучение

В ерата на информационното общество информацията все повече се използва като оръжие за спечелване на умовете (а оттам – и на сърцата) на хората. При това вече отпадат всякакви морални норми и стандарти за журналистическа етика, което се дължи най-вече на това, че в социалните мрежи в наши дни всеки може свободно (поне засега) да изразява своето мнение и волно или неволно да прави логически грешки с цел да убеди останалите потребители в своята правота. Именно затова днес е особено важно да се мисли критично и да се познават видовете логически заблуди, които може да бъдат използвани с пропагандни цели.

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LANGUAGE LIQUIDITY

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Abstract: Speaking one or more foreign languages is an asset, and the more liquid that asset is, the more consistent and sustainable the benefits for its owner will be. Attributing liquidity to foreign language competence and skills and comparing them to the possession of highly liquid assets is justified by most of the meanings which reputable dictionaries give for the adjective “*liquid*”. This paper is an attempt to identify the characteristics that render certain linguistic competence and skills as being more “*liquid*” than others and to propose some adjustments in teaching approaches that would equip foreign-language learners with highly liquid assets in terms of using foreign languages in their performance in the twenty-first century.

Key words: asset; liquidity; 4C skills; language; technology.

JEL: 120

Introduction. Speaking one or more foreign languages is an asset and the more liquid that asset is, the more consistent and sustainable the benefits for its owner will be. The Bank for International Settlements gives the following definition for high-quality liquid assets: “... they can be easily and immediately converted into cash at little or no loss of value. The liquidity of an asset depends on the underlying stress scenario, the volume to be monetized, and the timeframe considered” (Bank for International Settlements, 2023:4). Two of the definitions which the Merriam-Webster dictionary gives for the adjective “*liquid*” are: “flowing freely like water; smooth and unconstrained in movement” and “capable of covering current liabilities quickly with current assets”. When attributed to foreign languages, these definitions could be interpreted as follows: foreign language skills and competence may be considered highly liquid assets when their possessor is able to confidently apply them to specific purposes in different contexts (professional or personal) by using various communication means so as to fulfil the objective of the communication.

The scope of the observations, reflections and recommendations presented in this paper is limited to students studying English as a foreign language at D. A. Tsenov Academy, but their relevance is supported by a twenty-seven-year experience of teaching at the institution. Foreign language learning, teaching and

assessment have all undergone significant shifts in the past thirty years, yet, in our humble opinion, these changes still seem to lag behind some of the tremendous changes we have witnessed in the social, cultural and technological development of the world. We believe that in order to make up for existing deficiencies, it is imperative firstly, to update the concept of meaningful foreign language training, and secondly, to approach the concepts of efficient or inefficient performance when assessing learners' progress.

The main thesis of this paper is that since foreign languages are no longer a ticket to better jobs or positions, but a must for both professional and personal fulfilment, students need to master foreign languages *functionally* while at the same time developing other essential skills for the 21st century, such as numeracy; thinking skills, computer use; the ability to work well with others, etc. Hence, foreign language teaching (FLT) must be aligned to the changing nature of education, the new demands of the labor market, and our new globalized and digital world.

I. The New Sets of Skill Required.

In 2002, the Partnership for 21st Century Skills (P21), now the Partnership for 21st Century Learning, was founded in the USA as a non-profit organization by members of the national business community, education leaders, and policymakers, some of them being the National Education Association; the United States Department of Education; Apple Computer, Inc.; Cisco Systems, Inc.; Dell Computer Corporation, etc. The objective of the coalition was to foster a national conversation on the importance of 21st century skills for all students. P21 conducted research to identify deeper learning competencies and skills that separate students who are prepared for more and more complex life and work environments in the 21st century, and those who are not. These skills include: *creativity and innovation* which enable students to think unconventionally and imagine new scenarios; *critical thinking and problem solving* which empower students to judge information, to assess its accuracy and value, to make reasoned decisions and take purposeful action; and *communication* and *collaboration* skills which help students interact competently and respectfully with others, especially in diverse and multinational workplaces and communities (The Partnership for 21st Century Skills, 2009:3).

The illustration below shows how cognitive skills for different types of thinking are arranged from lower to higher order in terms of the brain power required for each type of thinking.

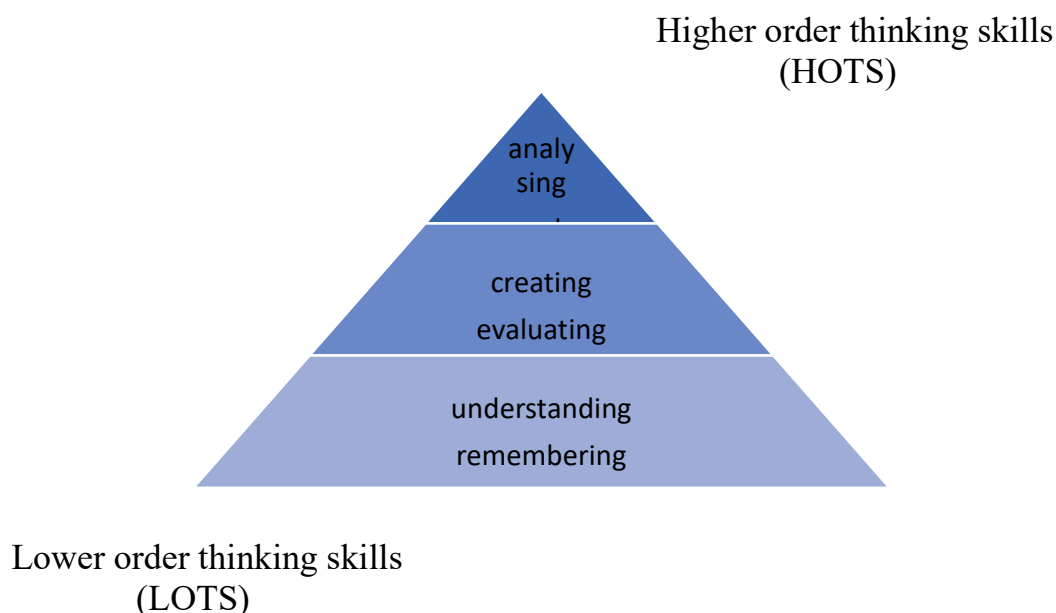


Figure 1. Cognitive skills required for different types of thinking

Source: Promoting 21st Century Skills

Accordingly, different activities employed in the process of learning a foreign language require and develop one or more of these cognitive skills. There are six groups of activities which are usually present in any foreign language course:

A. read and circle, underline, answer the questions, choose the correct answer or option (True / False), match, complete, label (only one answer possible)

B. plan, make, create, draw/sketch, design, invent, construct, produce, hypothesise

C. name, point, find, listen and repeat

D. discuss, tell, show, describe, explain, translate, rephrase (re-write), compare/contrast ideas

E. analyse, separate, connect, classify, re-arrange, combine

F. select, recommend, compare, rank, list/identify reasons

Figure 2 shows a scale which ranks these activities according to the types of skills required for and developed with them, starting from higher to lower order thinking skills.

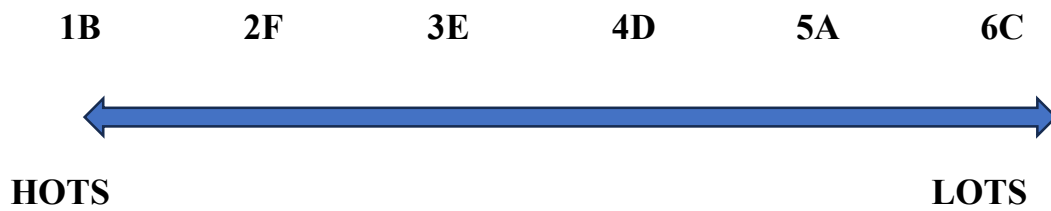


Fig. 2 Groups of activities and thinking skills

Source: Promoting 21st Century Skills

Although many foreign language teachers have already realized that students need to acquire new sets of skills in order to become successful participants in the globalized society of the future, it is discouraging to admit that currently the skills in groups 4, 5, and 6 are still predominantly used in in-class foreign language teaching and learning.

In his article, 21st Century Skills and the “4Cs” in the English Language Classroom, Andy Halvorsen points out that “Communication, collaboration, critical thinking and creativity (referred to as the four Cs) are now considered to be the key skills for 21st century learners, and they have been reshaping education all across the world over the last 10 or 15 years.” (Halvorsen, 2018:1).

Other authors draw attention to the fact that the role of education in the 21st century cannot be limited to developing knowledge and skills only, as it should also develop the “attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future” since “it will be essential to learn how to form purposeful goals, work with others with different perspectives, find opportunities and identify multiple solutions to big problems in the coming years” (Erdogan, 2019: 114). The role of education in the 21st century therefore goes beyond equipping students with the skills required to become competitive and successful workers, employees, or executives. It is vital that education teaches them to become active, responsible, and engaged citizens.

Figure 3 presents the skills and knowledge which 21st century students will need to graduate better prepared to thrive in today’s global economy, as well as the systems which should be amended so as to support cultivating and acquiring these skills and knowledge in terms of standards, assessments, curriculum and instruction, professional development, and learning environments.

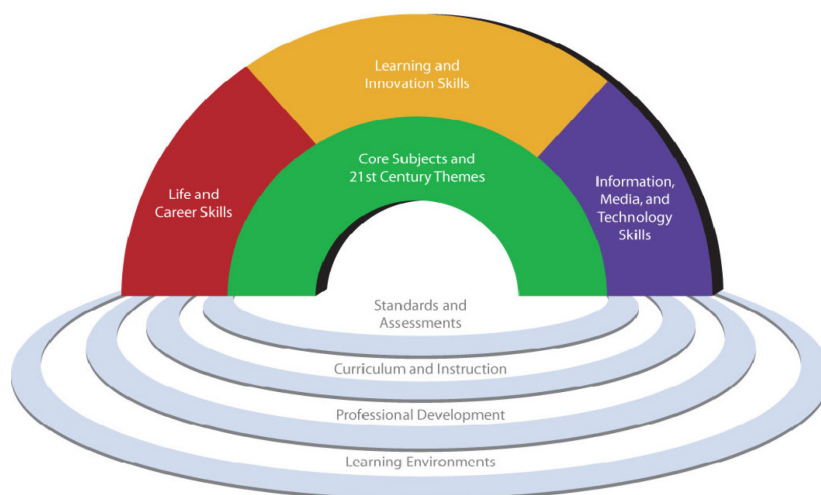


Fig. 3 Twenty-first Century Student Outcomes and Support Systems

Source: P21 Framework Definitions

II. The Changing Face of Language Learning and the New Learning Environment.

Education in general and language training in particular are changing at an ever-increasing rate. Due to technology advancements, students today have a world of resources and information at their fingertips. Traditional notions are giving way to new, more innovative ways of thinking about how we learn, teach, and acquire knowledge. Both teachers and learners are increasingly aware that there are now ways and opportunities to make learning languages more fun and enjoyable, but learners still need continuous and dedicated practice to become proficient in foreign languages. Malcolm Gladwell describes this need as the “10,000 hours to become an expert” rule (Eaton, 2010:8). He states that true expertise can only be achieved after an individual has invested 10,000 hours in learning or practicing a skill, whether it is doing a sport, playing a musical instrument, or studying something. The truth is that students can hardly afford to dedicate so much time or effort to becoming fluent (or experts) in one or more foreign languages unless they are their majors at school or university. This, however, does not mean that it is impossible for learners to master one or more foreign languages at a level that will empower them to use these languages confidently in their personal and professional fulfilment. Rather, university curricula and syllabi need to be designed so as to equip learners with competences

that will be relevant instead of aiming to make them “experts” in the foreign language. Needless to say, being well-grounded in the grammar of a foreign language or having a good command of its vocabulary and registers will make a favourable impression during formal or informal communication, yet, the objective that is more urgent (and realistically more attainable in the short run) is to acquire practical skills such as booking a flight or a hotel, sending and replying to an enquiry, making a complaint, giving a presentation, participating in a discussion, making small talk, etc. There are two important dimensions to successful foreign language learning: what goes on inside the classroom and what goes on outside of the classroom (Richards, 2014:2). The classrooms of today may feel and look very different to the classrooms we remember from our own schooldays or from the time we started our teaching careers. For example, language labs which were the all the rage in the late 1940s and early 1950s with the advent of modern language programs, went out with the 20th century. Their purpose was to expose learners to foreign languages in the voices of native speakers since at that time, students had fewer opportunities to travel and there was no such thing as the Internet or foreign television programming. That has all changed in today’s world of digital everything where audio exposure to foreign languages is readily available at little or no cost (Eaton, 2010:10).

A major focus in language teaching in the last 100 years has been on the design of syllabi, methods and materials. Textbooks and other classroom resources were seen as crucial carriers of both content and learning. Language teaching has always been seen as a preparation for out-of-class uses of languages, yet, paradoxically, the focus has predominantly been on classroom language learning. Classroom-based learning primarily consists of a limited range of discourse and literacy practices and its limitations have frequently been acknowledged in contrast to the opportunities for meaningful and authentic communication and language use which the Internet, technology, virtual social networks and the use of English in face-to-face communication offer today. What is more, the learning opportunities offered by the latter are more likely to be interactive, social, and multimodal. Out-of-class activities may differ in terms of location (home, library, park, cinema); modality (in speech or writing, face-to-face, online); learning aims (intentional or incidental, general or specific); task demands (listen, respond, rephrase, summarise, question); manner (individual, pair, groups); means (computer, mobile phone, television) (Richards, 2014: 15). Not infrequently out-of-class activities may prove to equip learners with more ‘*liquid*’ skills and competences in a foreign language that are more apt to meet

their needs as users of the foreign language. It is therefore essential that the opportunities provided by new technologies be integrated into in-class language training. This need is discussed further in the next paragraph.

III. Using Technology for Language Learning.

There are two major ways in which technology can be used in in-class language learning. First, technologies can be used to demonstrate and share students' knowledge through portfolios, student-made videos, blogs, podcasts, etc. Second, technologies can be used to facilitate language learning synchronously, (e.g. Skype, Moodle, virtual live classes) or asynchronously (e.g. podcasts and blogs). Students can use their creativity to express themselves and demonstrate what they know using technology. As Jack Richards notes in his article, *The Changing Face of Language Learning*, "The challenge for the 21st century teacher will therefore be to find ways to allow students to do that. In today's world, students are the creators, not simply consumers of technology and technology-produced art and projects".

The opportunities provided by modern technologies should not be overestimated, though. James Rohrbach observes in an article for *Forbes*, that Artificial Intelligence (AI), Augmented Reality (AR) and Virtual Reality (VR) are increasingly hot topics in the language learning space with new tools and technologies being touted as silver bullets that will fundamentally change the way we learn (Rohrbach, 2108). Not only have numerous on-demand applications and free tools made learning accessible to everyone (Duolingo being a prime example), but they have also made some authors believe that new technologies will altogether eradicate the need to learn foreign languages. Joshua Cooper Ramo, for example, claims that more data means less need for human intervention and that advancements like real-time translations will render real-time translations nearly obsolete. The counter viewpoint is that there is still a place for human-centric skills, for, as James Rohrbach points out, having studied seven languages himself, he personally sees the human and cultural elements of language irreplaceable, and his ten-year experience as an EdTech entrepreneur has only strengthened that viewpoint. The driving motivation behind learning a language is intrinsically "human", and more often than not, it is emotionally driven, explains the author. Language isn't simply about words and phrases, grammar and pronunciation. Language is deeply rooted in culture, and vice versa.

Further on, Rohrbach's quotes William Poundstone, who emphasizes the importance of knowing things, despite the increasingly easy access to mass amounts of data and information. The author argues that although we now have more information than ever, we are in fact narrowing our potential knowledge base and people are more ill-informed than ever before. "His findings," writes Rohrbach, "support the need for a level of "knowing" in language learning that cannot be replaced by machines or self-study tools, no matter how immersive or realistic" (Rohrbach, 2018). Firstly, because cultural subtleties, connotations, and idiomatic usage simply cannot be fully conveyed without real human interaction and secondly, because learning a foreign language is not fundamentally based on the memorization of vocabulary items or grammar systems, but rather on "pragmatics", that is the confidence, cultural knowledge, and situational awareness which enable a person to comprehend the rich, authentic social context and correspondingly use the foreign language for meaningful social and business interactions. Hence, neither has the need to learn languages changed, nor can deep cross-linguistic and cross-cultural knowledge be outsourced to apps. "Given this," the author observes, "the real challenge isn't how great tech can teach people languages, but rather how it can supplement, extend and scale the human interaction that is at the core of language learning?". The author concludes that while applications, VR games and quiz bots are incredibly valuable tools to enhance the learning process and to make the self-study experience richer and more impactful, they do not, and should not, entirely replace the experience of learning with a real-life human.

IV. New Trends in Language Learning Evaluation and Assessment.

Asset-based assessment is replacing traditional, deficits-based models of evaluation. Traditional ways of assessing language acquisition are inadequate in today's world where language acquisition should be seen as a complex, non-linear and communicative endeavour. Traditional multiple-choice or fill-in the blanks activities and tests which are easy to grade do not reflect the complexity that is involved in learning a language. Over the past twenty years, there has been a worldwide movement towards the development and implementation of benchmark systems and frameworks that take an asset-based approach to language assessment. Two examples of successful benchmarking systems are the Canadian Language Benchmarks (CLB) for Canada's two official languages, English and

French and the Common European Framework of Reference for Languages which was developed by the Council of Europe and has been adopted by over 40 countries. What these systems have in common is their asset-based approach to language learning in contrast to traditional models of testing which tend to reveal the “gaps” in students’ knowledge, their underlying expectation being that students’ learning would only be complete if these gaps could be filled with the appropriate knowledge. Educational leaders of the new millennium, however, are asking questions such as “What *can* my students do?” and “How do we help them grow from where they are now?” (Eaton, 2010:12). For language teachers this means not focusing on verbs and vocabulary lists. It means recognizing students’ abilities to understand, use and produce language in a variety of forms, for a variety of purposes.

Findings and Conclusions.

When it comes to language teaching and learning, both teachers and learners have very different ideas about what is important to teach and learn and what is the best way to do so. In most cases, this will depend on the goals of the learner and the context in which the teaching-learning process is happening. Traditional approaches, which have been associated with formal exams in schools and university settings, expect learners to memorise vocabulary lists and to apply the grammar rules of the target language correctly. Ideas about teaching and learning a foreign language and assessment practices have changed over the past two decades, though, and the focus of foreign language teaching has now been shifted on developing the ability to communicate successfully and to use foreign languages for everyday purposes. Purposeful and meaningful learning of a foreign language goes beyond mastering the grammatical rules and a building a certain volume of general or specific vocabulary. Foreign language teaching today should therefore aim at teaching students how to communicate in ways that are appropriate to the ‘*who, what, when, where and why*’ of the communication process. Hence, we can make the following conclusions and recommendations:

1. The idea that a second language is a ticket to a higher-level job or an international position is an outdated myth. Today, knowledge of another language is *one* of a number of skills which may help an individual acquire meaningful employment, not a guarantee to a better job or a career advancement.

2. The world is changing at a rapid pace, but there is a lot of work that still

needs to be done so that education could reflect these changes. How we learn is changing and so should be how we teach and assess learning. Old, authoritarian models need to give way to gentler, more collaborative models in which asset-based approaches employing benchmarks and frameworks will be used in language learning evaluation and assessment.

3. In today's foreign language teaching and learning, the focus should no longer be on grammar, memorization, and learning from rote. Foreign language classrooms should be conceived of as a space to learn to use languages and cultures to connect to others around the globe.

4. Students now have the world at their fingertips and are experiencing the world through technology in a way that their parents and teachers never did.

5. Foreign language teaching needs to be more learner-centered, more collaborative and more technologically driven.

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TEACHING BULGARIAN LANGUAGE TO INTERNATIONAL STUDENTS AT D.A. TSENOV ACADEMY OF ECONOMICS – SVISHTOV

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Abstract: Applying new practices and developing linguistic research in teaching Bulgarian to international students at D.A.Tsenov Academy of Economics – Svishtov require increasing the level of competence of Bulgarian lecturers and enhancing their functions. Meeting the needs of foreign university students at the Academy and the challenges related to teaching Bulgarian language requires using various methods and approaches relevant to the different groups of learners. The Bulgarian language courses for foreigners at the Academy of Economics are offered in flexible learning formats – individual classes, classes in small groups, Bulgarian for specific purposes classes in online or face-to-face learning sessions. This paper presents the basic problems and challenges of learning Bulgarian as a foreign language; defines typical problems lecturers face when teaching Bulgarian to foreign students from different nationalities and religions. The most adequate solutions for efficient educational process at the Department of Foreign Language Teaching and learning strategies for foreign students' literacy in Bulgarian are outlined. The specific circumstances of our international students, who are non-native speakers of English, are taken into consideration when organizing the Bulgarian courses for foreigners.

Key words: Bulgarian as a foreign language, Bulgarian for specific purposes, literacy, learning formats.

D. A.Tsenov Academy of Economics has extensive experience with students from all over the world. Attending the Bulgarian courses guarantees successful mastering of the literary forms of the Bulgarian language and the assimilation of the main features of modern language. The Bulgarian language courses for foreigners are designed for all levels in line with the Common European Language Framework – A1-A2; B1-B2; C1-C2. The methodology of training has been proven many times over the years in all Bulgarian courses for foreign students. International students are not limited to completing one level only, they can choose to continue their training in Bulgarian in higher levels as well. The language instructors at the Department of Foreign Language Teaching are native speakers of the language, use the most up-to-date teaching materials

and resources so that the international students at the Academy can enjoy their courses in the pleasant and comfortable environment of our language laboratories.

Teaching Bulgarian as a foreign language in English to international and Erasmus+ students at D.A.Tsenov Academy of Economics – Svishtov

The Bulgarian language courses for foreigners that are offered at the Academy help people, who have chosen to live in Bulgaria for a shorter or a longer period of time or are part of the Erasmus+ programs, get to know better the Bulgarian way of life, customs and mentality. Although most people in the big cities speak English and other foreign languages, the ability to speak Bulgarian will not only show respect for our country, but it will be of use in many everyday situations in Bulgaria.

Main characteristics of Bulgarian language training for foreigners at the Academy:

➤ The Academy provides specialized language training in Bulgarian which allows successful students to continue their education in bachelor's or master's degree programs at our university.

➤ The language instructors at the Department of Foreign Language Teaching offers a special opportunity for short-term intensive training in the Bulgarian language.

➤ The training is conducted according to an approved curriculum for a period of one semester of the academic year or two academic terms / semesters and includes teaching Bulgarian to foreign students in English.

➤ Bulgarian language courses for foreigners at the Academy of Economics are offered in flexible learning formats – individual classes, classes in small groups, Bulgarian for specific purposes classes.

➤ Training can be conducted face-to-face and online.

➤ Language instructors certify knowledge and determine the level of proficiency in Bulgarian as a foreign language and those who successfully pass the exam acquire the right to continue their training at the Academy of Economics.

➤ The exam for determining the level of proficiency in Bulgarian can be conducted face-to-face or online.

Benefits from joining the Bulgarian for foreigners courses at the Academy:

➤ Focusing on speaking skills in Bulgarian.

➤ Communication in Bulgarian from the very first class, even with beginners.

➤ Interesting and practice-oriented language instruction guaranteeing fast results.

➤ Fun while learning Bulgarian for foreigners – leading to increased motivation.

➤ Flexible learning formats – individual classes or classes in small groups of up to 10 participants.

When organizing the learning process in the Bulgarian language courses for foreigners and choosing successful teaching strategies, Bulgarian language teachers are mainly guided by the stages of second language acquisition. Students learning a second language go through five predictable stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Krashen & Terrell, 1983). How quickly the students make progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

Stage	Characteristics <i>The student:</i>	Approximate Time Frame	Teacher Prompts
Preproduction	<ul style="list-style-type: none"> • has minimal comprehension. • does not verbalize. • nods "Yes" and "No." • draws and points. 	0- 6 months	Show me ... Circle the ... Where is ... ? Who has ... ?
Early Production	<ul style="list-style-type: none"> • has limited comprehension • produces one- or two-word responses. • uses key words and familiar phrases. • uses present-tense verbs. 	6 months - 1 year	Yes/no questions Either/or questions Who ... ? What ... ? How many ... ?
Speech Emergence	<ul style="list-style-type: none"> • has good comprehension. • can produce simple sentences. • makes grammar and pronunciation errors. • frequently misunderstands jokes. 	1–3 years	Why ... ? How ... ? Explain ... Questions requiring phrase or short-sentence answers
Intermediate Fluency	<ul style="list-style-type: none"> • has excellent comprehension. • makes few grammatical errors. 	3–5 years	What would happen if ... ? Why do you think ... ? Questions requiring more than a sentence response
Advanced Fluency	• has a near-native level of speech.	5-7 years	Decide if ... Retell ...

Fig.1. Teacher prompts for each stage of Second Language Acquisition.

Our Bulgarian for Foreigners courses aim to help students gain basic grammar knowledge in modern Bulgarian as well as to assure the use of vocabulary in everyday social, family, professional and academic environments. Each lesson consists of multiple dialogues, adapted newspaper articles and other relevant sources, grammar exercises, writing, reading, comprehension and detailed vocabulary at the end of each topic. Forming a group requires at least three students with the same preferences for time and schedule. The training lasts for 14 weeks. The contact language is English. Classes are 2 times a week, each consisting of 2 lessons = 90 minutes (1 hour of training is 45 minutes).

Program of the Bulgarian courses for foreigners at D.A.Tsenov Academy of Economics

Objectives of the program:

- building communicative language competence;
- acquiring knowledge of the grammatical structure of the language given in a specific thematic context;
- formation of a solid vocabulary that ensures free communication in various life situations;
- building behavioral strategies for communication;
- building tolerance towards cultural diversity;
- acquiring knowledge about the lifestyle, culture, behavioral patterns and value system of the Bulgarians.

The structure of the program enables teachers to easily and quickly navigate the learning content and the expected results in the different language levels in the four components – speaking, listening, reading and writing. The program specifies the expected results in each of the levels - A1, A2, B1, B2. The emphasis in each of the levels is on speaking, as most language activities are addressed to this skill. This is dictated by the language needs of the learners. The program also provides an opportunity to objectively assess the results achieved according to the European language framework taking into consideration the specifics of the Bulgarian language. The programs for the respective levels A1-A2, B1-B2 of the common European language framework are presented in tabular form. (Table 1 and Table 2)

Bulgarian Level 1

Course description: Level 1 is for complete beginners or those who have had only very little contact with the language. The course runs over fourteen-week

terms and each session is ninety minutes long. The course includes all four skills: reading, writing, speaking and listening. The aim of the course is to enable students to function in simple everyday situations and get by in Bulgarian. This includes knowledge of basic vocabulary, grammar, morphology, syntax, and phonetics.

Topics: Getting acquainted; in the hotel and home; in the restaurant; telephone conversation; books and newspapers; shopping.

Skills: Understanding of sentences and frequently-used expressions in simple and familiar everyday situations. Communicating in simple routine and familiar situations giving and asking information about: Background, time, directions, costs, phone numbers etc. Expressing likes and dislikes. Keeping up very simple short conversations. Understanding simple public announcements, notices and signs. Understanding simple written messages.

Grammar: Gender, plurals, nouns, adjectives, prepositions and conjunctions, numerals, personal pronouns and possessive pronouns, adverbs, verb conjugations, imperatives, present tense, past tense, future tense, present perfect and past perfect tense, reflexive verbs, verbal aspect.

Bulgarian for foreigners A1- A2

The aim of the preparatory language course is to help foreign students acquire basic language skills - listening, reading, speaking, writing. The Bulgarian language course is based on an approach that follows the progression of communicative competence in contemporary Bulgarian, offers a coherent and logically sound grammatical progression of different language categories, includes typical communicative situations that reflect modern realities in communicating in Bulgarian. Each lesson consists of many dialogues, adapted articles from newspapers and other relevant sources, grammar exercises, exercises in writing, reading, listening comprehension. English is used as an intermediary language. The language course meets the requirements of Levels of competence A1 and A2 according to the Common European Framework. After finishing A1-A2 level, the Department of Foreign Language Teaching at D.A.Tsenov Academy of Economics conducts a final exam for each student. When they pass it, the Academy provides them with a certificate in Bulgarian language of the level that the student has acquired. Foreign students are required to speak English at least at pre-intermediate level in order to start the Bulgarian language course.

Table 1. Bulgarian language course for foreign students, level 1 / A1-A2/.

EXPECTED RESULTS		
Expected results for curriculum level competencies	Topics and expected results Communication skills	Grammar
<p>LISTENING Learners can: -understand short, simple conversations on familiar topics such as family, food, weather; -make guesses about unfamiliar words by examining the immediate and wider context of familiar vocabulary; -understand when spoken to slowly and clearly and repeated when necessary; -understand within the scope of the material taken.</p> <p>SPEAKING Learners can: -ask and answer specific questions on familiar topics; -have a short conversation with the teacher and other students on familiar topics - about themselves, their family, food; -use basic communication functions such as request, refusal, prohibition; -apply successful strategies to deal with communication problems.</p> <p>READING Learners can: -read aloud familiar and unfamiliar words, short sentences and short texts; -read messages, announcements, signs, posters; -understand the general meaning of short texts on familiar topics and familiar vocabulary.</p> <p>WRITING Learners can: -fill in their name, nationality, address and other personal details; -write short sentences and short texts on familiar topics with the use of familiar vocabulary; -express themselves with a limited vocabulary and elementary language structures;</p>	<p>Greetings. Making introductions. Learners can: -greet and say goodbye; -introduce themselves and other people; -ask and answer questions about nationality.</p> <p>Food Learners can: -recognize different Bulgarian foods and dishes; -express their preferences for certain foods; -express availability of food products and items with "there is" and "there isn't"; -answer general questions positively and negatively; -count from 1 to 10.</p> <p>Eating and dining establishments Learners can: -order food and drinks in a café/ restaurant; -ask about prices; -ask for and pay the bill; -ask to sit at a table with strangers; -count from 10 to 100; -recognize money.</p> <p>In the supermarket. In the marketplace. Learners can: -name the food products; -buy different quantity of them; -name the fruits and vegetables; -count from 100 to 1000.</p> <p>The city and the countryside Learners can: -recognize various sites and public buildings; -give and ask for instructions on how to get to a certain place; -specify and ask for an address; -count more than 1000.</p> <p>Family Learners can: -ask and talk about their family members; -ask and answer personal questions (marital status, family relationships, age).</p> <p>Time Learners can: -talk about the weather; -name the days of the week, months and seasons;</p>	<p>Bulgarian alphabet Personal pronouns Present tense of the verb "to be" General questions with the verb "to be"</p> <p>Question words: what, where, how</p> <p>Present tense (A-conjugation) Gender and singular of nouns</p> <p>The demonstrative pronoun "this" The prepositions "with", "without"</p> <p>Present tense (E-conjugation) Plural of nouns</p> <p>Present tense (A and E conjugation) Count form for the plural of nouns</p> <p>Prepositions of place Definite article for singular and plural nouns</p> <p>Present tense (I-conjugation) Short forms of the possessive pronouns</p> <p>The preposition "of" for age and possession</p> <p>Gender and number of adjectives Agreement of adjectives and nouns by gender and number</p> <p>Ordinal numbers – gender and number</p> <p>Prepositions of time a Prepositions of time and seasons</p>

<p>-make brief descriptions on familiar topics.</p>	<p>-ask for the time and answer the question "What time is it?".</p> <p>Home Learners can: -name the rooms; -name the furniture in them; -describe where the furniture is; -make comparisons.</p> <p>Clothes and colours Learners can: -name the clothes and colours; -describe what clothes they wear in different seasons; -what clothes they wear in their country.</p> <p>Transport and travel Learners can: -use different transport; -understand bus/train schedules; -request information about departure/arrival time; -buy tickets.</p> <p>Everyday activities Learners can: -talk about everyday activities using time markers; -describe and ask questions about everyday activities.</p> <p>Conversations on the phone Learners can: -have a phone conversation; -arrange a meeting; -send and accept invitations; -express misunderstanding.</p> <p>On a visit. Description of people. Learners can: - talk about their future plans; - describe people; -ask and answer questions related to describing people.</p>	<p>Comparative and Superlative Degree of Adjectives Prepositions of movement</p> <p>Word order of interrogative sentences</p> <p>Adverbs of frequency</p> <p>Comparative and superlative degree of adverbs</p> <p>Reflexive verbs</p>
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STUDY CONTENT		
Vocabulary	Cultural information	Context and activities
<p>A1 - A2 Greetings Nationalities Countries</p>	<p>A1 - A2 Greeting rules Polite form Nonverbal Yes/No</p>	<p>A1 - A2 Learners should acquire the language: ➤ in a creative atmosphere;</p>
<p>Food and drinks The verbs 'love', 'want', 'have' "What is this?" The numbers from 1 to 10</p>	<p>Bulgarian food - traditional Bulgarian dishes</p>	<p>➤ through various interactive communication activities</p>

		(especially role-playing games) tailored to the level, needs and their interests;
How much does it cost? The verbs eat, drink, have breakfast, have lunch, have dinner Words and phrases - free, occupied, welcome, of course, sorry	Eating habits in Bulgaria Types of restaurants and eateries	➤ through tasks that stimulate logical thinking and independent decision-making;
Levs and stotinki Numbers from 1 to 100		➤ by working independently, in pairs or in groups;
Food The verbs 'buy', 'go', 'shop' Fruits and vegetables Kilograms and grams The numbers from 100 to 1000	How Bulgarians go shopping	➤ by constantly revising the material and practicing new skills in familiar and unfamiliar situations.
Public buildings Where is...? Directions The prepositions for, to, in, before, behind, near, far from, against, between The verb 'live' Numbers over 1000	How to behave in public places	Learners should be given the opportunity to: ➤ use appropriate textbooks and language materials (especially different types of graphic aids - tables, graphs, pictures), according to their level and needs;
Family members Who is this? The verbs 'have', 'work', 'study' Adjectives of description	Family relations and the role of the family in Bulgarian culture	➤ expand their learning strategies (memorization techniques, reproduction, systematization of knowledge);
Time Seasons, months, days of the week Vocabulary describing weather	Bulgarians' attitude to time	➤ use language for real communication, applying compensatory tactics to deal with communication problems;
Rooms; Furniture	The Bulgarian house	➤ compare and discover similarities and differences between their own culture and Bulgarian culture.

Bulgarian for foreigners B1- B2

This level is for learners who:

- have completed A2 level;
- don't need another language to communicate with local people;
- have a good foundation of spoken and written Bulgarian;
- need extra practice in Bulgarian.

In B1 - B2 level of "Bulgarian for foreigners" courses, learners' previous knowledge is used to achieve more complicated language tasks such as debates, projects, discussions on current affairs, Bulgarian literature, writing styles, presentations, etc. Whenever a language error is present, language instructors prepare an input session on that grammar or vocabulary topic. There is a clear

focus on speaking and pronunciation in the classroom and the role of the teacher is to be the facilitator. The students are expected to contribute to the classes with their own knowledge and analysis of language as well as doing individual work at home. Only Bulgarian is spoken during these lessons.

Table 2. Bulgarian language course for foreign students, level 2 /B1-B2/.

EXPECTED RESULTS		
Expected results for curriculum level competencies	Topics and expected results Communication skills	Grammar
<p>B1 – B2</p> <p>LISTENING Learners can: -understand the essentials of familiar topics; -understand basic information from radio and television broadcasts on familiar or current topics, as well as questions of a personal and professional nature; - understand standard language.</p> <p>SPEAKING Learners can: - participate in conversations on familiar topics without prior preparation; -describe their experiences, feelings, goals, plans; - briefly express and argue their opinion; - briefly present their idea or project; - pronounce words clearly and can be understood easily.</p> <p>READING Learners can: - read and understand texts containing frequently used everyday and professional vocabulary; - read and understand descriptions of events, feelings, desires in personal correspondence;</p>	<p>B1 – B2</p> <p>Introducing Bulgaria Learners can: - briefly tell about Bulgaria; - describe their own country; - compare the two sides; - ask and answer questions related to the location, population and geographical features of the countries.</p> <p>National heroes of Bulgaria - Hristo Botev and Vasil Levski Learners can: - briefly tell about the lives of Botev and Levski; - describe the lives of their country's national heroes; - ask and answer questions related to this topic; - express a personal attitude.</p> <p>Holidays in Bulgaria - spring and winter holidays Learners can: - briefly tell about the Bulgarian holidays - Christmas, New Year, Easter, Baba Marta... - tell about their holidays and compare different traditions - ask and answer questions on the subject.</p> <p>Communications Learners can: -describe the different ways of communication they use; - compare the ways of communication in Bulgaria and their country; - ask and answer questions related to the topic; - express preferences related to types of communications; - give and reason an opinion.</p> <p>Household problems at home Learners can: - describe problems at home; - explain and seek help to solve problems; - ask and answer questions related to this type of problem</p>	<p>B1 – B2</p> <p>Present tense of verbs of the three conjugations (revision) Aspect of the verb (revision) Verbal Nouns</p> <p>Possessive pronouns - full forms The article with the full forms of possessive pronouns</p> <p>Complex sentences Linking words</p> <p>Short dative forms of personal pronouns Word order when using short accusative and dative forms of personal pronouns</p> <p>Passive voice in Bulgarian Past indefinite tense</p> <p>Past Indefinite and Past Aorist - a comparison of the two tenses</p> <p>Past imperfect tense</p> <p>Direct and indirect speech</p> <p>Subjunctive mood</p> <p>B2 Types of adverbs (summary) Conjunctions and linkers (summary)</p>

<p>- read texts on unfamiliar topics and vocabulary and can find keywords and the most important details.</p> <p>WRITING Learners can:</p> <ul style="list-style-type: none"> - compose simple texts on familiar topics or topics of interest; - write emails, letters, notes, send messages on the phone. 	<p>Bulgarian towns and cities Learners can:</p> <ul style="list-style-type: none"> - tell about the most famous Bulgarian cities; - tell about interesting cities in their country; - compare cities; - express preferences and argue opinions; - ask and answer questions on the subject. <p>Travel and adventure Learners can:</p> <ul style="list-style-type: none"> - tell about a trip using past tenses; - ask and answer travel-related questions; - describe and compare their own trips and those of their friends; - express and argue preferences regarding places, transport. <p>Memories Learners can:</p> <ul style="list-style-type: none"> - tell about repeated past actions; - ask and answer questions related to past habits; - describe their childhood and school years. <p>Sports and health Learners can:</p> <ul style="list-style-type: none"> - talk about sports and health; - ask and answer questions related to this topic; - transform direct into indirect speech and vice versa. <p>Feelings. Advice Learners can:</p> <ul style="list-style-type: none"> - describe and compare their feelings and the feelings of others; - ask and answer questions related to feelings and emotional state; - give and ask for advice. <p>Bulgaria's nature Learners can:</p> <ul style="list-style-type: none"> - tell about the nature of Bulgaria and their country; - compare and justify their preferences; - ask and comprehensively answer questions related to the topic; - participate in nature-related discussions. <p>Food, cooking and health Learners can:</p> <ul style="list-style-type: none"> - talk about traditional Bulgarian cuisine; - compare and describe in detail the Bulgarian food and the food in their country, as well as the ways of preparing food; - offer different food recipes; - ask and answer questions on the subject. <p>UNESCO Heritage Sites in Bulgaria Learners can:</p> <ul style="list-style-type: none"> - describe the UNESCO sites in Bulgaria <p>People Learners can:</p>	<p>Types of complex sentences</p> <p>The Complex Imperative</p> <p>Types of prepositions (summary)</p> <p>The Bulgarian present tense - used to express historical events</p> <p>Reflexive verbs Past Indefinite Tense/Present Perfect Tense (revision) Past Perfect Tense</p> <p>Past Simple Tense (Aorist) and Past Perfect Tense</p> <p>Future in the Past Tense</p> <p>Conditional structures related to present, past and future</p> <p>Word formation of verbs</p>
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	<ul style="list-style-type: none"> - describe different types of people – their personality and appearance; - talk about the people they communicate with and the relationships with them; - ask and answer questions on the topic; - participate in discussions related to the topic. <p>Work and education. Searching and finding a job. Learners can:</p> <ul style="list-style-type: none"> - talk about their education and professional experience; - talk about relationships with their colleagues; - describe and compare different jobs; - describe the ideal job for them and their expectations from it. <p>The press and TV Learners can:</p> <ul style="list-style-type: none"> - talk about different types of information - political, economic and cultural events that happened at different times; - describe, compare and give an opinion on current events; - express preference or disagreement. <p>Friendly conversations Learners can:</p> <ul style="list-style-type: none"> - have conversations with friends on various topics; - talk about their relationships with friends; - describe and compare their different friends; - talk about events planned in the past, but not realized. <p>Holiday and entertainment Learners can:</p> <ul style="list-style-type: none"> - talk about realized and unrealized holidays and entertainment; - talk about their dream vacation and the conditions under which it can be realized; - ask and answer questions using conditional structures. <p>Dreams and reality Learners can:</p> <ul style="list-style-type: none"> - talk about their dreams and the conditions for realizing them, as well as the dreams of their relatives and friends; - they talk about their unfulfilled dreams in the past and the reasons for this; - ask and answer questions related to reality and how they would change it if they could. <p>History of Bulgaria Learners can:</p> <ul style="list-style-type: none"> - talk about the most important moments in Bulgarian history; - talk about the history of their country; - describe and compare historical events. 	
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Specific assessment methods

It is very important to create an atmosphere for building a positive attitude of learners towards the language, as well as a strong motivation for learning and using it as a way of socio-cultural integration. Any progress, however small it is, should be noted and encouraged by the language instructor. For some of the students, learning the Bulgarian language is a difficult process. Therefore, the role of the teacher is crucial - learners should be supported and encouraged throughout the course; achievements should be constantly noted; feedback should be sought at all times so as to improve learners' focus and results and create a healthy communication flow. Assessment methods and forms should create positive experiences for learners, stimulate them to achieve better results, make them feel more confident and relaxed when using the language. Assessment methods and forms should enable learners to demonstrate their strengths, to believe that they can cope with language and cultural challenges. Assessment can be formal or informal. Formal assessment is carried out in the form of tests that determine the level of the learners. The tests are tailored to the learning material that is taught and the program. Informal assessment is what teachers use every day to evaluate the progress and comprehension skills of their students. This includes working in class, completing individual tasks, participating in group tasks, working in pairs. Informal assessment is based on the learner's attitude towards the overall learning process, practising the language with native speakers and learners' desire for socio-cultural integration.

Bulgarian language training follows the communicative approach and includes many different activities. Language learning is integrated with sociocultural information. The goal is to build and expand communication skills and strategies, which are different for different levels, as well as obtaining sufficient knowledge about Bulgarian culture. Learning activities should come as close as possible to real life models and situations so that learners can see the practical benefit of learning and feel prepared for real communication. The topics are expanded gradually and spirally, with an opportunity for consolidation. Reading and listening texts are entertaining, interesting and close to real speech. They have cognitive value corresponding to the interests and needs of the learners. Grammar is introduced in a specific context. The learning material is graded by difficulty and depending on the group's capabilities; the teacher decides what part of the lesson to teach. Mastering the taught material is most successfully achieved through various interactive activities. Teaching follows the principle of integrated

development of speaking, listening, reading and writing, with emphasis on speaking, especially at A1 and A2 levels.

Main problems that Bulgarian language teachers face during the learning process in the Bulgarian courses for foreigners:

- Foreign students are not only from different nationalities, but also from different religions - Christianity, Buddhism, Taoism, Muslim, Catholicism, Protestantism, etc.;
- Learners are fluent in at least two languages (mother tongue and English). Some of the students speak 3 or more languages;
- lack of motivation of the students;
- lack of time for preparation, which is related to their study schedule;
- the large number of students in a group;
- the duration of the classes attended (usually between 4-6 hours);
- choosing appropriate textbooks and study materials.

The ways that Bulgarian language teachers from the Department of Foreign Language Teaching most often use to overcome difficulties in the learning process of foreign students are:

- more communicative exercises;
- more practice;
- use of visual materials.

Better results can be achieved by improving the quality of work and turning information into knowledge.

The aim of teaching Bulgarian as a foreign language in English to international students at the Academy of Economics is, with the aid of modern information technologies and various teaching techniques, to help the international students discover the differences between the Latin and Cyrillic characters and get familiar with the qualities and opportunities provided by the Bulgarian alphabet; to initialize the process of proper articulation of Bulgarian sounds and inscription of Cyrillic letters; and to train learners to understand Bulgarian texts and make conversations in Bulgarian. Mastering Bulgarian means accumulating grammar knowledge and useful expressions, as well as the ability to speak freely and confidently in personal or professional situations. The main goal is not only the achievement of better communicative ability and competence of Bulgarian language learners, but also a concern for the achievement of practically oriented communication, bearing in mind the need of foreign students to adapt to the new language area in their future studies. All things considered, it can be stated that

whatever the ways, the methods, the educational tools that are chosen, whatever roles teachers play, all of them are keys to the same door - the door of knowledge.

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**СЪВРЕМЕННИ ИЗМЕРЕНИЯ НА ПСИХОЛОГИЧЕСКАТА
ТРЕВОЖНОСТ ПРИ ИЗУЧАВАНЕ НА ЧУЖД ЕЗИК
В ОНЛАЙН СРЕДА, ПРИЧИНИ ЗА ПОЯВАТА Й СРЕД
ОБУЧАВАЩИТЕ СЕ И ЕФЕКТИВНИ МЕТОДИ
ЗА РЕДУЦИРАНЕТО Й**

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**CONTEMPORARY DIMENSIONS OF PSYCHOLOGICAL
ANXIETY IN ONLINE FOREIGN LANGUAGE LEARNING,
REASONS FOR ITS APPEARANCE AMONG LEARNERS
AND EFFECTIVE METHODS TO REDUCE IT**

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Abstract: In the age of the Internet, new ideas and methods of learning put an additional psychological burden on learners (students, school pupils, etc.), and anxiety is one of the most significant factors affecting students in higher education. Taking students who attend an online college English course as a research object, this paper analyzes, through the method of investigation and data analysis, the general situation and professional skills of students studying in a network environment and their psychological anxiety. Several methods for reducing anxiety are presented and according to the causal analysis, the most effective ways are summarized by adding data from another survey. It is indicated that teachers can support the mode of group learning and peer collaboration, increase the time and variety of tests and also the richness of extracurricular activities, improve the quality of teaching methods, and the quality of students' online learning respectively to reduce the anxiety of the latter in the process of learning foreign languages in an online learning environment.

Key words: online course, anxiety, foreign language learning, psychology, data mining, effective ways

Въведение

В съвременното ни информационните технологии са проникнали във всички сфери на живота, включително и в образованието. Ако преди онлайн обучението е служело главно като полезно допълнение към офлайн курсовете или като форма на смесено обучение (blended teaching), то след внезапното избухване на Ковид пандемията същото започва да заема все по-голямо място „на образователната сцена”. През този продължителен период на провеждане на онлайн обучение в национален мащаб, онлайн преподаването допринася не само за на пръв поглед несравними удобства и предимства, но и поражда определени промени в психологията на учениците. В частност чуждоезиковото обучение се характеризира със специфичност, която изисква високо ниво на интеракция между учителя и обучаемите, както и между самите обучаеми. Именно по тази причина, поради липсата на сърдечно, непосредствено и ефективно взаимодействие в действителното общуване, много ученици и студенти получават допълнителна психологическа тежест, която би причинила психологическа тревожност за дълго време.

Тревожност

Австрийският психолог и психоаналитик Зигмунд Фройд (1936) определя тревожността като вид сложно емоционално преживяване, описващо се с напрежение, безпокойство, в което се съдържа известно предусещане за опасна ситуация. От гледна точка на психологията, безпокойството е вид стресова реакция на човешкото тяло. Умерената тревожност е „психологическа имунизация“, но дългосрочната тревожност води до раздразнителност, постоянен страх, песимизъм и депресия и други подобни. Според клиничната медицина прекомерната тревожност обуславя редица опасности за тялото, психиката и поведението на индивида. Когато тялото е в продължително състояние на тревожност, това води до паник атаки, повишаване на кръвното налягане, замаяност, замъглено зрение, шум в ушите и т.н. Тревожността е вид психическо състояние, която може да нанесе голяма вреда на човешкото тяло и да причини промени в поведението на хората. Дългосрочната тревожност ни кара да губим увереност и да не можем да се изправяме пред неуспехи и натиск. Тревожността за първи път се смята за проблем през 40-те години на 20-ти век и е емоционално отражение на

сериозното влошаване на ценностите относно възприемането на реалността или предстоящото. Тя представлява сложното емоционално състояние на напрежение и други неприятни чувства, причинени от предстояща опасност или заплаха. През 50 - те и 60 -те години на миналия век започват да се появяват първите изследвания върху връзката между тревожността и резултатите от ученето (Спилбъргър, 1966). Същите се увеличават постепенно през 70-те години на 20 век.

Чуждоезиковата тревожност

През 1986 г. американският психолог Хорвиц за първи път предлага понятието „тревожност в класната стая по чужд език“. Той вярва, че безпокойството в класната стая по чужд език е „отделен комплекс от самовъзприятия, вярвания, чувства и поведение, свързани с изучаването на езици в клас, произтичащи от уникалността на процеса на изучаване на езици“. Предполага се, че това е повсеместен емоционален фактор, който възпрепятства напредъка в усвояването на материала. (Arnold and Brown, 1999). Докладва, че учениците с тревожност при учене на чужд език изпитват негативни емоции в среда на преподаване на чужд език, особено в процеса на практикуване на английски език. Същите често показват симптоми като липса на говорене, силно напрежение, безпокойство, страх и ускоряване на пулса, изпотяване и т.н. Безспорно езиковата тревожност е централен фактор, който влияе върху способностите на изучаващите чужди езици във всички области (Аргаман и Абу-Рабия, 2002). Поради тази причина тревожността се е превърнала в един от фокусите в изследванията за усвояване на втори чужд език.

Хорвиц (1986) разделя тревожността в класната стая по английски език на три измерения според нейното представяне: комуникативна тревожност, тревожност от отрицателна оценка и тревожност при тест. Комуникативната тревожност се отнася до степента на страх или безпокойство относно реална или очаквана комуникация с другите. Типичният поведенчески модел на комуникационната фобия е избягване на комуникация или оттегляне. При тези, които се страхуват от комуникация, се наблюдава неохота да се намесват в разговора на други хора и да преследват социално взаимодействие. Страхът от негативна оценка се отнася до чувството на страх от оценката на другите. Тестовата тревожност се отнася до склонността на учениците да гледат със страх на недостатъчни резултати в процеса на

изследване (Фрейзър, 1981). С други думи, студентите се притесняват от изпита. Съгласно Кълър и Холахан (1980) тревожността от теста може да бъде причинена от липсата на езикови умения на учениците или от прекаленото им припомняне на техния неуспешен опит. Макинтайър и Гарднър (2010) класифицират тревожността като: тревожност, свързана с характерни черти, тревожност на състоянието и тревожност от специфична ситуация според различните случаи. Тревожността на характера се отнася до дългосрочната тревожност, присъща на характера на хората (Янг, 1986). Безпокойството, свързано с чертите на личността, възниква във всички ситуации. Съществува силна връзка между тревожността на състоянието и тревожността от личностните черти. Тревожността от конкретна ситуация е вид безпокойство, което хората изпитват в конкретна ситуация за дълъг период от време. Причинява се от специално събитие или конкретна ситуация (Макинтайър и Гарднър, 1994). Понякога този вид емоция може да се разглежда и като състояние на тревожност в конкретна ситуация. Специфичната ситуационна тревожност е различна от първите два вида тревожност, което подчертава относително независима ситуация на стимулиране на тревожността. Някои учени също разделят тревожността на улесняваща тревожност и дегенеративна тревожност. Първата мотивира обучаемите да преодоляват трудностите, срещани в процеса на усвояване на езика и по този начин способства за преодоляване на тревожността; втората кара учащите да избягат безпокойството, като избягват самите учебните задачи (Спилбъргър и Горсуч, 1983). Въпреки наличието на улесняваща тревожност, редица проучвания доказват, че тревожността като цяло няма стимулиращ ефект при ученето на английски език и има отрицателна корелация между безпокойството и ученето на чужд език, което се подкрепя като теза и в този доклад.

През 1991 г. Хорвиц и Янг редактират книгата *Foreign Language Anxiety: From Theory and Research to Classic Influence*, отбелязвайки, че изследването на чуждоезиковата тревожност е навлязло в относително зрял период. Провеждат се много изследвания и измервания на чуждоезиковата тревожност от различни гледни точки, като например изследване на тревожността при учене на чужд език от петте основни умения на чуждия език и изследване на категориите на тревожност при учене на чужд език в блокове (Ния и др., 2019 г.). Сред тях FLCAS (Foreign Language Classroom Anxiety Scale), съставен от Хорвиц и др., е сравнително перфектна

специална скала, която е широко използвана (от повече от 80 години) в изследването на чуждоезиковата тревожност.

Психологическата тревожност на обучаемите към онлайн курса по чужд език

Безпокойството е тясно свързано с околната среда (Гарднър и Макин-тайър, 1993: 284). С бързото развитие на информационните технологии и широкото приложение на онлайн курсовете, мрежовата мултимедийна среда започва чувствително да се различава от традиционната среда за преподаване, която неминуемо оказва влияние върху емоциите на обучаемите. Тревожността при учене в интернет се разглежда като „тревожност от околната среда“ в процеса на обработка на информация, причинена от различни несигурни и размити фактори. Още може да се нарече феномен на тревожност при специфични условия на околната среда.

В ерата на информацията онлайн курсът започва да се налага в представите на хората като важен начин за учене (Хорвиц, 1995). Тъй като дълго време доминира традиционния начин на обучение като основен метод, отначало безпокойството на учениците при онлайн обучението не е очевидно и хората не му обръщат подобаващо внимание. В пандемичната ситуация онлайн курсовете започват да се налагат като единствения обучителен начин за учениците и студентите, в резултат на което психологическите промени, причинени от онлайн средата, стават очевидни. Психологическото безпокойство, породено от продължителното онлайн обучение прераства в проблем, който не може да бъде пренебрегнат (Miyazoe и Anderson, 2011).

Примерно изследване на психологическата тревожност при изучаване на чужд език в онлайн среда

Участници

В настоящия доклад се позоваваме на изследване, проведено в университет в Х провинция на Китай, като обект на това изследване са четири класа. (Хуе Ванг и Wei Zhang, 2021). Във всяка паралелка има по 40 ученици, на възраст между 19 и 22 години, в основния стандартен възрастов диапазон и не по-големи или по-малки. Общо 72 момчета и 88 момичета; едната група включва един клас по изкуства и един клас по природни науки от първокурсници, а другата - един клас по изкуства и един клас по

природни науки от второкурсници. При първото проучване са премахнати 23 невалидни въпросника и са получени 137 валидни такива; във второто проучване са получени 160 валидни въпросника и са открити 15 различни набора от мерки.

Анкета

Приведени са резултатите от две анкети. Първо, въз основа на FLCAS на Horwitz, е създадена едната анкета, която интегрира елементи от преподаването на чужд език и онлайн курса. Поради важната роля, която тревожността при онлайн обучение играе за култивирането и развитието на специфични чуждоезикови умения у учениците, са въведени пет основни умения в детайли, за да може по-ясно и точно да се идентифицира тревожността на учениците за всяко учебно съдържание, като: слушане, говорене, четене, писане и превеждане. Анкетата е проектирана в следните пет измерения: безпокойство от онлайн учене, тревожност от общуване, тревожност от изпит, тревожност от отрицателна оценка и тревожност от онлайн умения; от друга страна, тревожността може да се анализира и по отношение на петте споменати езикови умения. Има общо 33 въпроса, с пет до девет въпроса към всяко измерение. Пет са опциите за отговор към всеки въпрос, както следва: „напълно съгласен, съгласен, несигурен, несъгласен или напълно несъгласен“. Резултатите са от пет точки до една точка. Според нивото на тревожност с една точка се отчита най-ниската тревожност, а с пет точки - най-високата. Средната тревожност е индикатор за измерване на нивото на тревожност на всеки въпрос. Според Хорвиц, 3 се счита за граница между ниска и умерена тревожност, а три точки принадлежат към ниската степен на тревожност. Общият резултат от 33 въпроса е между 33 и 165 точки. Колкото по-висок е резултатът, толкова по-висока е тревожността на ученика. Надеждността и валидността на анкетата се тестват, за да се провери рационалността ѝ (надеждността и валидността са над 0,75). Другата анкета е свързана с петте стратегии, обобщени чрез анализ на причините, интервю и практика на преподаване, преди да проучи оптималния набор от ефективни начини за тревожността на учениците при изучаване на чужд език в онлайн среда. Студентите могат да изберат една или повече мерки. След събирането на анкетата следва да бъдат формирани различни набори от ефективни методи и повтарящите се комбинации да бъдат елиминирани.

Интервю

Във въпросното изследване се използва и метода на полуструктурирано интервю под формата на отворено предложение, което се фокусира върху причините за безпокойството на учениците при онлайн изучаване на чужд език и съответните мерки за противодействие. Интервюираните са 80 ученици (20 ученици във всеки клас) и 30 учители, които преподават английски език в два класа. И учителите, и учениците са изложили свои собствени идеи и предложения относно причините и решенията на безпокойството на учениците при онлайн обучение по чужд език. Всяко интервю е с продължителност 5-10 минути.

Процедура

След завършване на анкетата е проведен тест в малък мащаб, за да се провери научността и рационалността на въпросника. Резултатите показват, че както надеждността, така и валидността на въпросника отговарят на изискванията (всички над 0,75). Участниците са помолени първо да прочетат внимателно инструкциите и след това да попълнят целия въпросник според действителната си ситуация. Въпросникът се попълва в групи с класа като единица и се изисква и основна информация, като клас и пол. Попълването отнема около 20-30 минути. За анализ на данните са използвани spss 20.0 и Excel.

Резултати

Резултатите от цитираното проучване показват, че полът и дисциплината не са факторите, влияещи върху нивото на тревожност при изучаването на чужд език ($P > 0,05$), което е в съответствие с изследването на Botes (2020) и Tsai (2018). Поради тази причина, настоящият доклад не разглежда различията между пола и дисциплината в процеса на анализ, а тревожността на учениците при изучаване на чужд език в онлайн курсовете като цяло.

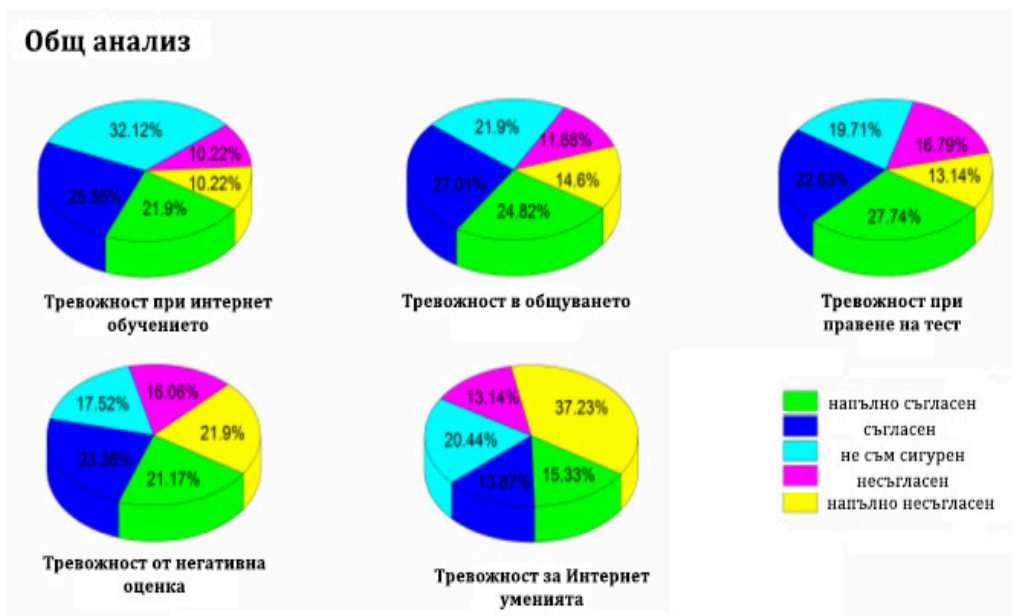
Видове чуждоезикова тревожност (FLA)

Резултатите от статистическия анализ и изчислението са показани в таблица 1, като средната стойност на тревожността е 3,145, тоест по-високо от средното ниво. 33 въпроса са разпределени в пет показателя за количествен анализ. Тревожността при електронното обучение се свързва главно с цялостната учебна среда, атмосферата на учението и стила на усвояване, със средна стойност от 3,387, което е най-високото от петте показателя. Обучаемите, свикнали все още до голяма степен с

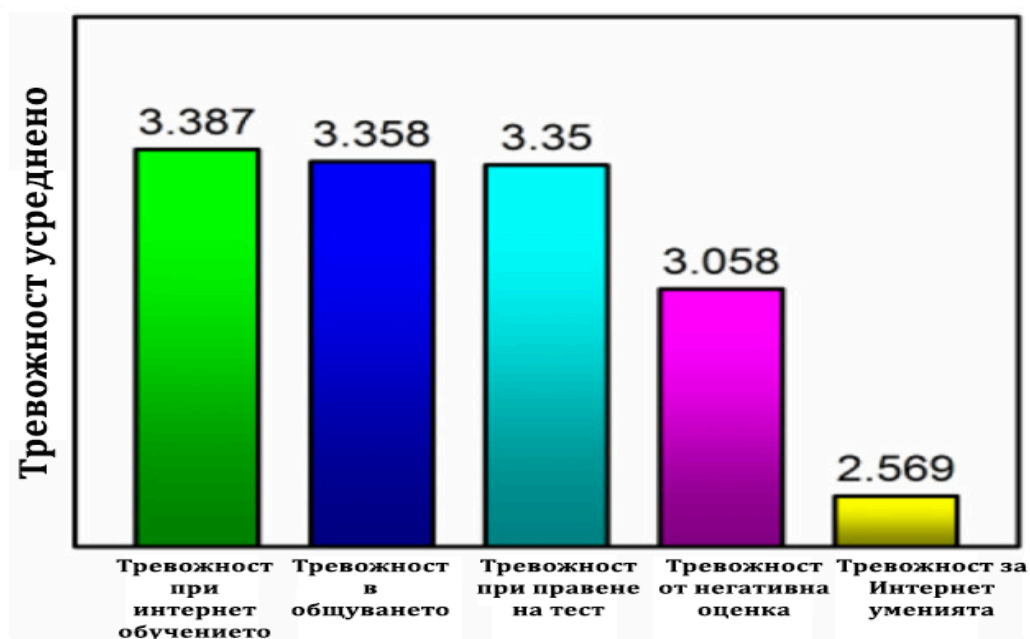
традиционното обучение в класната стая, се тревожат главно от обучението в електронен формат и как по-бързо да се адаптират. Комуникативният страх е основно от онлайн комуникация и устно изразяване и дискусия, със средна стойност от 3,358, което също е относително висока стойност на тревожността. Труден проблем за решаване в онлайн курсовете е постигането на комуникация в реално време като тази във физическата класна стая. Тревожността за теста е свързано главно с формата на теста, съдържанието на теста и честността на теста, със средна стойност 3,350. Страхът от отрицателна оценка е главно тревожността от формата за оценяване и оценката за изпълнението на учебната програма, със средна стойност 3,058. Тревожността за онлайн умения се отнася главно до безпокойството от проблеми с работата в онлайн среда, онлайн оборудване и онлайн обучението. Средната стойност е 2,569, което е относително ниско. Това е главно защото използването на компютърно оборудване и интернет от студентите е сравнително често срещано в момента и те са усвоили способността за обработка на информацията, така че стойността на тревожност е относително ниска. Фигура 1 и фигура 2 показват специфичния дял на различните видове тревожност и тяхното сравнение.

Таблица 1. Данни за разпределението на различните видове тревожност

Вид	Напълно съгласен (%)	Съгласен (%)	Несигурен (%)	Несъгласен (%)	Напълно несъгласен (%)	Средна стойност
1. Тревожност за онлайн обучение	21.90	25.55	32.12	10.22	10.22	3.387
2. Комуникативен страх	24.82	27.01	21.90	11.68	14.60	3.358
3. Тревожност за тест	27.74	22.63	19.71	16.79	13.14	3.350
4. Страх от отрицателна оценка	21.17	23.36	17.52	16.06	21.90	3.058
5. Тревожност за онлайн умения	15.33	13.87	20.44	13.14	37.23	2.569



Фиг. 1. Съотношение на различните видове тревожност



Фиг. 2. Сравнение на различните видове тревожност

Тревожност за специфични езикови умения

Обучението по чужд език включва уменията за слушане, говорене, четене, писане и превод. Според тези пет измерения, тревожността на учениците относно професионалните умения, включени в преподаването, е очевидна, което е по-благоприятно за намиране на решения в това отношение (Wilson et al., 2020). Както е видно от резултатите от изследването и анализа, показани в таблица 2 и илюстрирани подробно на фигура 3 и фигура 4, тревожността на учениците при слушане и говорене е значително

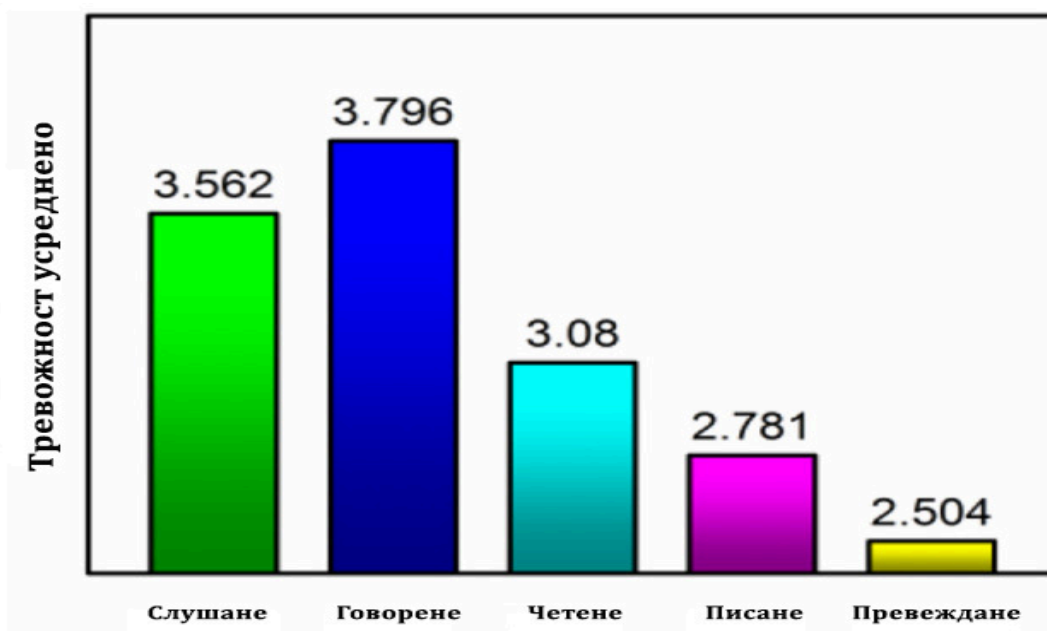
по-висока в процеса на онлайн обучение по английски език. Това съвпада с мнението на Хорвиц и неговите колеги, че способността в общуването (говорене и слушане) е основното бойно поле на тревожността от чужд език. От статистическите резултати се вижда, че делът на високата тревожност на учениците е над 50% (64,97%), особено при говорене. Въпреки че „говоренето“ е голяма трудност за учащите чужд език, безпокойството от „казването“ ще бъде значително намалено с обратна връзка от учителите и насърчението на съучениците в нормалната класна стая лице в лице. При топла атмосфера на живото присъствие тревожността понякога ще бъде временно разрешена от други емоции. В онлайн курса обаче няма подобна атмосфера. Въпреки че учителите също насърчават непрекъснато учениците от другата страна на интернет връзката, тази атмосфера не се усеща наистина. В средата за независимо учене безпокойството от „казването“ ще бъде увеличено безкрайно, а безпокойството от „слушането“ също се увеличава в онлайн среда. В хода на един онлайн клас всяко упражнение за слушане ще накара учениците да имат чувство за неотложност, което не може да бъде разрешено в собствената им учебна среда, така че делът на високата тревожност в тази част е 53,29%. Третото място е тревожността при четене на учениците, въпреки че степента на висока тревожност възлиза на 43,07% (не повече от половината), а средната тревожност е 3,08, което е достатъчно, за да отрази неадаптирането на учениците към „четенето“ в онлайн курсове. При традиционния метод на преподаване четенето често е най-адаптивната и най-малко тревожната част за учениците и то до известна степен може да облекчи тревожността им поради наличието на известно време за реакция. Тази част обаче може да бъде "забързана" и не може да бъде пренебрегната в онлайн класа, което показва, че учениците са по-адаптивни към традиционния режим на четене на хартия и че все още има проблеми в адаптивността към електронното четене. В сравнение с гореспоменатите три елемента, тревожността от писане и превод, които обикновено са трудни за учащите и при обичайния начин на преподаване, не е висока, а средната тревожност е по-ниска от 3. Проучването установява, че тъй като тези две умения не са незабавни умения, има достатъчно време да се мисли за това, което не се знае, и учениците имат определено време за мислене, когато изпълняват тези две задачи, и това време за буфер може значително да облекчи тревожността им.

Таблица 2. Статистиката на безпокойството на учениците по отношение на езиковите умения.

Вид	Напълно съгласен (%)	Съгласен (%)	Несигурен (%)	Несъгласен (%)	Напълно несъгласен (%)	Средна стойност
1. Слушане	18.25	35.04	33.58	10.95	2.19	3.562
2. Говорене	41.61	23.36	18.25	6.57	10.22	3.796
3. Четене	20.44	22.63	19.71	18.98	18.25	3.080
4. Писане	17.52	16.79	19.71	18.25	27.74	2.781
5. Превеждане	13.14	14.60	20.44	13.14	38.69	2.504



Фиг.3. Статистика на безпокойството на учениците по отношение на езиковите умения.



Фиг.4. Средната стойност на тревожността на учениците по отношение на езиковите умения.

Дискусия

Причини за психологическата тревожност на учениците относно онлайн курсовете

Проучванията показват, че има различни фактори, причиняващи безпокойство от чужд език. Хорвиц и др. съавтори (1986) смятат, че тревожността от: теста, комуникацията и отрицателна оценка са трите основни източника на тревожност. Според Макинтайър и Гарднър (1991), основните източници на безпокойство от чужд език са неподходящият начин на преподаване, страхът от отрицателна оценка, гледната точка на преподаването на учителите, полът и възрастта. Янг (1991) обобщава безпокойството при изучаване на чужди езици в шест аспекта: връзката между учащите и другите, вярванията на учащите в изучаването на езици, вярванията на учителите в преподаването на езици, взаимодействието между учител и ученик, дейността в класната стая и тестването. Оксфорд (1999) заключава, че свързаните фактори, водещи до безпокойство, включват самочувствие, концепция, дейности и начини в класната стая и взаимодействие между учител и ученик. Учащите, които подценяват уменията си по чужд език, са склонни към безпокойство. Ян и Хорвиц (2008) изследват 21 китайски учащи английски като чужд език и идентифицират седем основни причини за безпокойство от чужд език, а именно: регионални различия,

организация на класната стая, характеристики на учителя, стратегии за учене, типове тестове, родителско влияние и сравнение с връстници.

В описаното в настоящия доклад проучване се установява, че безпокойството на учениците при онлайн изучаване на чужд език идва главно от следните три аспекта. Първо е мотивацията на учащите. Студентите с висока степен на тревожност са склонни да имат най-ниски очаквания за способността си да научат чужд език (Onwuegbuzie и др., 1999). Колкото по-високо е нивото на тревожност, толкова по-слаба е мотивацията за изучаване на език. Стига се до извода, че интересът на учениците към ученето и възможностите за учене влияят до известна степен на тревожността им от учене на чужд език (Ганшоу и Спрекс, 1996; Хан, 2018). При нормалното преподаване лице в лице учениците могат да създадат положителна учебна атмосфера със своите партньори и учители. В тази атмосфера се стимулира интересът на учениците към ученето, което ще повиши мотивацията за учене. При онлайн обучението липсва външна мотивация, която изисква вътрешна мотивация на учениците, а липсата на вътрешна мотивация на учениците често води до засилване на психологическата тревожност.

Втората причина се съдържа в способността за учене на учащите. Способността за учене на чужд език е потенциален фактор, водещ до безпокойство при учене на чужд език. Ганшоу и др. наблюдават, че учениците с висока степен на тревожност смятат, че техните езикови курсове са много трудни, докато за учениците с ниска тревожност езиковите курсове са много лесни. В процеса на изучаване на чуждия език, учебният кръг в присъствена класна стая ще накара учениците със силни способности за учене да се справят по-добре и ще накара учениците със слаби способности за учене да намерят известно самочувствие, стимулирано от атмосферата, така че да бъдат използвани за изразяване, комуникация и показване. За сравнение, в средата на онлайн курса, изискванията за индивидуална способност за учене на обучаемите са значително завишени; особено за някои ученици с недостатъчна способност за учене, ученето е по-трудно и тревожността е значително повишена (Ганшоу и Спрекс, 1996).

Третият аспект е липсата на връзка между преподаването в онлайн среда и традиционното преподаване в класната стая. Основният проблем не е в това, че учащите използват интернет за придобиване на знания. Основните проблеми засягат изразяването и общуването на обучаемите, разширяването на знанията им и проверката на наученото. Тези проблеми всъщност се срещат при действителното онлайн обучение, което води до

безпокойство. Тревожността води до напрежение и страх, които поглъщат енергия и внимание, засягат познанието и след това водят до безпокойство, което създава порочен кръг в изучаването на чужди езици (Арнолд и Браун, 1999).

Решения за намаляване на психологическата тревожност на учениците в онлайн курс

В сравнение с традиционното преподаване в класната стая, режимът на преподаване в онлайн среда има по-високи изисквания относно способността за автономно учене. Според анализа на причините за психологическата тревожност в онлайн курса и проблемите, срещани в действителното онлайн преподаване, предлагаме решения, които могат да се обобщят по следния начин: разширяване на учебните ресурси (аудио, видео и анимация), организиране на групово обучение (групова дискусия, групови дейности и т.н.), подобряване на качеството на информираност на учителите, обогатяване на извънкласните дейности (реч, дублаж, дебат и устни истории), проследяване на тестове (навременно тестване, анализ след теста и намиране и попълване на пропуски) и подобряване на онлайн уменията на обучаемите (обучение на онлайн умения и способност за разширяване на ресурсите).

Тъй като една от причините за тревожността на онлайн курсовете по чужди езици е липсата на атмосфера за учене, което е уникалното предимство на нормалната класна стая, създаването на режим на групово обучение е отличен избор за създаване на добра атмосфера за взаимно обучение. Във взаимното групово обучение, създадено от учебния кабинет, учащите могат да намерят позната и топла атмосфера. Считаме, че моделът на групово обучение е една от ефективните стратегии за облекчаване на тревожността при онлайн обучение на чужд език.

На второ място ще подчертаем, че изучаването на чужди езици зависи не само от ученето в клас, но и от усвояването след часа. В нормалната преподавателска практика учителите и учениците често организират извънкласни дейности по английски език, като английски кът, имитационно шоу, състезание по дебат и т.н. Въпреки това практиката за организиране на онлайн класна стая в извънкласните дейности е сравнително не често срещана, така че учащите са поставени предимно пред съдържанието на учебниците ежедневно и неминуемо ще се почувстват отегчени след по-продължително използване, така че подходящото обогатяване на онлайн извънкласните

дейности е един от ефективните начини за намаляване на тревожността на обучаемите. Те биха открили забавната страна на обучението в разнообразни дейности, които ще стимулират интереса им към новия език. Приятното усещане на тялото и положителната нагласа на ума, стимулирани в такива дейности, ще бъдат ефективни фактори за намаляване на тревожността.

Друг проблем, който не може да бъде пренебрегнат при онлайн обучението, е подобряването на качеството на онлайн преподаването на учителите и онлайн уменията на учащите. В момента, въпреки че мрежата отдавна вече не е нещо ново и всеки може да я управлява свободно, повечето ученици са подготвени предимно за по-лесните операции. Остават много практически функции от мрежовия курс за обучение, които не могат да се използват или не могат да се използват добре, което води до едностранна форма на преподаване и малък интерес към онлайн курса. Курсът по чужди езици се нуждае задължително от много интерактивни дейности, така че учители и студенти понякога се притесняват от техническите проблеми на онлайн курсовете. Следователно, подобряването на качеството на онлайн дейностите на учители и ученици също е добър начин за намаляване на тревожността при учене.

Заклучение

Изучаването на чужд език винаги е било предизвикателство за много учащи се. У някои от тях винаги ще има психологическа тревожност относно изучаването на чужд език. В традиционната класна стая лице в лице тази тревожност може да бъде повече или по-малко облекчена от учители, връстници и различните възможности на заобикалящата учебна среда. За разлика от традиционната класна стая, в съвременната ера на повсеместно провеждане на онлайн класове, безпокойството на учениците относно изучаването на чужди езици се е увеличило значително поради липсата на мотивация за учене, способност за учене и липсата на връзка между онлайн курсовете и традиционните курсове. Въз основа на анализа на тревожността на обучаемите от аспектите на онлайн обучението, комуникацията, отрицателната оценка, изпитите и уменията за работа в мрежа и на сравнението с тревожността на същите от дейностите слушане, говорене, четене, писане и

превеждане, установяваме, че високата степен на комуникативна тревожност (тревожност при общуване) съвпада с тревожността на учениците при слушане и говорене. В доклада се прави преглед на причините за тревожността на учащите се и се предлагат няколко основни мерки. Безспорно е, че начинът на извънкласни дейности, моделът на групово обучение и проследяваният тест са ключовите фактори за намаляване на психологическата тревожност на изучаващите чужд език в онлайн среда. Преподаващите могат да подобрят навременността и разнообразието на тестовете, да увеличат обема и разнообразието на извънкласните дейности и да повишат качеството на онлайн преподаването, за да намалят безпокойството на обучаемите в среда на онлайн класна стая и по този начин да повишат ефективността на обучението.

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САМОРЕГУЛИРАНОТО ОБУЧЕНИЕ ПРИ ИЗПОЛЗВАНЕТО НА ПЛАТФОРМАТА MOODLE

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SELF-REGULATED LEARNING WHEN USING THE MOODLE PLATFORM

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Abstract: Self-regulation is of paramount importance, as the primary function of education is to develop lifelong learning skills. At its core, self-regulated learning empowers learners, including students, to take responsibility for their education, fostering independence, adaptability, and a deeper understanding of the learning process itself. The fundamental, interconnected, and interdependent components of self-regulated learning can be summarised as: goal setting; monitoring; strategy use; self-reflection.

The Modular Object-Oriented Dynamic Learning Environment (Moodle) is an application with numerous features, suitable for educational needs. This system, initially developed by Martin Dougiamas, provides an easy way to share materials, conduct online discussions and chats, deliver tests and surveys, collect and review assignments, and record grades.

The increased interest in self-regulation, self-regulated learning, and the development of information and communication technologies leads to the creation of highly advanced technological learning environments. One of the most popular learning platforms, Moodle, is used in various educational institutions, including D. A. Tsenov Academy of Economics. The created modules for foreign language learning within various bachelor's and master's degree programmes (full-time, part-time, and distance learning) fully correspond to the characteristics of self-regulated learning. Furthermore, they are constantly being improved and developed. The foreign language courses in English, German, and Russian, created within the Moodle environment, encourage students to engage with the material at various levels. The training is conducted through a variety of methods, including tests, case studies, semester assignments, etc. With the help of Moodle in the educational platform of Tsenov Academy of Economics, a wide range of

educational materials and applications is observed. All of this helps expand the ways to engage students, encourages mutual interactions in the learning process, and facilitates the process of self-regulation of learners.

Key words: self-regulation, self-regulated learning, modular object-oriented dynamic learning environment.

В контекста на развитието на умения за учене през целия живот, своето важно място заема и процеса на „саморегулация“. Активното участие на обучаемия в собствения учебен процес, включително и в областта на чуждоезиковото обучение, предполага извършване на планирането, проследяването и оценката на собственото учене, наблюдаване на напредъка, оценка на постигнатите резултати, използване на обратната връзка при поставянето на нови цели и т.н. В редица учебни учреждения, саморегулираното учене е широко застъпено в контекста и с помощта на високо усъвършенствани технологични платформи за обучение като Мудъл.

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„Саморегулацията“ касае когнитивните, емоционални и поведенческите процеси, чрез които хората управляват и контролират своите мисли, чувства и действия, в посока адаптиране към различни ситуации и постигане на дългосрочни цели. Американската психологическа асоциация (АРА), професионална организация на психолози в Съединените щати, определя „саморегулацията“ като: „контрол на поведението на индивида чрез използване на самонаблюдение, самооценка (оценяване на информацията, получена по време на самонаблюдението) и самоусъвършенстване (награждаване на себе си за подходящо поведение или за постигане на цел)“ (<https://dictionary.apa.org/self-regulation>).

Саморегулираното учене (СРУ), от своя страна, може да се дефинира като „процес на систематично активиране и поддържане на познанията, мотивацията и действията на учащия за постигане на целите му“ (Zimmerman, 2000). То представлява преди всичко активното участие на обучаемия в собствения си учебен процес. През 2012 година Бари Цимерман, признат като основател на изследванията в областта на СРУ, обобщава: "Обучаемите, които си поставят високи цели, проследяват активно своето намерение за учене, използват стратегии ефективно и реагират адаптивно на личната обратна връзка, не само постигат владеене

по-бързо, но са и по-мотивирани да поддържат усилията си за учене". Самите учащи извършват планирането, проследяването и оценката на собственото си учене. Основният аспект е, че те активно избират правилната стратегия в своите учебни дейности (Zimmerman В. , 2013). В своя доклад "Инструменти за оценяване на уменията за саморегулирано учене", изработен по проект „Създаване и валидиране на система от инструменти за диагностика и проучване на мотивацията, ангажираността и уменията за саморегулирано учене на учениците (в присъствена и онлайн учебна среда), както и на въздействието на онлайн обучението върху тях“, екип на Института за изследвания в образованието в състав: Асенка Христова, д-р Светла Петрова, доц. д-р Екатерина Тошева и доц. д-р Ева Папазова дава следното определение: "Саморегулираното учене е сложен и динамичен процес, при който учениците активират мотивационните си вярвания и нагласи, дефинират учебните цели, избират и прилагат подходящи стратегии за тяхното постигане, наблюдават напредъка си, оценяват постигнатите резултати и използват обратната връзка за поставяне на нови цели, адаптиране на поведението и подобряване на представянето" (Христова, 2022).

Саморегулираните обучаеми управляват своето учене посредством поредица от когнитивни, метакогнитивни, мотивационни и подкрепителни стратегии, които им позволяват да изградят своите знания. Те са способни да регулират и контролират целия процес насочено — осъзнават уменията си, знанието, което притежават, знаят какво да правят, за да учат, научили са се да следят своето поведение при учене, съгласуват поведението и активностите си с изискванията за учене, мотивирани са да учат и са способни да регулират своята мотивация и т.н. (Pintrich, 2000). Това, което ясно ги идентифицира като „саморегулатори“ на своето учене, е не толкова изолираното използване на стратегии за учене, колкото тяхната лична инициатива, настойчивост в изпълнение на задачите и използваните компетентности, независимо от контекста, в който се извършва ученето (Bandura, 2001) .

В основата си, саморегулираното учене предоставя на обучаемите, в това число студентите, възможност да поемат отговорност за своето образование, насърчавайки независимост, приспособяемост и по-дълбоко разбиране на самия учебен процес. Способностите за саморегулация включват поставяне на цели, самонаблюдение, самоинструкция и самоусъвършенстване (Harris, 1999).

Основни компоненти на саморегулираното учене:

- поставяне на цели (Goal Setting): обучаващите си определят какво искат да постигнат - овладяване на конкретно умение, завършване на проект, разбиране на сложна концепция и т.н. Тези цели предоставят насоки на техните усилия за учене.

- наблюдение (Monitoring): наблюдението включва непрекъснато само-оценяване на напредъка към поставените цели.

- използване на стратегии (Strategy Use): една от характерните черти на саморегулираното учене е стратегическото използване на различни техники за учене, като се избират и прилат стратегии, които са най-подходящи за дадената задача.

- самоотразяване (Self-Reflection): самоотразяването е метакогнитивен процес, при който учащите критично оценяват своите собствени учебни преживявания. Те обмислят какво работи добре, с какви предизвикателства се сблъскват и как могат да подобрят стратегиите си за бъдещи учебни начинания.

Гореспоменатите основни компоненти на саморегулираното учене са взаимосвързани и взаимозависими. Поставянето на цели предоставя на студентите перспектива, която да насочва усилията им. Наблюдението им позволява да оценяват напредъка към целите си, да идентифицират препятствията и да променят стратегиите си, ако е необходимо. Използването на стратегии предоставя възможност да бъде избран най-ефективният подход за определения случай. Самоотразяването подобрява метакогницията (метапознанието), позволявайки на учащите да изградят и усъвършенстват стратегиите си на база на минали преживявания.

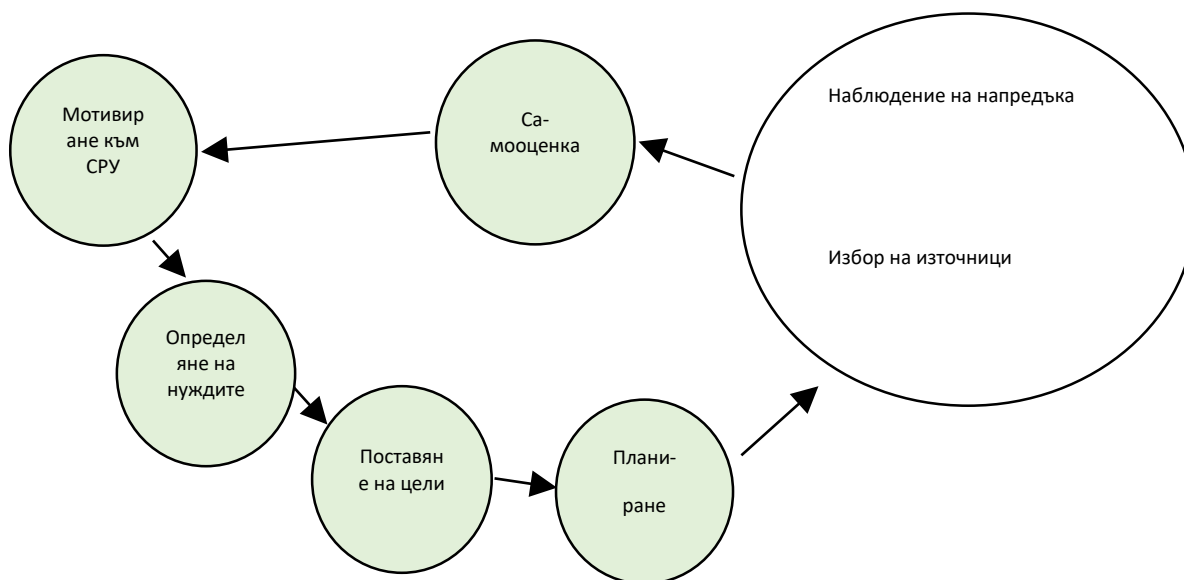


Схема. Компоненти на саморегулираното учене

Елементите от схемата за саморегулирано учене показват цикличния процес от мотивация за саморегулирано учене (CRU) до определяне на нуждите, след това поставяне на цели и създаване на планове. В следствие обучаемите избират ресурси, прилагат стратегии и наблюдават напредъка в непрекъснат процес, който води до самооценка. Това от своя страна води до по-голяма мотивация за CRU. Етапите, описани по-долу, са итеративни, което означава, че всеки етап информира следващия, докато процесът започне отново. Например, последният етап на самооценка може да доведе до преразглеждане на нуждите, в резултат на което може да се променят целите на обучаемите.

Често пъти пренебрегваната първа стъпка при успешното внедряване на CRU включва помагане на студентите да разберат какво представлява то и какви ползи може да им донесе. С постигане на това може те да бъдат подпомогнати при „инвестирането“ в необходимото време и енергия за развитието на необходимите умения.

Осъзнаването на значимостта на CRU налага следващата стъпка – помощ от преподавателя към студентите в посока идентифициране на индивидуалните нужди, свързани с езика, ученето и емоциите. Така например, нуждите, свързани с езика, могат да се отнасят до разширяване на академичния речник, подобряване на скоростта на четене, водене на телефонен разговор и т.н. Нуждите, по отношение на ученето, са свързани с факта, че студентите идват с различни нива на готовност за управление на собственото си учене. Някои са по-организирани от други, някои по-добре поддържат концентрацията си, а някои са по-способни да управляват времето си.

Следващата стъпка в процеса на саморегулация е превръщането на нуждите в цели. Тук също така обучаемите имат малко опит, но това е умение, което оказва съществено въздействие върху цялостното образование и върху професионалния успех. Изследванията във всички образователни области показват, че наличието на значими цели помага на обучаемите да продължават да учат и води до по-голяма мотивация. Умение е превръщането на (дългосрочните) цели в изпълними планове и както при целеполагането, е полезно да се обмисли кои дейности е най-добре да се изпълнят първи.

Ако обучаемият е обмислил как най-добре да подходи към своето учене в по-широк смисъл, то следващата част от цикъла на саморегулирано учене включва ангажиране в действителни езикови задачи. Успелите не

само правят това с ясен план, но също така внимателно обмислят какви ресурси имат на разположение, как да изпълнят задачите най-ефективно и ефикасно, както и как да следят напредъка си. Моделирането и обратната връзка могат да помогнат за развиване не само на самото стратегическо умение, но и способността да се прилага ефективно. Успешните обучаеми наблюдават изпълнението на задачите си и в случай на необходимост правят корекции.

Последният етап от цикъла на СРУ обхваща оценката на общия напредък към постигане на целите. Саморегулиращите се обучаеми проверяват дали се движат в правилната посока за постигане на сроковете си и разглеждат алтернативни пътища за действие, в случай на неуспех.

При студентите в областта на чуждоезиковото обучение, например е важна обратната връзка, която им се дава официално и която е свързана с оценката или неформалното признание за техния напредък. По този начин те ще осъзнаят, че тяхната способност да се саморегулират е важен образователен резултат.

Саморегулацията е важна, защото основна функцията на образованието е развитието на умения за учене през целия живот. В бизнес средите често се очаква завършилите да придобият нови умения, като например продаване на продукт, чрез наблюдение на опитни хора и практикуване самостоятелно. В условията на самостоятелна заетост и младите и старите трябва постоянно да самоусъвършенстват своите умения, за да оцелеят.

Саморегулацията на ученето включва повече от подробни познания за умение; тя включва самосъзнание, самомотивация и поведенчески умения, за да се използват тези познания подходящо.

Мудъл (Moodle) е съкращение на Modular Object-Oriented Dynamic Learning Environment: Moodle – модулна обектно-ориентирана динамична среда за обучение и е приложение с много функции, подходящо за образователни нужди. Тази система първоначално е разработена от Мартин Дъгиамас. Коул и Фостър отбелязват, че „системите за управление на курсове осигуряват лесен начин за качване и споделяне на материали, провеждане на онлайн дискусии и чатове, предоставяне на тестове и анкети, събиране и преглед на задачи и запис на оценки” (Foster, 2008).

Повишеният интерес към саморегулацията, саморегулираното учене, развитието на информационно-комуникационните технологии води до разработването на високо усъвършенствани технологични обучаващи среди, като една от най-популярните платформи за обучение Мудъл се използва

в редица учебни учреждения, в това число и в Стопанска Академия “Д. А. Ценов”. Голям брой изследвания показват, че преподавателите могат да използват информационно-комуникационните технологии (ИКТ), за да стимулират процесите на саморегулирано учене, като например поставяне на цели, самооценка и търсене на помощ (Dabbagh, 2012) . Използването на ИКТ освен това подсилва процесите на планиране, рефлексия и представяне, които са тясно свързани със саморегулираното учене, тъй като студентите са подтиквани да мислят в перспектива за целите си и да оценяват прогреса си (Козарева, 2013) .

Според Шипчанов М. един обучителен модул би трябвало да включва следните елементи:

- визуализация на урочната единица в поддържан текстови формат (обикновено PDF);

- придружаващи аудио и/или видео файлове, свързани с урочната единица (запис на диалог, двуфазни фонетични упражнения, аудио материали за разбиране при аудиране и др.;

- ясна и лаконична презентация на лексикалните и граматически феномени, заложен от прогресията на урочната единица;

- файлове с аудио и видеоматериали за допълнителна поддръжка – от други методически системи или автентични документи;

- интерактивни упражнения за затвърдяване на изучаваните езикови явления;

- препратки (линкове) към други сайтове, третиращи в интерактивен режим езиковите явления (фонетични упражнения за произношение, интерактивни упражнения и др.);

- препратки (линкове) към онлайн речници и справочни енциклопедии;

- възможност за свободно сваляне на необходими инструменти от сферата на безплатния софтуер (freeware), без да се нарушават авторски права, които не са включени в стандартния пакет на Windows или Android (конкордансъри, възпроизвеждащи програми за аудио и видео, комуникационни програми като Skype, WhatsApp, Viber и др.);

- писмено задание и евентуално интерактивен тест за оценяване и самооценяване;

- възможност за връзка между обучаваните и преподавателя (обикновено асинхронна комуникация чрез мейл, но в зависимост от избрания

интерфейс за изготвяне на сайта конферентна аудио и/или видео връзка) (Шипчанов, 2019).

Създадените модули по чуждоезиково обучение към Стопанска Академия „Ценов“, към различните бакалавърски и магистърски програми (редовно, задочно и дистанционно обучение), напълно отговарят на посочените критерии. Нещо повече, те постоянно се доусъвършенстват и развиват. Чуждоезиковите курсове по английски, немски и руски език, създадени в Мудъл среда, стимулират студентите да се ангажират с материала на много различни нива. Ученето се осъществява посредством множество разнообразни начини под формата на тестове, казуси, семестриални задания и др. Създадена е гъвкавост, която позволява на обучаемия да подходи към материала по начини, които работят за него/нея. Разбира се, трябва да се има предвид, че всеки обучаем има свой собствен стил и най-добрите учебни програми се приспособяват към различните стиловете на учене и предпочитания. С помощта на Мудъл в обучителната платформа на Стопанска академия се наблюдава широк набор от учебни материали и приложения. Всичко това спомага за разширяване на начините за ангажиране на студентите, за насърчаване на взаимните контакти в процеса на обучение, за осъществяването на процеса на саморегулация на обучаемите.

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В контекста на основна функция на образованието, т.е. развитието на умения за учене през целия живот, своето важно място заема и процесът на саморегулация. Саморегулацията на ученето включва повече от подробни познания за умение; тя включва самосъзнание, самомотивация и поведенчески умения, за да се използват тези познания подходящо. Използването на високо усъвършенствани технологични платформи за обучение като Мудъл, допринася за процеса на саморегулираното учене, включително и в областта на чуждоезиковото обучение.

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ПРИЛАГАНЕ НА КОМУНИКАТИВЕН ПОДХОД В ОБУЧЕНИЕТО ПО ЧУЖД ЕЗИК ЗА СПЕЦИФИЧНИ ЦЕЛИ

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APPLYING COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGES FOR SPECIFIC PURPOSES

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Abstract: The ever-increasing need for good communication skills poses challenges to foreign language teaching. Students must learn how to use foreign languages in real-life situations. The understanding of the processes of learning a foreign language has been constantly changing, and the communicative approach has emerged as a response to these changes. It describes a set of general principles based on the idea of communicative competence which can be applied in various ways, depending on the teaching context, the age of the students, the level of fluency and their goals. The communicative approach to language teaching encourages commitment, collaboration and active learning, thus preparing students to communicate effectively and confidently.

Keywords: communicative approach, foreign language for specific purposes, communicative competence, communicative tasks.

„Човек може да овладее правилата за формиране на изречения на даден език и пак да не е много успешен в способността да използва езика за смислена комуникация“ (J. C. Richards)

Нарастващата нужда от умения за свободно общуване в днешния глобализиран свят поставя предизвикателства пред преподаването на чужди езици. На обучаемите трябва да се постави подходяща основа за комуникационни умения, които се изискват в различни интерактивни ситуации от реалния свят извън класната стая. Те трябва да бъдат подготвени за сценарии от реалния живот, вместо просто да им се помага да положат поредния

хартиен изпит. През последните години разбирането за процесите на изучаване на чужд език се е променило значително и комуникативният подход в обучението е отчасти отговор на тези промени.

Тенденциите в езиковото обучение през последните 50 години могат да бъдат групирани по следния начин: традиционни подходи (до края на 60-те години на миналия век), класическо комуникативно езиково обучение (1970-те до 1990-те), съвременно комуникативно езиково обучение (от края на 90-те до днес) (Nagendra Prasad, B. Bala, 2013).

Традиционните методи за преподаване на езици се фокусират основно върху граматическата компетентност вместо върху развиването на умения за общуване и взаимодействие. Изучаването на езици се разглежда като процес на механично формиране на навици, тоест добрите навици се формират като се съставят правилни изречения, а не чрез допускане на грешки. Грешките трябва да се избягват чрез контролирани възможности за съставяне на реч (писмена или устна). Чрез запаметяване на диалози и изпълнение на различни граматични упражнения шансовете за допускане на грешки са сведени до минимум. Поради това тези методи са критикувани, тъй като не развиват адекватно комуникационните умения на обучаемите.

Постоянно нарастващата нужда от добри комуникационни умения създава огромно търсене на преподаването на чужди езици по целия свят. Милиони хора искат да подобрят владенето на чужд език. Възможности за изучаване на такъв се предоставят по много различни начини, като например чрез обучение в класната стая, обучение в чужбина, както и чрез медиите и интернет. Обучаемите искат високо ниво на владене на чуждия език, работодателите изискват служителите им да умеят да боравят отлично с един, а в доста случаи и с по два чужди езика, тъй като това е предпоставка за успех и напредък в много области на заетостта в днешния свят.

Комуникативният подход се появява като отговор на всички тези търсения както и в отговор на нарастващото търсене на езикова учебна програма, която би позволила на обучаемите да използват чуждия език в ситуации от реалния живот. Той описва набор от общи принципи, основани на идеята за комуникативна компетентност като цел на обучението по чужд език, които могат да се прилагат по различни начини, в зависимост от контекста на преподаване, възрастта на обучаемите, нивото на владене на езика, поставените цели и т.н.

През последните години езиковото обучение се разглежда като резултат от процеси като:

- Взаимодействие между обучаемите и ползвателите на езика;
- Съвместно създаване на текст;
- Създаване на смислено и целенасочено взаимодействие чрез говорене на езика;
- Обръщане на внимание на обратната връзка, която обучаемите получават, когато използват езика;
- Изпробване и експериментиране с различни начини за казване на една и съща мисъл (Richards, Jack C.,2006).

Общоевропейската езикова рамка (ОЕР) от 2006 г. дава едно от определенията за комуникативна компетентност. Според нея компетентността е „свкупност от знания, умения и характеристики, които позволяват на една личност да предприема действия“ (Стефанова, А. 2016).

Комуникативната компетентност включва следните аспекти на езиковите познания:

- използване езика за редица цели;
- променяне използването на езика според обстановката и участниците (напр. да знаем кога да използваме официална и неофициална реч или кога да използваме език, подходящ за писмена, а не за устна комуникация);
- създаване и разбиране на различни видове текстове (напр. разкази, доклади, интервюта, разговори).
- поддържане на комуникация въпреки ограниченията в езиковите познания (напр. чрез използване на различни видове комуникационни стратегии) (Richards, Jack C.,2006).

Езикът, който говорим и пишем, се различава значително и по много различни начини в зависимост от контекста. Има съществени разлики между, да речем, чуждият език, използван в търговията и този, използван в инженерството. Следователно, ако езикът варира от една ситуация на използване в друга, следва да се определят характеристиките на конкретните ситуации и тези характеристики да се превърнат в основа на езиковия курс (Hutchinson, T., & Waters, A., 1987).

Привържениците на комуникативния подход също признават, че много учаци се нуждаят от чужд език, за да го използват в специфични професионални или образователни условия. За тях би било по-ефективно да се научат на специфичните видове езикови и комуникативни умения, необходими за конкретна професия (напр. лекар, биолог, химик и т.н.), вместо да се концентрират върху изучаването на по-общ, използван в

ежедневието чужд език. За целта трябва да се направи анализ на потребностите – анкети, интервюта, анализ на ситуацията – за да се определят видовете комуникация, които обучаемите ще трябва да овладеят за конкретната професия. Това води до съответните различия в процеса на обучение като например различия в речниковия запас, текстовете за четене с разбиране, граматиката, необходима за съответните цели, практическите умения.

Типът дейности в класната стая, предложени от комуникативния подход, предполагат нови роли в класната стая за обучители и обучаеми. Обучаемите трябва да участват в дейности, които се основават на съвместна работа, а не на индивидуалистичен подход към ученето. Те трябва да се научат да слушат партньорите, с които изпълняват групова задача или работят по двойки, вместо да разчитат на учителя за модел. От тях се очаква да поемат по-голяма степен на отговорност за собственото си обучение. Обучителите от своя страна трябва да поемат ролята на фасилитатори и наблюдатели. Вместо да бъдат модел за правилна реч и писане, да карат обучаемите да произнасят много изречения без грешки, те трябва да имат различен възглед за грешките на обучаемите и своята собствена роля в улесняване изучаването на езици.

Една от целите на комуникативният подход е да развие свободното владение на езика. Това предполага говорещите да участват в смислено взаимодействие и поддържат разбираема и продължаваща комуникация въпреки ограниченията в тяхната комуникативна компетентност. Свободното владение на езика се развива чрез създаване на дейности, в които обучаемите използват комуникационни стратегии, коригират грешките и работят, за да избегнат прекъсвания в комуникацията. Практиката на свободно говорене може да се противопостави на практиката на точност, която се фокусира върху създаването на правилни примери за използване на езика. Разликите между дейности, които се фокусират върху свободното говорене на езика и тези, които се фокусират върху точността, могат да бъдат обобщени, както следва:

Дейности, насочени към свободно говорене на езика

- Отразвяват естествената употреба на езика
- Съсредоточават се върху постигането на комуникация
- Изискват смислено използване на езика
- Изискват използването на комуникационни стратегии

- Създават език, който може да не е предвидим

Дейности, насочени към точността

- Отразяват използването на езика в класната стая
- Съсредоточават се върху формирането на правилни примери за използване на различни езикови структури
- Практикуват езика извън контекста
- Не изискват смислена комуникация (Richards, Jack C.,2006)

Обучаващите, които използват комуникативния подход, мотивират обучаемите да използват смислено езика чрез дейности, които ги насърчават да говорят при изпълнението на смислени задачи. Следователно, комуникацията е както метод, така и цел на обучението.

За да разберем по-добре основата на комуникативното езиково преподаване, е изключително важно да обърнем внимание на неговите основни принципи:

- Фокус върху комуникацията: обучаемите учат език чрез общуване, използвайки автентични текстове и участвайки в комуникативни дейности;
- Използване на функционален език: комуникативният подход дава приоритет на способността обучаемите да изпълняват различни функции, като например искане, извинение или изразяване на мнения, вместо просто да се изразяват правилно граматически;
- Дейности, базирани на задачи: Уроците са съсредоточени около задачи, които обучаемите изпълняват, като симулират ситуации от реалния свят и насърчават взаимодействието;
- Съвместно обучение: Груповата работа и дейностите по двойки играят съществена роля в класната стая, тъй като насърчават взаимодействието между обучаемите;
- Обучение, ориентирано към обучаемите: комуникативният подход ги насърчава да поемат активна роля в процеса на обучение, като подчертава тяхната отговорност и автономия в езиковото развитие.

Методът за комуникативно езиково обучение предполага следното разнообразие от техники и дейности:

- Ролеви игри. Обучаемите поемат специфични роли и участват в разговори, симулирайки ситуации от реалния живот;

- Дейности за откриване на липсваща информация. Обучаемите работят по двойки или групи, като всеки притежава информация, която другите нямат. Те трябва да комуникират, за да споделят информация и да изпълнят задачата;
- Дебати и дискусии. Обучаемите изразяват, защитават и оспорват мнения по различни теми, като насърчават използването на функционален език за убеждаване и аргументация;
- Задачи за решаване на проблеми. Обучаемите работят заедно за решаване на проблеми или решаване на загадки;
- Дейности, базирани на проекти. Работейки в групи или индивидуално, обучаемите създават продукт, като презентация, постер или видео, като се фокусират върху ефективното използване на езиковите умения за предаване на информация.

Като цяло подходът на комуникативното преподаване на езици насърчава ангажираността на учениците, сътрудничеството и активното учене, като в крайна сметка подготвя обучаемите да се ориентират ефективно и уверено в комуникацията в реалния свят. Той дава възможност на учителите максимално да сведат работата си до употребата на езика в ситуации от реалния живот като по този начин мотивират по-силно обучаемите за практическо използване на знанията им по чужд език.

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OUTCOME-BASED EDUCATION IN ENGLISH MEDIUM INSTRUCTION (EMI) UNIVERSITY PROGRAMS

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Abstract: In this paper, we present a review of outcome-based education ideas for English-medium instruction learning. We deduce that international university programs have to be universally orientated in terms of educational goals and communication. We discuss the linguistic challenges that come with international education and make references to the outcome-based idea of educational planning. An emphasis has been put on two educational frameworks for outcomes – the European qualifications framework and The taxonomy of learning. To continue the discussion, we write about the implications of different outcomes on English-medium instruction and we also make statements about what pedagogic techniques may be used to lighten the cognitive load on students participating in English-medium instruction programs. E-learning and blended learning approaches have been put forward as a useful toolkit for international learning. In the end, we suggest particular outcomes for e-learning in English and make recommendations for their practical appearance in curriculum organization.

Key words: outcome-based education, EMI, e-learning

JEL: I20, I29

Introduction

The growth in demand of English-medium instruction (EMI) in the higher education system is directly linked to university internationalization. EMI means using the English language as a communicational medium among students and teachers during the educational process. International university program development is becoming particularly popular in many countries, especially in Europe, where the domestic language of both teachers and students is different from English. We now look into the processes of EMI from a deeper perspective in terms of the cognitive and linguistic understanding of both teachers and students. Our goal is to present the outcome-based approach as means of facilitating the communicational and cultural challenges associated with EMI programs.

This publication discusses the following research questions:

- *What are the differences between applying outcome-based educational approaches in EMI university programs compared to standard domestic educational programs?*
- *How can international learning frameworks be adapted to fit the challenges of EMI courses?*
- *What are the educational tools that can be used to improve subject learning in L2 according to the outcome-based approach to educational planning?*

The conclusions from our research are related to the implementation of wider outcome-based frameworks, which encompass international educational needs and promote communication within the multicultural environments. We consider existing outcome frameworks and suggest possible complementary approaches to include more outcomes and new educational ideas to fit the international realities of EMI.

1. Concepts for EMI in higher education

The most commonly accepted definition for English-medium instruction (EMI) is ‘the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English’ (Marco, 2018). EMI has undoubtedly grown in popularity among higher education participants during the last two decades. Both students and academic staff recognize the advantages of English-taught courses of which the main advantage is the use of English itself. This increase in popularity has led to the development of international as well as national EMI university programs, where both the students and the lecturers are expected to speak only in English. Course books, handouts, notes and test are also in English. The advantages of such programs are also challenges as there appears to be a learning curve when it comes to international and even national communication in L2. Specific subjects require specific terms and also accents and speaking quality need to be taken into consideration during lectures and semestrial exercises. Of course, such difficulties are a part the EMI program itself as much of the goals of the program are to solve international communication challenges as well as to actually teach academic content.

EMI program development on both bachelors' and masters' level is directly linked to university internationalization. Universities need to adapt their structure to growing globalization changes. International and specifically EMI programs have to be organized both administratively and scholastically. The curriculum and teaching methods for EMI programs need to be open minded to cultural differences and even more importantly university lecturers need to find ways to breach the linguistic barrier between teachers and students. Different teaching styles can aim at different outcomes which do not always align with each other. Some teachers might want to promote autonomous thinking as an educational goal, while others might aim for a disciplinarian approach which gears towards teaching responsibility. The international aspect of EMI programs makes such choices more difficult as the program is to encompass different cultural groups.

Cultural diversity of students taking part in EMI can be discussed further (Ismailov, Thomas, Dearden, Yamamoto, & Djalilova, 2021) as there appears to be a gap between cultural groups which widens as the range of nationalities of the program participants increases. According to our studies this gap is strongly related to the linguistic abilities of the program participants. As we observe, limited communication (Monev, 2015) due to difficulties in L2 speaking appears to be much of the reason for cultural segregation among university peers. This, of course, can be bypassed with the improvement of English knowledge for the case of EMI international programs. Still, other aspects of cultural diversity remain in situations of international studies. One particularly painful topic in this area is accents and speaking speed. Many studies show that some students cannot catch up with the speaking speed of lecturers in EMI courses. The inability to communicate effectively in L2 is also related to lack of confidence which can result in students not being able to participate in the program effectively. We then pair all these difficulties with general setbacks such as lack of motivation and boredom. Studying in EMI programs can be challenging which also makes it also more rewarding because the participants get to experience realistic L2 scenarios.

Increased challenges and possible setbacks in communication require universities to develop pedagogical frameworks to educate and assess students' academic performance in an international setting. Such development can be improved through academic staff experience and training (Romani-Dias, Carneiro, & Barbosa, 2019) (Macaro, Han, & Akincioglu). Pedagogical approaches may differ based on the desired outcomes of the university program. Some programs may include exercises for development of critical thinking and autonomy while other may lean towards a more disciplinarian approach which

leads to accountability. International thinking in these areas is developed through linguistic knowledge and skills in the corresponding language of the program, which is English for EMI programs, and also through cultural integration. This means that the teachers as well as the students need to overcome the cultural barrier in front of communication.

In the same time, there are influential studies (Macaro, Curle, Pun, An, & Dearden, 2018) which do not conclude that there is a strong link between the use of EMI in teaching and a lowering of the material comprehension. Further investigation shows that there are differences between European countries as to the extent of adoption of EMI bachelors' and masters' programs (Collins, 2010) in the higher education system (Bradford, 2013). For example, some countries, including Denmark, Finland, The Netherlands, Sweden and others, offer many EMI university programs. At the same time other similarly developed countries like Austria and Italy tend not to develop EMI courses. Therefore, the adoption of EMI programs is probably not directly linked to county development when it comes to the case of European countries but rather EMI programs are a matter of educational policy and infrastructure. Studies recognize three main types of challenges to the adoption of EMI:

- *Linguistic challenges*
- *Cultural challenges*
- *Structural / administrative challenges*

Universities need to have concrete strategies to tackle the issues that come with internationalization. After the EMI programs are adopted by higher education institutions these challenges remain in the ongoing work. Many, therefore, believe that the traditional learning methods, regarding mostly lectures and textbook reading, are less effective in an international learning environment. This is where the idea of interactive education becomes even more viable as successful interaction between students and teachers means also successful comprehension of material.

2. Outcome-based education in an EMI setting

We seek to improve on the strategical thinking in curriculum creation for EMI programs by adding an emphasis on outcome-based education. By definition an outcome-based course needs to have clear assessment of what the students need to learn and what skills they need to acquire. The focus here is on what the students

have achieved at the end of the course or program. Example outcomes can be “Critical thinking”, “Creative skills”, “Technical skills”, “Accountability”, etc.

The most common reference point for learning outcomes for Europe is the European qualifications framework (EQF) (EU Council, 2017). The EQF defines twelve levels of development of three types of outcomes– knowledge, skills and social compliance. Higher education standards are usually placed at level three or level four. With this in mind, we have to take into consideration the existence of more liberal outcome-based philosophies (Rao, 2020).

Table 1. Comparison of qualification frameworks

Framework	Outcomes			
EQF level 3	Knowledge	Skills	Responsibility and autonomy	
<i>Description</i>	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study; adapt own behavior to circumstances in solving problems.	
The taxonomy of learning	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-cognitive knowledge
<i>Description</i>	The basic elements students must know to be acquainted with a discipline or solve problems in it.	The interrelationships among the basic elements within a larger structure that enable them to function together.	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.	Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition.

Source: adapted from (Anderson & Krathwohl, 2001) and (Cedefop, 2017)

Table1 shows a comparison between the EQF level 3 outcomes and The taxonomy of learning (Anderson & Krathwohl, 2001). Both frameworks start with basic memorization as a key beginning to learning. Further, the EQF assesses skills qualifications as the ability to carry out procedures, use methods, etc. The taxonomy of learning goes into separating the conceptualization process from the factual remembering process.

Factual memorization is seen as the most simplified building block of knowledge in this framework. In other words, the knowledge of facts itself is not a sufficient goal to truly achieve the desired outcome of an education program. In the same time, according to the taxonomy of learning conceptual knowledge is

developed from facts through the building of interactional relationships between terminology. The EQF's classification is similar but it regards knowledge as a single category, which can be summarized as simply knowing the theory of how something should be done. Skills and Procedural knowledge are quite close in meaning, only the EGF appear to be more pragmatically focused than The taxonomy of learning. The last and probably most desired outcome by the EQF is the responsibility and autonomy aspect. This means that the learner can continue carrying out the learned procedures in an autonomous setting without instruction and help and to do this the EQF focuses on responsibility and accountability. According to the framework autonomous behavior leads to autonomy in actions. The ability to act autonomously can then be translated to lifelong learning because the learner no longer requires instruction to gain new abilities. In The taxonomy of learning, it is pointed out that Meta-cognitive knowledge is the highest ranking understanding outcome. Meta-cognitive knowledge means to be able to understand the learning process itself and to be aware of one's own learning behavior.

In general, we claim that the EQF is more practically focused while The taxonomy of learning is more academic. The reason for this is that the end goal of The taxonomy of learning is also related to the teaching process – if one is able to reach Meta-cognitive knowledge, they will be able to use this in an academic setting. EQF outcomes are more suited towards pragmatic educational approaches.

A further look at The taxonomy of learning describes the intuition of growth of educational outcomes:

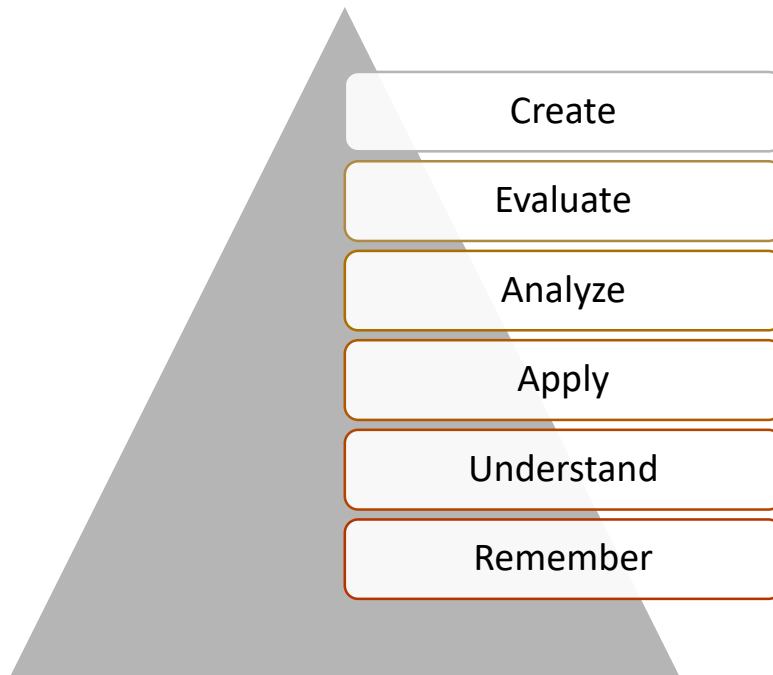


Fig. 1. Hierarchy of the Cognitive Domain
Source: adapted from (Anderson & Krathwohl, 2001)

Fig. 1. shows the Table of the Cognitive Domain adapted from Bloom’s Taxonomy of learning (Anderson & Krathwohl, 2001). The base of cognition is remembering which leads to understanding, application, analysis, evaluation and creation. According to such educational theories the main outcome of learning development is centered around higher order thinking (Zhan, et al., 2023). In the same time, EMI programs are trying to create the same outcomes alongside English literacy. As it can be reckoned, cognitive tasks become harder when performed under the pressure to communicate in L2. Remembering becomes a dual task as it requires to know terminologies in the foreign language alongside logical definitions. From here on, memorization difficulties can be translated the rest of the cognitive domain. Research shows that task completion in the foreign language is particularly harder both on the memorization level as well as the creativity level because students often need to find ways to communicate their ideas clearly during assignments in L2.

Another perspective on outcomes classification is short- and long-term planning (Kaliannan & Chandran, 2012) of desired goals to be achieved through the implementation of the program curriculum. Short-run aspects outcome strategies can be put into practice by linking individual course goals to class assignments and tasks. Such examples can be the solving of mathematical problems or writing of essays. Long-term outcomes then stem from the short-term outcomes. Usually higher educational programs try to achieve cognitive results

like critical thinking or specific technical skills, which can be applied outside of the program.

A key aspect of this type of outcome setting is the transfer from university achievements to work-life achievements and also the idea of life-long learning. When we come to mention outcome-based pedagogic approaches, we often need to think of the sustainability of the program goals. This is concept that goes back to life-long learning. In the long-run students need to be taught to replicate what they do in the university in their working position. Hence, they need to replicate the process of acquiring knowledge in the working environment by going through a similar set of steps, which they have undertaken at university. On that basis long-run outcomes can be defined as outcomes, which can be reproduced multiple times in a setting outside the educational institution.

EMI programs require withstanding long-run outcomes to be efficient. The outcome of the program must translate to the international environment as well as be realistic for students of diverse backgrounds. Unlike national level programs, students studying through EMI come from various educational systems. In practicality, this means that teachers are very rarely aware of the prerequisite knowledge of different student groups for their course. This means that on top of the language difficulties, which are to be expected in an EMI program, the curriculum must also be fairly universal. Nevertheless, some universities are able to make exceptions to this statement through preselection of student candidates by using methods such as exams, interviews, etc. However, the growing tendency for an EMI program is that it has to be universal.

Similarly, job market orientation must also be suitable for international students. Much of the goal of university programs is to shrink the mismatch between employers' expectations of potential workers and the educational skills provided by the program (Albert & Davia, 2023). The outcomes of EMI need to be carried on towards an international working environment. This requires an emphasis on communicational skills and creative abilities in L2. Day-to-day tasks must be carried out in way that helps break intercultural barriers and promotes student coordination. In practice, program outcomes need to be designed so that teachers and students bear in mind the use of L2. Remembering becomes also learning as the terminology is taught in L2. Skills require the breaching of communicational barriers to achieve and organize. Responsibility and higher-order cognition need to be paired with cultural understanding.

The learning outcomes described in The taxonomy of learning also change according to the program participants' understanding of L2. Difficulties in this sense arise when different national groups are paired in one class. L2 cognition for different nationalities tends to be different (Lin, 2017) and so do high school

and graduate higher education standards. While the outcomes of EMI must be universal, pedagogic approaches aren't. Teachers often find themselves separating and segregating different groups due to the gap in their working abilities. One solution to this is to give individual exercises and teaching sessions to individual or subgroups of students. Nevertheless, the element of lacking motivation due to catching up should not be underestimated. A suggested approach (Doiz, Lasagabaster, & Sierra, 2014) to this problem has been to separate the linguistic work for the work related to course subject. The complexity of learning in L2 can result in dissatisfaction. That is why, often, universities find themselves organizing linguistic courses outside the regular curriculum in order to avoid frustration through separating learning tasks.

EMI outcomes need to be integrated on a macro, meso and micro level (Gurukkal, 2020) in the education system. On the macro level government and institutional frameworks have to be transcribed in order to fit international education criteria. Even more importantly, on the meso level EMI programs need to be assessed with regards to their goals and pedagogical techniques which should fit into the idea of an international curriculum. Last comes the work with groups of students and individual education assignments. To be particular, micro level work becomes dysfunctional without meso-level goals for outcomes.

3. The case for e-learning and EMI

One very popular approach to solving contemporary educational problems is the integration of e-learning and blended learning practices into the standard educational curriculum. Much of the educational material and administrative operations in higher education have been digitalized over the past two decades. EMI programs carry the case for digitalization even further as there is a need to revise usual course explanatory practices. The same goes for outcome-based education – digitalization of course content allows for new goal setting because the increase of interaction approaches makes for a wider variety of potential goals and outcomes for the program.

E-learning has been adopted in the past by most universities due to the limiting of costs and time (Zahariev, Ivanova, Angelov, & Zaharieva, EVOLUTION IN THE REGULATORY FRAMEWORK FOR DISTANCE LEARNING IN A PANDEMIC ENVIRONMENT-THE EXPERIENCE OF BULGARIA, 2021) for institutions and also for the students. Blended learning is a similar approach which combines the use of e-learning platforms and standard student attendance practices. Probably the most key feature of e-learning regarding the current topic is the instructiveness of digitalized course content. The

approach to e-learning can be not only pragmatic but also psychological (Zahariev, Mihaylova, Monev, & Dikov). E-courses and programs tend to encourage student independency which relates to the autonomy and meta-cognitive outcomes according to the outcome frameworks. Students are also able to navigate the pace at which they observe content and learn the course ideas much more effectively compared to standard in attendance speaking lectures. Much of this results in a lightening of the cognitive load (Buchner, Buntins, & Kerres, 2021) on students in EMI courses due to the fact that with e-learning students have a number of strategies to cope with tasks and requirements.

The e-learning environment requires manipulation of course content based on the new online course format. Traditional learning tools like textbooks can be transcribed to interactive educational content like e-books (Monev, 2016), online course workbooks, interactive course assignments, etc. Course chapters tend to be reassigned into modules. A relatively more advanced step to take in online teaching is the combination between inquiry-based learning and e-learning (Wörnerhttps, Kuhn, & Scheiter, 2022). Inquiry-based learning means to have the students do research work similar to academics. EMI courses tend to benefit a lot from such exercises due to the use of English in the assignments, that allows students to improve in L2 creativity.

Further emphasis needs to be placed on e-learning and intercultural interaction. Besides solving problems related to physical distance issues, online platforms are generally a tool, that can be used to improve communication. This is particularly true for chat and messaging features (Brox, Painho, Bação, & Kuhn, 2004). Course organization can be improved in this way because of the increased clarity of communication of assignments and schedules. Chat features have also been shown to help break the linguistic barrier between students in EMI programs.

A literature review by Johnson, Walton, Strickler, and Elliott (Johnson, Walton, Strickler, & Elliott, 2023) describes seven pillars of online teaching:

1. *Evidence-based course design*
2. *Connected learners*
3. *Accessibility*
4. *Supporting learning environment*
5. *Individualization and differentiation*
6. *Active learning*
7. *Assessment*

The seven pillars can also serve for creating additional program outcomes for e-learning EMI programs. Namely, outcomes can be:

1. *Evidence-based deduction in research*
2. *Connectedness to international peers*

3. *Ability to access international knowledge*
4. *Compatibility with the international environment*
5. *Individual working abilities*
6. *Active learning*
7. *Self-assessment*

The achievement of EMI learning outcomes is strictly related to the distributing of the cognitive load on students. Therefore, the course or program outcomes need to be attained through the completion of different tasks. Also, with e-learning different studying tasks can be done through the implementation of different tools in the online platform. We can then rearrange the course outcome ideas by linking them to tools and assignments, which make the educational outcome-based concept more clear:

Table 2. Example of outcome-based task planning

Outcome	Assignment	Tools	Tasks
Evidence-based deduction in research	Create a working paper on subject "X"	Online platform delivery; Internet search; MS Office	Gather research results on the topic; Systemize research findings; Write a paper
Connectedness to international peers	Group discussion between peers	Classroom activities; Online meeting software; Chat logs	Gather evidence about the discussion topic; Prepare a thesis statement; Work in a group discussion
Ability to access international knowledge	Read through online course modules and remember course content	Online platform	Read through the material; Comprehend the subject terminology; Complete online platform tests
Compatibility with the international environment	Group paper/presentation assignment	Online platform delivery; Internet search; MS Office; Classroom activities; Online meeting software; Chat logs	Gather evidence about the topic; Discuss between peers; Organize the project; Carry out the organization plan
Individual working abilities	Work on individually assigned problems	Online platform	Complete problem set "X"
Active learning	Learn subject "X" without supervision	Online platform; E-books and textbooks	Read through subject material; Write a paper or presentation about the topic
Self-assessment	Complete course examinations	Online platform; In person examinations	Complete the course exam

Source: created by the author

Conclusion

The potential for outcome-based education in EMI comes from the requirement for English-taught programs to fit international criteria and legal frameworks. Program and individual course design is strongly influenced by the multinational aspect of teaching in a foreign language. Therefore, literature as well as our own study suggest that the framework for outcome-based education needs to be widened through the acknowledgement of specific EMI outcomes, which can then be transcribed into studying tasks. We have pointed out the new difficulties in applying standard qualification frameworks such as the EQF and The taxonomy of learning, that come with studying and teaching in a foreign language. We then suggest ideas for adapting educational curriculums to meet the needs of international education.

Outcome-based approaches can be implemented into university curriculum development in a variety of ways including through e-learning and blended learning. According to our conclusions, newer and more interactive learning methods help ease the cognitive load on students, who study through EMI and have difficulties with linguistic comprehension in L2. There is potential for widening the outcome and qualifications frameworks to fit the criteria of the international education market as well. At the end of our article, we present a sample table which identifies a possible set of learning outcomes for EMI programs and transcribes them into operational tasks for students.

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Photos from Svishtov, the city at the southeast point of the Danube river. And the city of the” 100 first things in Bulgaria”, too.



The Rectorate of the D.A. Tsenov Academy of Economics (right), the Clock Tower and the Faculty Building of the Academy (left)



A view to the church “Holy Trinity” and the Danube river



Svishtov at Wikipedia

<https://en.wikipedia.org/wiki/Svishtov>

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