

КРЪГЛА МАСА

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

Свищов, 3 октомври 2025 г.

СБОРНИК С ДОКЛАДИ



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БИЗНЕС ЛИНГВА – АКТУАЛНИ ПРОБЛЕМИ НА
ЧУЖДООЕЗИКОВОТО ОБУЧЕНИЕ И МНОГОЕЗИЧИЕТО

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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.

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СБОРНИК С ДОКЛАДИ

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2025 г.



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

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

3 October 2025 – 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:
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DIGITAL TOOLS FOR DEVELOPING FOREIGN LANGUAGE PHONETIC SKILLS IN UNIVERSITY STUDENTS

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Abstract. *Phonetic competence is crucial for ensuring mutual understanding between speakers in any communication, making it a key factor for successful intercultural interaction. Given the limited hours available for studying a foreign language in non-philological university programs and the growing number of digital educational tools, there is a need to explore new methods for teaching phonetics that prepare students for intercultural communication. Since achieving standard pronunciation among students at a non-linguistic university is nearly impossible, the expectations for their phonetic competence are based on the principle of approximation. This means that students are encouraged to approach standard pronunciation, allowing for some reduction in the quality of their phonetic skills. The development of phonetic competence relies on several key factors, including the relationships between phonetics and aspects such as orthoepy, graphics, spelling, morphology, syntax, and punctuation. It also involves training the articulatory organs and enhancing pronunciation and intonation skills, alongside studying phonetic phenomena within the context of texts. In light of these factors, Kharkiv National Automobile and Highway University created and implemented an innovative approach to teaching phonetics. This approach incorporates elements of audiovisual translation and translingual strategies, utilizing mobile devices. To promote the combined development of phonetic and intercultural competence, a course was designed that focuses on culturally relevant topics across various cultural domains. Each topic was presented as an audiovisual video with parallel translation. The texts used in the course employ translingual strategies, alternating between the native and foreign languages. Empirical data collected through observations, questionnaires, and testing indicate that using mobile phonetics teaching aids in conjunction with audiovisual translation has a positive impact on phonetic and intercultural competencies. In the future, efforts should focus on developing electronic teaching aids that utilize multimedia programs to enhance foreign language training for graduates of non-linguistic universities who will engage in intercultural relations.*

Key words: phonetic competence, university students, digital tools, audiovisual translation.

In the modern world, there is an active economic, scientific and cultural exchange, which requires high-quality foreign language training of specialists – university graduates who are ready to enter into intercultural contacts and effectively convey messages in a foreign language.

Every year, the number of people establishing new intercultural connections is growing. Often, participants in intercultural relations have to interact with representatives of other cultures that differ significantly. Not only the difference in languages but also factors such as different norms of social behaviour and attitudes to work, as well as differences in clothing and national cuisine, can become obstacles to full-fledged interaction. Therefore, foreign language training of students should include not only language training, but also the development of skills to establish contacts with representatives of other nationalities, to form a transnational culture of the individual, which means a tolerant and friendly attitude to the traditions, values, history, religion, mentality and characteristics of the national cultures of other peoples.

An important aspect of intercultural communication is knowledge of speech culture basics. It involves complying with the rules of word usage, pronunciation, stress, sentence construction, accuracy, clarity, statement appropriateness, and following speech etiquette rules (Botvina, 2000). The listed features of speech culture are directly related to phonetic competence, which is an integral component of linguistic and intercultural competence and involves phonetic knowledge and the ability to perceive and reproduce various speech fragments adequately to existing speech norms.

However, the limited number of hours for foreign language training in non-philological specialties does not allow studying phonetics and intercultural communication as separate aspects, therefore it is necessary to find methods that solve the problem of teaching both aspects of language training in the most productive ways.

Modern digital technologies have recently become an integral part of foreign language training. These are not only new technical means, but also innovative approaches to organising the learning process. Electronic, blended and mobile learning offer “a new universe of interactivity for achieving learning goals” (Bartolomé-Pina et al., 2018).

The challenge of teaching the various components of phonetic competence has been explored by researchers such as Nataliia Borysko, Keith Johnson, Patricia Keating, Paul Boersma, Amalia Arvaniti, Ian Wilson, and others. They have studied sound production and perception, the functioning of the articulatory organs, patterns of sound change, and the teaching of phonetics to different groups of language learners.

There is a growing integration of phonetics with specialised technologies, including computer-based pronunciation assessment tools and visual feedback (e.g. Praat or ultrasound methods). The works of several authors (Naismith et al., 2004; Pegrum, 2014) deal with the study of the potential and possibilities of language learning with the help of mobile technologies, which have become a ubiquitous phenomenon in recent years and allow learning to gradually move beyond the classroom into the student's environment, both real and virtual. The authors suggest that the primary role of teachers is to utilize mobile technologies

to integrate learning into everyday life. The goal is for learning to be perceived not as a separate activity, but as a natural part of a person's lifestyle, fostering continuous self-learning and self-improvement.

In addition, the growing interest in artificial intelligence, especially speech technologies, has significantly changed our way of life in recent years. These speech tools can potentially revolutionise language learning, including pronunciation training, when speech models are integrated into computer-assisted pronunciation training (CAPT) systems, facilitating the acquisition of speaking, pronunciation, and other language skills (Issa et al., 2025). CAPT includes components such as automatic pronunciation assessment and feedback. The automatic pronunciation assessment component helps to identify pronunciation errors in spoken language. The feedback component informs the speaker about errors in spoken words and suggests the correct pronunciation (Korzekwa et al., 2022).

The article aims to demonstrate the potential of digital technologies in developing the phonetic competence of future specialists and to outline possible methods for their application in preparing graduates for effective intercultural communication.

Phonetic competence is defined as a person's ability to correctly articulate and intone their statements and understand the speech of others, which is based on a complex and dynamic interaction of relevant skills, knowledge, and phonetic awareness (Bigych et al., 2013). The main components of phonetic competence are phonetic skills as an automated receptive and reproductive action that ensures the correct sound and intonation of speech and adequate perception of the speech of others; phonetic knowledge as the acquisition of information about the normative composition of phonetic elements (phonemes and intonemes) of a foreign language; and phonetic awareness of the formation of one's phonetic competence as a system of one's phonetic knowledge and skills (Borysko, 2011).

According to another point of view, foreign language phonetic competence is a system containing the following components: knowledge of the normative composition of pronounced elements of a foreign language (phonemes and intonation patterns); perception and pronunciation; rhythmic, intonation and phonation skills. In a more expanded form, it is the ability to phonetically organise language, which mainly determines the success or failure of verbal interaction in intercultural communication (Gurova et al., 2018). The development of phonetic competence relies on the quality of the phonetic skills that are formed, as well as the depth of knowledge acquired about the phonetic aspects of speech. This competence is demonstrated through the dynamic interaction of these components (Bigych et al., 2013).

As for the methods of developing phonetic competence, we are primarily talking about the so-called pedagogical phonetics, which ensures the acquisition of the minimum necessary theoretical knowledge and develops phonetic competence at an approximate level. As Levis notes, among the billions of people

worldwide who study a foreign language, speech with a noticeable accent is the norm, especially for those who begin to study a language as adults (Levis, 2024).

Since it is practically impossible to achieve standard pronunciation in students at a non-linguistic university, the requirements for their phonetic competence are determined based on the approximation principle, which means approaching standard pronunciation rather than full reproduction, when some reduction in the quality of the phonetic component of the language is allowed. Approximate pronunciation is defined as pronunciation in which there are no phonological errors (i.e. errors in the pronunciation of phonemes in the speech stream). However, non-phonological errors (or errors in the pronunciation of allophones) are allowed, which do not interfere with understanding the speaker.

At the same time, the main expectation of students' pronunciation is phonemicity, i.e. the degree of correctness of the phonetic design of the language, sufficient for it to be understandable to the interlocutor, as well as the speed of the language or the level of automation, which allows speaking at an average normal pace, focusing on the speech rate of a native speaker. Pedagogical phonetics assumes an inductive way of mastering phonetic material after its multiple repetition and obtaining knowledge based on a visual demonstration of phonetic phenomena in the language (Borysko, 2011).

There are several methods used for teaching pronunciation, with the most common being the articulatory, acoustic (imitative), and combined (analytical-imitative) approaches.

The articulatory approach focuses on theoretical explanations and involves a comparative analysis of the phonetic features of both native and foreign languages. Based on this analysis, it develops a typology of phonetic challenges and a system of phonetic exercises. In this approach, students are gradually introduced to the pronunciation of individual sounds, sound combinations, words, phrases, and sentences. However, because this method requires a comprehensive phonetic course, it is unlikely to be suitable for non-linguistic universities.

The acoustic (imitative) approach is based not on the conscious acquisition of articulation features, but on the perception of speech and its imitation. Supporters of this approach believe that the most important thing in teaching pronunciation is to teach language learners to perceive and imitate audible sounds correctly, and the advantages of this approach are that phonetic skills are formed not in isolation, but in speech samples.

The combined (analytical-imitative) approach rationally combines imitation with an accessible description of articulation, syllabic and phrasal stress, intonation, etc. It involves the use of various analysers to form phonetic skills, paying significant attention to listening to both the didactic speech of the teacher and the recorded speakers, and the features of the articulation of sounds are explained in an accessible and understandable way. In addition, this approach involves using both acoustic and graphic images of the target language.

While teaching phonetics to students at Kharkiv National Automobile and Highway University (KhNAHU), our objective was to analyse methods for enhancing students' phonetic skills. We also aimed to propose our own approaches for the integrated development of both phonetic and socio-cultural competencies through the use of modern digital technologies.

In developing such approaches, we relied on the provision that mastering the phonetic system of a language is the development of stage-by-stage phonetic skills that are automated, stable and flexible (Borysko, 2011). Such skills include: auditory pronunciation, i.e. correct pronunciation of all phonemes and their identification in the process of speech; intonation – compliance with intonation patterns of speech; receptive – automated perception of phonemes and intonemes in the speech flow; reproductive – reproduction of phonemes and intonemes in the process of communication (Borysko, 2013). Yermolenko proposed to develop the above groups of skills by the following stages: explanation of phonetic phenomena to form an articulatory and acoustic image of a phonetic element; repetition of a model according to a sample to create conditioned reflex connections between sound signals and articulatory movements; reproduction and memorization of a model in order to save it in long-term memory; generalisation as consolidation of auditory, articulatory and semantic connections; transition from one model to another using learned phonemes and speech fragments (Yermolenko, 2015).

Researchers identify several principles underlying the development of phonetic competence (Bakum, 2008): teaching phonetics in connection with spelling, morphology, orthoepy, graphics, punctuation, syntax, etc.; analysis of sound in a morpheme; comparative analysis of oral and written speech; training of articulatory organs; improvement of pronunciation and intonation skills; study of phonetic phenomena on a text base.

We developed students' articulation skills in two stages, as suggested by Kholod (Kholod, 2018). At the first stage, students were introduced to new sounds of a foreign language by demonstrating sounds, explaining articulation, comparing them with sounds of their native language, and performing articulation exercises. At the second stage, to automate actions with new sounds, students performed receptive exercises for recognition, differentiation, and identification in the process of listening, as well as reproductive exercises for imitation, substitution, answering questions, and memorisation.

Phonetic skills are categorized into two types: receptive and reproductive. Receptive phonetic skills involve the automatic perception of phonemes and intonemes within spoken language, which relies on well-developed phonemic and intonational awareness. In contrast, reproductive phonetic skills entail the automatic reproduction of phonemes and intonemes in a language, ensuring that standard articulation and intonation are maintained.

The development of receptive phonetic skills depends on the degree of phonemic and intonation hearing development. The correctness of articulation and

intonation play an important role in forming reproductive skills (Bigych et al., 2013; Borysko, 2011). An analysis of existing approaches to the formation of phonetic competence indicates that the potential of the audiolingual approach to language learning can be used most effectively for these purposes. It is important to note that, having been criticised in domestic linguodidactics, the audiolingual approach has remained relevant for decades in methodological schools in Europe and the USA (Lushchyk et al., 2019).

In the field of foreign language teaching, this approach is linked to the work of researchers such as Lado (1964) and Fries (1945). They emphasized that language acquisition is most effective when learners are exposed to repeated practice of language models.

Pronunciation is undoubtedly a critical aspect of communicative competence, heavily influenced by various skills. Because of this, the audiolingual method closely resembles drill technology. In this approach, speech fragments are learned in a sequential manner, following several stages: first, learners memorize models through imitation; next, they consciously apply the learned model in contrast with previously known speech fragments; then, they undergo intensive training on the model; and finally, they practice using the model freely in conversation.

In recent years, information and computer technologies have become essential to education, introducing new tools, innovative approaches to the learning process, and various methods of organising educational activities. Consequently, while developing new methods for enhancing phonetic competence, we took into account the growing use of digital teaching aids, particularly mobile technologies. These technologies enable students to study and assess their language skills in real-time and in personalized, comfortable settings (Gurova et al., 2020).

At present, the study of foreign languages with the help of mobile technologies is becoming increasingly popular, which, in particular, is due to the availability of devices and the emergence of new formats for mastering foreign languages, in which training will gradually move beyond the student audience to the personal environment of students, both real and virtual, and, therefore, becomes increasingly situational (Pegrum, 2005).

The authors of the work by Gurova et al. (2020) emphasize that mobile learning is not merely about transferring educational resources to smaller screens or using mobile devices. Instead, it involves the development of innovative mobile materials and the implementation of digital learning formats. These formats include interactive course broadcasting, sending necessary electronic files, and conducting tests on mobile devices. Additionally, they utilise audio, graphic, and video files that enhance pronunciation quality.

In our approach, we developed phonetic competence alongside intercultural competence. This combination relies on a broad range of socio-cultural knowledge that encompasses various areas of human activity, including politics,

economics, law, medicine, science and technology, history, religion, and traditions. This comprehensive knowledge is essential, as one can never predict the topics or circumstances when engaging with representatives from other cultures.

To enhance both phonetic and intercultural competencies, the course "Cultural Sketches" was created, featuring thirty culturally-oriented topics that cover a wide array of areas, including history, religion, art (painting and sculpture), architecture, economics, science, politics, and education. Each topic is presented as an audiovisual video with parallel translations: one side of the screen displays the English text, while the other side shows its translation. The texts are approached using translingual strategies, which involve alternating between the native and foreign languages. This method fosters a high level of proficiency in both the source and target languages.

Empirical data gathered from observations, questionnaires, interviews, and testing indicate that utilising mobile phonetics teaching aids alongside audiovisual translation (AVT) significantly enhances the development of phonetic and intercultural competencies.

AVT is defined as the transmission of verbal language in audiovisual media and is commonly used as a general term for "screen translation", "multimedia translation", "multimodal translation" or "film translation" (Lertola, 2018).

Although AVT was first used almost a century ago to translate silent film subtitles, it is now rapidly gaining popularity in both interlingual communication and foreign language teaching due to the development of technologies in the television and film industry, the expansion of the Internet space, and the improvement of means of receiving and transmitting information.

Some modern approaches to language teaching that utilise AVT involve the assumption that the native language will be used extensively during the course, rather than relying solely on the foreign language. This perspective is supported by the views of Butzkamm and Caldwell (2009).

In our case, the materials were presented as videos on the YouTube platform, featuring parallel translations of the educational texts spoken by the presenter and displayed on the screen. This way, students received a bilingual script alongside recordings of new words and phrases in both their native and foreign languages for independent study outside of class. The vocabulary and texts were shown on the screen in line with their translations. Students listened to the material with visual support, repeated phrases during pauses after the speaker, and practiced in the classroom through creative and problem-solving tasks. The effectiveness of the parallel translation method, which is often underestimated, is utilised by nearly all polyglots – those who successfully learn multiple languages independently. This method allows learners to manipulate the text back and forth as many times as necessary to fully assimilate it.

Presented in a graphic form, parallel translation is similar to double or back translation, which was documented as a teaching method of a foreign language

back in the 16th century by the English humanist educator Roger Ascham, who used it to teach his students Latin. This technique can be used to work with almost any text: it can be a text for reading comprehension, an audio script for listening comprehension, a sample of a specific written genre, etc. In any case, back translation refers to translating a text back into the original language.

New approaches to the wide use of the native language in teaching a foreign language are called by Butzkamm & Caldwell the bilingual reform, which will make texts with a broad context accessible, not limiting them to the "hackneyed" situations of ordering food or booking a hotel room. Using the described method, students can devote more time to independent work and show more initiative in choosing what to read, watch and listen to (Butzkamm & Caldwell, 2009:9). Thus, students imitate the words and phrases that they hear and see, repeat them as many times as necessary for long-term memorization, thus independently honing phonetic skills and saving time for creative tasks in the classroom. During such activities, the processes that occur during the acquisition of the native language are naturally directed towards acquiring a foreign language.

This approach requires self-discipline and intense concentration, as students absorb much auditory and visual information, bringing the skills to automaticity. The printed text in this approach acts as a support, not a hindrance. The so-called peripheral perception of the educational material occurs when the student, concentrating on the sound of the text, also sees its graphic design. This dual presence of speech material, presented as inert graphic symbols and through fleeting sounds, with the possibility of repeating the required number of times, contributes to its effective assimilation. At the same time, translations into the native language provide students with the full semantic and pragmatic content of the statement in the shortest possible time.

Pronunciation samples or standards play an important role in automating phonetic skills in the form of the phonogram we offer, which allows them to be reproduced repeatedly. Reception exercises are closely related to reproduction/production exercises and are aimed at developing both auditory (phonemic hearing) and pronunciation (or articulation) skills. Memorisation of vocabulary and texts improves with each repeated listening, and through repeated practical exercises, students can fine-tune and hone their articulation and thus achieve a natural speech speed.

Once the material has been independently worked through many times, it is possible to move away from the fixed text and vary the material through substitutions, transformations, extensions and new combinations (Butzkamm & Caldwell, 2009). The student group is ready to begin creatively oriented activities and apply what they have learned in practice.

Understanding information, practicing it repeatedly, and turning it into automatic knowledge are fundamental requirements for mastering a language. However, this should not involve merely mechanical repetition of template sentences. In our classroom and during online group sessions, we focused on the

articulation of specific sounds, the rules for combining these sounds into syllables, and analysing the sound structure of words. This approach helped students develop their phonetic knowledge while also varying the vocabulary and phrases they learned in contexts that were relevant to their interests.

We implemented this approach through a blended learning method developed by American educators Bergmann and Sams (Bergmann & Sams, 2012), known as the “flipped classroom.” The concept behind this method is to reverse the traditional teaching and learning process. Students independently study educational materials by watching and listening to videos created by the teacher or sourced from the internet. In-class activities are then dedicated to completing practical tasks and discussing any challenging topics.

The “flipped classroom” technology assumes unlimited access for students to electronic resources, enabling them to engage in self-education anytime and from anywhere convenient. Students work individually in the e-learning environment, watching and listening to video materials, checking their knowledge by completing tests, and reflecting on their difficulties and mistakes.

In this way, phonetic awareness is formed, i.e. the student's ability to analyse the phonetic side of their speech and make decisions “on the presence of gross deviations from standard pronunciation, analyse their causes, use effective ways suggested by the teacher to overcome and eliminate errors ” (Borysko, 2011:194).

Today, the technology and business landscapes are changing so rapidly that it is risky to predict what learning will look like even shortly. In any case, adaptive learning, which will be individualised for each specific student, is gaining momentum. Large publishers are gradually abandoning traditional textbooks (print or electronic) to provide flexible learning content on learning platforms.

Typically, these are courses that can be completed entirely without traditional textbooks. The adaptive elements of these courses will focus primarily on discrete grammar, vocabulary, functional language, and phonology, as these are the most easily amenable to software. (Kerr, 2016)

Conclusion

Phonetic competence is essential for successful intercultural communication, as it ensures that conversational partners understand each other. With limited hours available for learning a foreign language and the growing number of digital educational tools, there is a need to explore new methods of teaching phonetics, especially in preparation for intercultural communication. KhNAHU has developed and implemented a novel approach to teaching phonetics by integrating audiovisual translation and translingual strategies with mobile devices. The educational material is presented in video format, featuring parallel translations of texts that are voiced by a speaker and displayed on the screen. Learners can listen to the audio while viewing the text, repeat phrases during pauses, and reinforce the material through creative and problem-solving tasks during lessons.

Empirical data gathered from observations, questionnaires, and testing indicate that the use of mobile learning tools has a positive impact on the

development of both phonetic and intercultural competence. Furthermore, the approach to foreign language teaching utilising AVT represents a promising area for research, as digital technologies and the Internet facilitate the effective use of audiovisual software for self-education and personalized learning.

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NAVIGATING THE MONOLINGUAL MAZE: A COMPARATIVE ANALYSIS OF CHALLENGES IN TEACHING ACADEMIC ENGLISH TO CHINESE AND URDU-SPEAKING LEARNERS IN UK UNIVERSITIES

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Abstract: *The rapid internationalisation of UK higher education has led to a significant influx of students from linguistically diverse backgrounds, particularly from China and Pakistan. While these students meet formal English language entry requirements, many continue to face substantial challenges in mastering the specific demands of Academic English (AE), impacting their academic success and social integration. This paper presents a comparative analysis of the distinct and shared challenges faced by Chinese (L1 Mandarin) and Urdu-speaking learners in acquiring AE. Moving beyond a homogenous view of “non-native speakers,” it argues that pedagogical approaches must be informed by a nuanced understanding of specific first language (L1) interference, socio-educational backgrounds, and cultural learning styles. The study employs a mixed-methods approach, analysing diagnostic writing samples and survey data from students across three UK universities. Quantitative data reveals statistically significant differences in error patterns: Chinese speakers exhibited higher frequencies of syntactic and grammatical errors (i.e. article omission, verb tense) attributable to the isolating nature of Mandarin, while Urdu speakers struggled more with discourse features and lexical precision due to interlingual homophones and formal-informal register shifts from Urdu/Arabic/Persian influences. Qualitative survey data highlights shared challenges in academic criticality, understanding Western rhetorical structures, and pragmatic competence. The paper concludes by advocating for a targeted, contrastive pedagogy that leverages these L1-specific insights. Recommendations include the development of bespoke preparatory materials, discipline-specific AE workshops, and enhanced training for academic staff to foster a more inclusive and effective learning environment for these key demographic groups.*

Keywords: Academic English, L1 Interference, Chinese Learners, Urdu Learners, UK Higher Education, Contrastive Rhetoric, EAP

1. Introduction

The landscape of UK higher education has been fundamentally transformed by internationalisation. Universities increasingly rely on international student fees, and students from East and South Asia, particularly China and Pakistan, represent two of the largest cohorts (Universities UK, 2023). A prerequisite for admission is proof of English proficiency, typically through standardized tests like

IELTS or TOEFL. However, achieving a benchmark score (e.g., IELTS 6.5) does not automatically equate to fluency in the complex and often opaque conventions of Academic English (AE) (Hyland & Shaw, 2016).

AE is a specialised register characterised by specific grammatical structures, a formal lexicon, a precise and impersonal tone, and a rhetorical framework that prioritises linearity, explicit argumentation, and critical evaluation (Hyland, 2006). Mastering AE is crucial for academic success, as it is the primary medium for writing essays, reports, and dissertations, and for participating in seminars and lectures.

Educators often encounter a common set of surface-level errors among non-native speakers (NNS), leading to a potential tendency to homogenise this diverse group. This paper contends that such a view is pedagogically limiting. While learners from all linguistic backgrounds face challenges, the nature and frequency of these challenges are profoundly influenced by their L1. This study focuses specifically on learners whose L1 is Mandarin Chinese (a Sino-Tibetan language) or Urdu (an Indo-Aryan language with significant Persian and Arabic influence). These languages are not only typologically distant from English but are also embedded within vastly different cultural and educational traditions.

This paper identifies, compares, and analyses the distinct challenges these two groups face. Through an analysis of empirical data, it aims to move the discussion from generalised assumptions to targeted understanding, ultimately providing evidence-based recommendations for English for Academic Purposes (EAP) practitioners and subject lecturers in UK universities.

Research Questions:

1. What are the most prevalent errors in Academic English writing among Chinese-speaking and Urdu-speaking learners in UK universities?
2. How do these error profiles differ based on L1 background, and what are the specific linguistic causes (e.g., L1 interference)?
3. Beyond syntax and grammar, what shared socio-cultural and rhetorical challenges do both groups face?
4. What pedagogical strategies can be effectively employed to address these L1-specific challenges?

2. Literature Review

2.1 The Concept of Academic English and Its Hurdles

AE is not merely "correct" English but a distinct socio-cultural practice. It requires a "cognitive academic language proficiency" (Cummins, 1979) that is more demanding than basic interpersonal communicative skills. Challenges for NNS include mastering complex noun phrases, hedging language, citation conventions, and the overarching rhetorical style that values explicit thesis statements and authorial responsibility, concepts that may be absent or different in other academic cultures (Scollon & Scollon, 2001).

2.2 The Role of L1 Interference and Contrastive Rhetoric

The theory of L1 interference, rooted in Contrastive Analysis (Lado, 1957), suggests that learners transfer the habits of their native language to the target language, leading to errors where the languages differ. Contrastive Rhetoric (Kaplan, 1966) expands this to discourse level, proposing that rhetorical and organisational patterns are also culturally specific. Kaplan's seminal work suggested that English rhetoric is linear, Semitic rhetoric is based on parallel clauses, and Oriental rhetoric is indirect and circular. While his models have been criticised for over-generalisation, the core principle—that L1 rhetorical traditions influence L2 writing—remains influential (Connor, 1996).

2.3 The Chinese (L1 Mandarin) Learner Profile

- **Linguistic Challenges:** Mandarin is an isolating language with no inflectional morphology. This leads to predictable errors in English: omission of articles (no equivalent in Mandarin), subject-verb agreement (verbs are not conjugated for number or person), tense markers (time is indicated by adverbs, not verb changes), and pluralisation (e.g., "three book") (Chen, 2016). The concept of countable/uncountable nouns is also alien.

- **Rhetorical and Cultural Challenges:** Traditional Chinese writing, influenced by Confucian ideals, often values indirectness, where the reader is expected to infer the writer's point. This can manifest in AE as what Western lecturers perceive as "beating around the bush" or a lack of a clear thesis statement (Liu, 2008). Furthermore, the concept of critical argument that challenges authoritative sources can conflict with a cultural respect for authority and a knowledge-transmission model of education (Turner, 2018).

2.4 The Urdu-Speaking Learner Profile

- **Linguistic Challenges:** Urdu is an inflectional language with a verb-final sentence structure (SOV), unlike English's SVO. This can lead to awkward word order in English (e.g., "I the book read"). Urdu has a robust system of case markers and postpositions, which may interfere with the use of English prepositions (Rehman, 2015). A significant challenge arises from lexical borrowings. Urdu has a large number of words borrowed from Arabic and Persian, and many of these have cognates in English (e.g., Urdu "problem" / English "problem"; Urdu "actual" / English "actual"). However, these are often false friends, differing in meaning, connotation, or register, leading to errors in lexical precision and formality (Haque, 2020).

- **Rhetorical and Cultural Challenges:** Urdu academic and literary tradition is often richly ornate and digressive, valuing poetic expression and elaboration. This can conflict with the Anglo-American preference for conciseness and directness. Similar to Chinese learners, students from Pakistan may be educated in a system that emphasises rote memorisation and reproduction of knowledge over critical evaluation, posing a significant hurdle in UK universities that prize original argumentation (Ahmed & Humphrey, 2022).

3. Methodology

3.1 Research Design

This study employed a mixed-methods sequential explanatory design. The first, quantitative phase involved an analysis of written errors to identify and quantify prevalent issues. The second, qualitative phase used a survey to explore learners' perceptions of their challenges, providing context for the quantitative findings.

3.2 Participants

Participants were 200 international students (100 L1 Mandarin, 100 L1 Urdu) enrolled in postgraduate taught programmes (MA, MSc) across three Russell Group universities in the UK. All participants had met a minimum English language entry requirement of IELTS 6.5. A stratified random sampling method was used to ensure representation from Humanities, Social Sciences, and STEM disciplines.

3.3 Data Collection and Analysis

- **Quantitative Data:** A corpus of 120 diagnostic essays (60 from each L1 group) written under controlled conditions in a pre-sessional EAP course was compiled. The essays were analysed using an error taxonomy adapted from Ferris (2002), categorising errors into: Grammatical (articles, prepositions, tense, S-V agreement), Lexical (word choice, formal/informal register), Syntactic (word order, run-ons, fragments), and Discourse (cohesion, paragraphing, metadiscourse). Frequencies of each error type were calculated and compared between groups.
- **Qualitative Data:** An online survey was distributed to all 200 participants, featuring a mix of Likert-scale questions and open-ended items exploring challenges with reading, writing, listening, speaking, critical thinking, and perceptions of cultural differences in academic expectations. Thematic analysis was used to identify common themes within and across the two groups.

4. Results and Discussion

4.1 Quantitative Findings: Divergent Error Profiles

Analysis of the essay corpus revealed statistically significant differences in the error profiles of the two groups, strongly supporting the influence of L1 interference.

Table 1: Average Frequency of Error Types per 500 Words

Error Category	L1 Mandarin (n=60)	L1 Urdu (n=60)
Grammatical	12.4	8.1
- Articles (a/an/the)	5.2	1.8
- Verb Tense/Form	3.1	2.5
- Prepositions	2.0	2.8
- S-V Agreement	2.1	1.0
Lexical	3.5	6.8
Syntactic	4.3	5.1
Discourse	3.8	4.9

As shown in Table 1, Mandarin speakers made notably more grammatical errors, with article omission being overwhelmingly the most frequent issue (5.2 per 500 words), directly attributable to its absence in their L1. Urdu speakers, conversely, struggled significantly more with lexical errors—nearly double the frequency of their Chinese peers. These were predominantly false friends and register issues (e.g., using "kids" instead of "children," or "We got the results" instead of "The results were obtained").

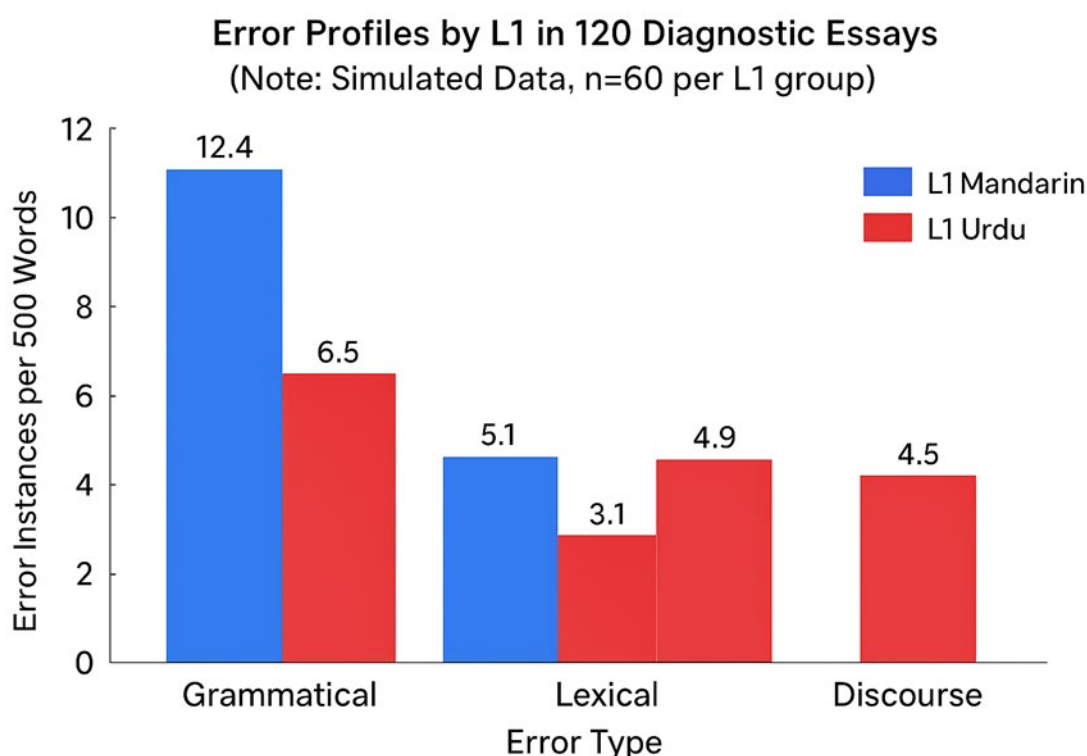


Figure 1: Comparative Error Profiles by L1 Background

Chart Analysis

This chart effectively visualizes the key quantitative finding of the study:

- **L1 Mandarin Dominance in Grammatical Errors:** The blue bar for "Grammatical" errors is significantly higher for the Mandarin-speaking group (12.4 instances per 500 words), corroborating the hypothesis that the isolating nature of their L1 leads to pronounced challenges with English articles, verb tense, and subject-verb agreement.
- **L1 Urdu Dominance in Lexical Errors:** The red bar for "Lexical" errors is markedly higher for the Urdu-speaking group (6.8 instances per 500 words), supporting the claim that false friends and register transfer from Urdu's multi-layered lexicon (with Arabic and Persian influences) are a primary source of error.
- **Similar Performance in Other Categories:** The frequencies for "Syntactic" and "Discourse" errors are relatively closer between the two groups,

suggesting that while L1 plays a role, these areas may represent more universal challenges for learners transitioning into Academic English, potentially related to academic enculturation and general writing proficiency.

This graph provides a clear, at-a-glance justification for the paper's central argument: that pedagogical strategies must be tailored to address these distinct, L1-specific error profiles.

4.2 Qualitative Findings: Shared and Unique Perceptual Challenges

Survey responses (87% response rate) provided deeper insight into the lived experiences of the learners.

Shared Challenges:

- **Criticality:** Over 80% of respondents from both groups rated "critical analysis and evaluation" as "very challenging" or "extremely challenging." One Chinese student wrote, "At home, we show we learn by summarising the expert's idea perfectly. Here, we must say what is wrong with it. It feels disrespectful." An Urdu-speaking student commented, "I understand the facts, but my tutor always asks 'So what? What is your argument?' This is difficult."

- **Rhetorical Structure:** Both groups expressed confusion about the expected structure of a British academic essay. The concept of a "thesis statement" was particularly alien.

- **Speaking and Listening:** Participating in seminars was a major source of anxiety for both cohorts, citing the speed of native-speaker discussion, idiomatic language, and the challenge of formulating a quick response.

L1-Specific Perceptions:

- **Chinese Speakers:** Frequently mentioned difficulties with listening comprehension due to the stress-timed rhythm of English (as opposed to the syllable-timed rhythm of Mandarin) and the perception of "fast speech."

- **Urdu Speakers:** Often highlighted frustration with "small words" like prepositions and articles, noting that the rules seemed arbitrary. Many also pointed to the challenge of vocabulary, specifically the nuance between words that seemed similar to Urdu/Arabic words but were used differently in English academic contexts.

4.3 Discussion of Findings

The results clearly demonstrate that while all NNS struggle with AE, their journeys are paved with different obstacles shaped by their L1.

The Mandarin speakers' profile aligns perfectly with predictions from contrastive analysis. The absence of functional morphemes in Mandarin (articles, plural 's', verb inflections) creates a fundamental syntactic hurdle. Their challenge is often at the sentence level, building grammatically accurate sentences before they can even concern themselves with broader discourse.

The Urdu speakers' profile is more lexically and rhetorically focused. Their shared historical lexicon with English is a double-edged sword; it provides a false sense of security that leads to frequent register and meaning errors. Their struggle is less with sentence-level grammar and more with appropriacy and precision—

using the right word in the right way. Furthermore, the rhetorical flourishes valued in Urdu literature can clash with the Anglo-American demand for conciseness, leading to feedback that their writing is "wordy" or "vague."

The shared challenges in criticality and rhetoric point to a broader issue: the enculturation into Western academic norms. This is not a linguistic deficit but a cultural and educational gap. UK universities often assume a familiarity with these norms that simply does not exist for incoming international students, regardless of their IELTS score.

5. Conclusion and Pedagogical Implications

This study confirms that Chinese and Urdu-speaking learners face a distinct set of challenges in acquiring Academic English in UK universities. Treating them as a monolithic group is an ineffective approach that fails to address their specific needs. Mandarin speakers require foundational support in grammatical accuracy, particularly the English determiner and tense systems. Urdu speakers require focused intervention on lexical precision, academic register, and conciseness in discourse. Both groups, however, require explicit and scaffolded instruction in the principles of Western academic rhetoric and critical thinking, which are often the most significant barriers to their success.

Recommendations:

1. Implement Diagnostic Testing: Move beyond IELTS scores. Use initial diagnostic writing tasks upon arrival to identify L1-specific error patterns and place students into targeted support workshops.

2. Develop L1-Specific Materials: Create grammar exercises for Mandarin speakers focused on articles and verb forms. For Urdu speakers, develop vocabulary-building tasks that focus on false friends and formal register, using contrastive analysis examples.

3. Integrate Explicit Rhetoric Teaching: EAP curricula must explicitly teach the structure of the "Western academic essay," including thesis statements, paragraph development (e.g., TEEL), and critical evaluation, using models and scaffolds.

4. Foster Critical Thinking Skills: Embed exercises that teach students how to question, evaluate, and synthesise sources rather than simply report them. This should be framed as a new skill, not a correction of a deficit.

5. Train Academic Staff: Subject lecturers need training to understand these cross-cultural and linguistic challenges. They should be encouraged to provide clear, explicit guidelines on assignments and to offer feedback that distinguishes between language errors and conceptual understanding.

By adopting a more nuanced, contrastive approach that acknowledges the profound role of the L1, UK universities can better fulfil their commitment to providing a truly inclusive and supportive education for their diverse international student body.

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DEVELOPING STUDENTS' MOTIVATION TO LEARN MULTIPLE LANGUAGES

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Abstract. *This research addresses a current issue related to optimizing the multilingual education process for students by enhancing their motivation to learn multiple languages simultaneously. The study focused on analyzing the concept of multilingual education from various teaching perspectives and perceiving it from a motivational point of view. The goal of implementing the concept of multilingual education to improve equity and the opportunities offered to students, enabling them to develop multilingual skills and intercultural competencies that will allow them to become fulfilled citizens.*

Key words: multilingualism, multilingual education, multilingual learning, foreign language learning practices, strategies for learning multiple languages, simultaneous language learning, active and contextual communication, motivational theories, motivation for learning

Theoretical analysis shows that multilingual education has become a global standard, with an increasing number of citizens using two or more languages daily. This trend is particularly obvious in Europe, where students often study two or three languages simultaneously. The European Union's educational policies support this diversity through the "Strategy for Multilingualism", which promotes not only linguistic diversity but also the integration of languages in citizens' communication with governmental institutions.

Multilingual education has been established as a priority in numerous educational policy documents, such as Common European Framework of Reference for Languages and the Key Competences for Lifelong Learning, which emphasize the importance of multilingual competences. These skills are related to the appropriate use of multiple languages while communicating. Multilingual competences include linguistic, historical, and intercultural components which are integrated in the ability to mediate between different languages and modes of communication. It is worth noting that the Republic of Moldova and the countries within the European Union serve as the primary languages of instruction. In schools, their mother tongues are taught alongside the foreign languages.

Scholars agree that when learning multiple languages, the communicative component is essential and plays a dominant role. The principle applies equally to mother tongue and foreign language acquisition.

The problem of learning two or more languages has been the object of research of several scholars. E. Shonamy [10] and B. Spolsky [9] explore language acquisition depending on contexts and individual needs; while S. May [7] points

to the cognitive and social benefits of multilingualism, especially for student development.

Multilingual education is defined as the teaching of multiple languages, including the students' mother tongues, global languages, community languages and heritage languages, where each language is taught at diverse levels according to varying contextual needs [10]. This definition of multilingual education belongs to the field of sociolinguistics and emphasizes the students' need to learn more than one language to promote students' understanding, to enrich the linguistic repertoire and linguistic awareness in all students through building links between similar patterns in different languages [10].

Multilingual education refers to teaching and developing the ability to speak fluently in multiple languages. This ability is required in today's global world, where communication between cultures is essential. Multilingual people can travel in diverse linguistic and cultural landscapes easily, while highlighting cross-border understanding and cooperation. A multilingual learner has various cognitive, social, and economic advantages. From a cognitive view, speaking multiple languages improves brain function, better memory, problem-solving skills, and multitasking abilities. Socially, multilingualism improves meaningful interactions with people from diverse backgrounds, increases empathy, tolerance, and intercultural understanding.

Multilingualism refers to the ability to use two or more languages either at the individual or societal level. This concept comprises both personal linguistic proficiency and the presence of linguistic diversity within a community. On a personal level, multilingualism is an example of individuals who are fluent in multiple languages, such as being proficient in English, French, and Spanish. At the level of the society, multilingualism refers to the communities where multiple languages coexist. Research has shown that multilingual individuals show high cognitive flexibility, improved problem-solving skills. These cognitive advantages contribute to overall mental agility and resilience. Multilingualism not only promotes effective communication but also increases cultural exchange and understanding within diverse populations. Thus, multilingualism enhances both cognitive capacities and social integration, making it a key factor in acquiring academic success and intercultural competence.

The strategic goal of implementing the concept of multilingual education in the Republic of Moldova is to improve equity and the opportunities offered to students, enabling them to develop multilingual skills and intercultural competencies that will allow them to behave effectively as citizens. This approach involves cultural diversity, intercultural communication promotion, and the value of the Romanian language as a basic milestone for interaction. The development of multilingualism is closely linked to the preservation and development of the mother tongue of ethnic groups residing in the Republic of Moldova. Ensuring equal opportunities for all children and young people, regardless of social status, gender, religion, ethnicity, and psychomotor abilities. The access to quality

language education will increase their involvement in social, political, and professional processes. This approach aims to encourage better communication and understanding among different ethnic groups. Initiatives such as summer language institutes and exchange programs for students and educators are designed to promote language learning in immersive, practical backgrounds.

Learning is an active and personalized process in which the individual not only assimilates information but also reflects on it and understands it in a way that is influenced by the cultural context and the involvement of critical thinking.

Understanding the psycho-pedagogical foundation of multilingual education is important for justifying the effectiveness of the educational process. This foundation is based on principles and processes that govern not only the acquisition of language competencies and the development of cognitive flexibility in multilingual learners but also the enhancement of motivation for learning multiple languages.

Multilingual education comprises both the study of multiple languages and their use in various educational backgrounds. It includes not only formal language learning but also the integration of languages in teaching, learning, and social activities. In a more specific sense, it refers to an educational system where multiple languages are used for instruction and communication, aiming to develop functional linguistic competencies in both the native and foreign languages within an official curriculum [8]. While multilingual education focuses on the wider educational framework and integration of languages, multilingual learning analyzes the individual cognitive processes and strategies that support effective language acquisition, such as inclusion, repetition, and contextual learning, all of which are essential for developing multilingual competence in students. [9].

When students learn to communicate in more than one language, they train their brains to process information more actively. This adaptability is essential in a rapidly changing world, where problem-solving skills in different contexts are highly important.

Another crucial factor of cognitive development through multilingual education is the improvement of memory. Students who are proficient in multiple languages often show superior working memory abilities, which are essential for following instructions, solving complex problems, and understanding reading passages. There is also proof that multilingualism supports better attention control and reduced distraction.

The general principles of education include: the principle of student-centered education, the principle of valuing age-related characteristics, the principle of free choice (or intrinsic motivation), the principle of active learning, the principle of education as interaction, and the principle of ensuring continuity. These principles are incredibly important in multilingual classrooms, where the teaching process must be adjusted to meet the diverse needs and learning paths of students. For example, student-centered education emphasizes the importance of adapting teaching methods to individual learners, while valuing age-related

characteristics ensures that practices align with students' cognitive and emotional development. Applying intrinsic motivation and active learning make the engagement with the material deeper, which is crucial for language acquisition.

Therefore, learning motivation is understood as a dynamic state that arises from the learner's perception of themselves and their environment, encouraging them to choose, engage in, and persevere with activities aimed at achieving a goal. Thus, motivation in the educational context consists of three fundamental aspects: it is a state and process that develops over time; it is perceived by the student's commitment and persistence in the activities carried out; and, it depends on the student's self-perceptions, the school and its objectives [8].

The “motivation to learn” is an internal force that motivates a person to learn, to an educational activity that has results that reward him [4]. This aspect is regarded as a means for building identity. Internal motivation enables individuals to identify and understand their interests, the activities they understand better, and the contexts in which they feel most comfortable. Dealing with these questions helps in the process of forming self-identity and the sense of internal discipline for learning.

Intrinsic motivation refers to the effort and time invested in an activity for its own interest without any reward or external pressure, while extrinsic motivation refers to getting involved in a certain activity to achieve a goal. The internal, including perseverance in the task, investment of cognitive effort that involves creativity and depth, as well as the absence of anger, anxiety, and stress during the execution.

The role of the educational environment lies not only in fostering success but also in promoting a correct interpretation of success and supporting academic self-efficacy. While knowledge and cognitive skills are essential for academic achievement, they are not sufficient on their own. Even when students understand what they need to do, they may struggle to commit the required effort to meet the complex demands of linguistic tasks. Therefore, it is crucial that students believe in their ability to act effectively to achieve their goals [8].

Each student has different goals and expectations when it comes to the learning process. The differences are usually related to the student's perception of the educational environment. It consists of six factors that create the educational environment and the importance of both teacher-oriented and ability-demonstration goals. These factors are academic tasks, the authority structure in the classroom, teachers' knowledge of their students, methods of group formation, assessment of learning, and the teacher's management of time.

Methodological strategies and didactic linguistic approaches to keep motivation adapted to learning multiple languages [7]:

1. Setting goals for language learning - encouraging students to set certain and achievable goals for each language they learn. These goals can be passing a proficiency exam, getting involved in a language exchange program, or traveling to a country where the language is spoken. Establishing goals that are personally

relevant and important to them, students are more likely to stay motivated and committed to their language learning journey.

2. Providing authentic learning opportunities - creating opportunities for students to use the language in authentic contexts. This can include real-life role-playing scenarios, such as ordering food at a restaurant, asking for directions, or participating in mock job interviews. Authentic learning experiences help students see the practical value of the language and motivate them to continue learning.

3. Integrating multimedia and technology - Integrating multimedia resources, such as videos, songs, and interactive websites in language lessons. Using technological tools such as language learning apps, online quizzes, and virtual reality simulations make learning more engaging and interactive. Multimedia and technology call for different learning styles and provide students with varied and stimulating learning experiences.

4. Cultivating a growth mindset - motivating students to adopt a growth mindset towards learning a language, highlighting the importance of effort, practice, and persistence. Help them understand that mistakes are a natural part of the learning process and an opportunity for growth. Create a supportive classroom culture where students feel comfortable taking risks and learning from their mistakes.

5. Promoting autonomy and choice - empowering students to take the responsibility of their language learning journey by providing autonomy and choice in choosing learning activities, materials, and topics. Allow students to pursue their interests and explore aspects of the language that resonate with them personally. By giving students a sense of control over their learning, they are more likely to feel motivated and engaged.

6. Providing positive reinforcement - recognizing and marking the students' progress and achievements in their language learning journey. Offer praise, rewards, and recognition for their efforts, whether it is mastering a difficult grammar concept, expanding their vocabulary, or successfully communicating in the target language. Positive reinforcement increases students' confidence and self-esteem, motivating them to persist in their language learning efforts.

7. Creating a collaborative learning community - developing the sense of belonging and brotherhood among language learners by creating a supportive learning community. Encouraging peer collaboration, teamwork and mutual support through group activities, discussions, and peer feedback sessions. Building strong relationships with classmates and feeling connected to a learning community can improve students' motivation and enjoyment of language learning.

8. Correlating language learning to personal interests and goals - helping students see the relevance of language learning to their personal interests, passions, and future goals. Encouraging exploration of how language proficiency can open up new opportunities, whether it is a career abroad, connecting to family heritage or engaging with global issues. Adjusting the language learning process

with students' aspirations and interests in order to make them stay motivated in their language learning.

Strategies for increasing student motivation while learning multiple languages:

Building personalized learning packages - recognize that each student has learning preferences, interests, and unique goals. Adapt language learning activities and materials to adjust to their individual needs and interests. Provide students with choice in selecting learning resources, topics, and activities to increase their involvement and motivation.

Gamification - Including game-like elements into language learning activities to make them more interactive and enjoyable. Using language learning apps with gaming elements such as: rewards, badges, leaderboards, and progress tracking Gamification improves student motivation by creating a sense of competition, achievement and fun.

Project-based Learning - implement project-based learning tasks that allow students to apply language skills in real contexts. Assign projects such as creating multimedia presentations, writing blogs or articles, filming skits or interviews, or organizing cultural events. Projects provide students with meaningful and authentic language learning experiences, fostering inner motivation and creativity.

Collaboration and Peer Support - Encourage collaboration and peer support by integrating cooperative learning activities into the curriculum. Pair students with language study peers or create small group study sessions where they can practice speaking, provide feedback, and share learning strategies. Interaction with peers promotes a sense of community, camaraderie, and mutual encouragement among students.

Cultural Involvement Activities - Organize cultural immersion activities that expose students to the customs, traditions, and lifestyles of different language-speaking communities. Inviting guest speakers, organizing cultural festivals, or trips to cultural landmarks, museums, or ethnic neighbourhoods. Cultural immersion increases students' appreciation of linguistic diversity and motivates them to learn languages as a means of connecting with other cultures.

Technological Application - integrate technological tools and digital resources in language teaching to improve student engagement and motivation. Use interactive multimedia materials, virtual reality simulations, language learning apps, and online language exchange platforms to complement traditional teaching methods. The technology provides students with access to authentic language input, immediate feedback, and personalized learning experiences.

Supervising Progress and Establishing Goals - Implement progress tracking systems that allow students to track their language learning achievements and set achievable goals. Provide students with regular feedback on their language proficiency, identify areas for improvement, and celebrate their successes. Setting goals fosters a sense of purpose, direction, and achievement, and motivates

students to continue their language learning journey. Increasing a positive learning environment means a supportive and inclusive learning environment where students feel valued, respected, and encouraged. Cultivating a growth mindset by emphasizing the importance of effort, persistence, and resilience in language learning. Celebrating diversity, cultural competence, and linguistic achievement within the classroom community.

Applying these methodological strategies, educators can effectively increase student motivation and involvement in learning multiple languages. By fulfilling students' intrinsic interests, developing collaboration, creating authentic learning experiences, and including technology, educators can create an active and motivating language learning environment that motivate students to become lifelong language learners [3].

Conclusion: Multilingual Learning refers to the process through which individuals acquire and use multiple languages. It focuses on the personal and cognitive aspects of learning languages and the way individuals develop language skills. It is more related to the learner's experience, the methods and strategies used to learn and use multiple languages effectively. It highlights the learning process itself, including techniques and practices that make acquiring and using multiple languages easier. Thus multilingual learning focuses on the individual processes and strategies used to acquire and use multiple languages. Learning a foreign language has a significant impact on the student's identity, shaping not only external communication, but also internal perception. Teachers play a key role in creating a teaching environment to support students in developing their identity in various situations.

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PRAGMATICS – AN EMERGING AREA OF MODERN LINGUISTICS

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Abstract: *Modern linguistics is the scientific study of language as a structured, functional system, primarily focusing on spoken language and how it is actually used, rather than prescribing rules. It emerged in the late 19th century, shifting from a focus on historical change (diachronic) to the analysis of language at a specific point in time (synchronic). Key characteristics include its descriptive (not prescriptive) approach, the equal study of all languages, the understanding of language as a system of arbitrary signs, and an interest in how language works in the human mind and society. Key areas of study include phonetics, phonology, morphology, syntax and semantics. Modern linguistics also explores language through various subfields, such as sociolinguistics (language in society), psycholinguistics (language and the mind) and the more recent corpus linguistics. Pragmatics is a key area within applied linguistics, specifically in the study of how people use language in real-world communication, focusing on how context, speaker intentions and interaction affect meaning. Applied linguistics itself is about applying linguistic theories and knowledge to practical issues, such as language learning, and second language pragmatics investigates how non-native speakers understand and use language appropriately in different contexts. This paper focuses on presenting various definitions and key concepts of pragmatics as an emerging branch of modern linguistics and giving an overview of the current trends in the field of linguistic pragmatics.*

Keywords: modern linguistics, pragmatics, discourse, social context, interaction

Modern language refers to the languages spoken by contemporary human groups that have evolved over time and continue to change due to factors such as population dynamics, migration and social behaviour. Modern linguistics is the scientific study of language as a structured system, focusing on how it functions and is used in the present, rather than on its historical evolution. Main branches include phonetics, phonology, morphology, syntax, semantics and pragmatics, and it explores language in relation to its users through fields like sociolinguistics and psycholinguistics. Key characteristics of modern linguistics include viewing spoken language as primary, describing language as it is used rather than prescribing standards, studying all languages equally, analyzing language structure synchronically rather than diachronically, and recognizing that meaning is mainly arbitrary.

Key characteristics of modern linguistics

Synchronic focus: Modern linguistics analyzes language as it exists at a particular moment in time, contrasting with older historical linguistics (diachronic study) which focused on language changes over time.

Descriptive approach: It describes how people actually use language, rather than prescribing rules for how they should use it.

Spoken language as primary: Spoken language is considered more fundamental than written language because it is the primary medium of communication and exhibits more variations in use.

Structural analysis: Language is seen as a structured system of interrelated elements.

Arbitrary nature of meaning: The connection between a word (signifier) and its meaning (signified) is largely arbitrary and based on convention, a concept that has been popularized by Ferdinand de Saussure.

Objective and autonomous discipline: Modern linguistics aims for an objective look at language without being tied to ideas from other fields like philosophy or literary criticism.

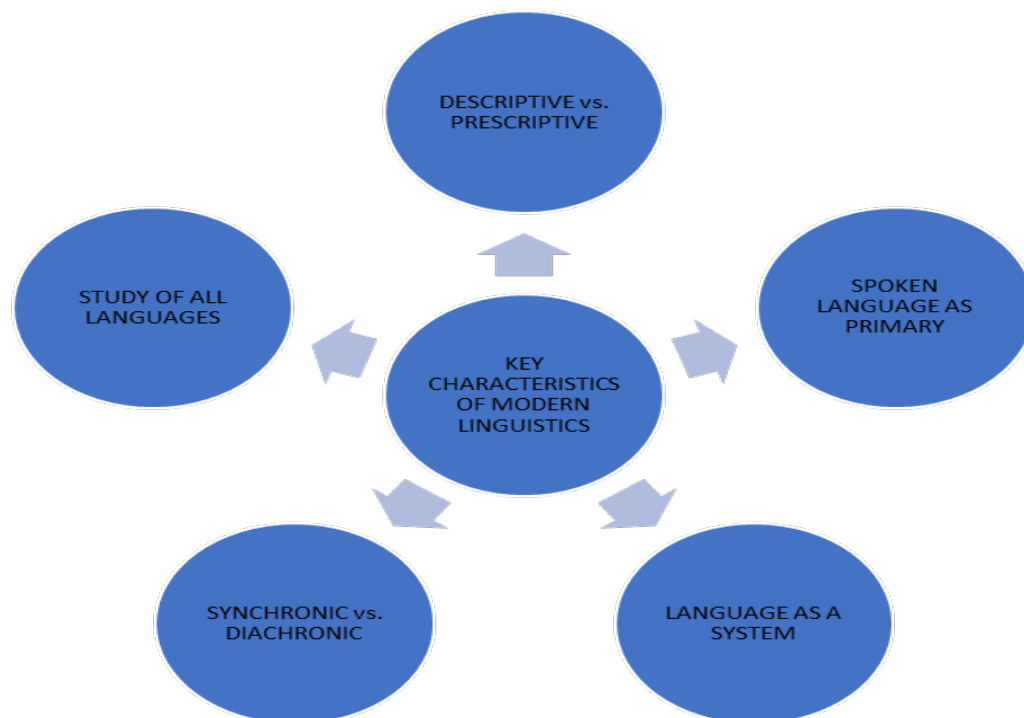


Fig. 1. Key characteristics of modern linguistics.

Modern linguistics comprises core areas like Phonetics, Phonology, Morphology, Syntax, Semantics, and Pragmatics, which analyze sounds, word structure, sentence structure, and meaning at different levels. Other significant branches include Psycholinguistics - studying the psychology of language; Sociolinguistics - examining the relationship between language and society;

Computational Linguistics, which applies computational methods to language; Historical Linguistics, which focuses on language change over time; and Applied Linguistics, which solves real-world language problems.

Core areas of study

Phonetics is the scientific study of speech sounds, including their production and perception.

Phonology is the study of the sound systems and sound patterns within a specific language or across languages.

Morphology is the study of word structure, including how words are formed from smaller units called morphemes.

Syntax is the study of the rules that govern how sentences are structured and formed.

Semantics is the study of linguistic meaning, including the meanings of words, phrases and sentences.

Pragmatics is the study of how the context of language use influences and affects meaning.

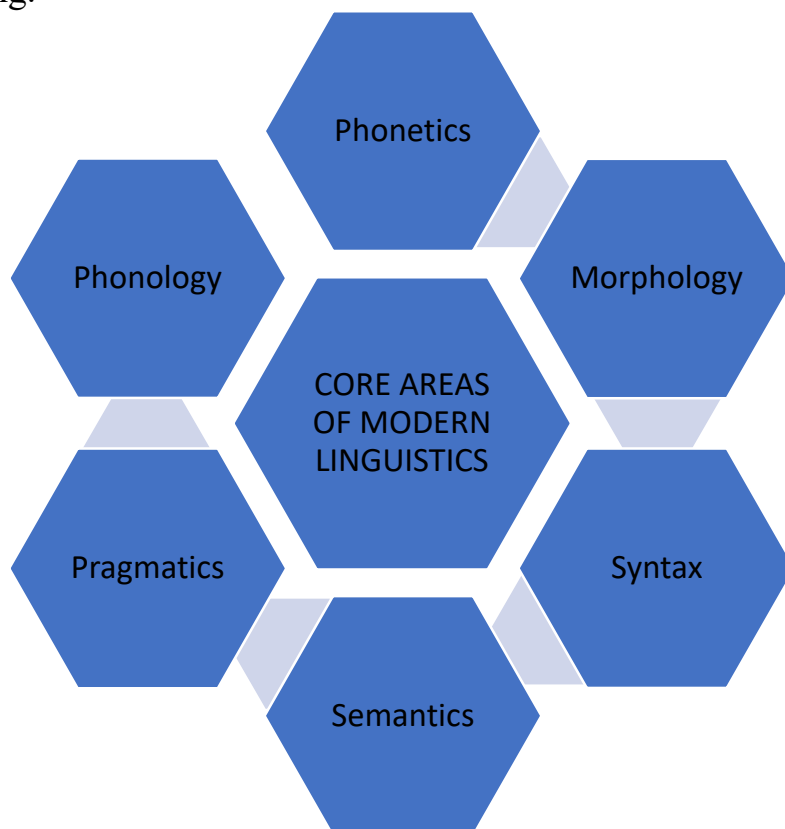


Fig. 2. Branches of modern linguistics focusing on the fundamental components of language.

Interdisciplinary and applied areas of modern linguistics

Modern linguistics has numerous interdisciplinary and applied areas, with key fields including Applied Linguistics, which focuses on solving real-world language problems, and interdisciplinary branches such as Psycholinguistics

(mind and language), Sociolinguistics (society and language), Neurolinguistics (brain and language), and Computational Linguistics (computers and language). These areas integrate linguistic theories and methods with other disciplines like psychology, education, computer science, and sociology to address practical issues and deepen understanding of language across various contexts. The field of Applied Linguistics is inherently interdisciplinary and focuses on applying linguistic knowledge to practical, real-world issues related to language. Key areas within applied linguistics include Language Pedagogy - the study of language teaching and learning; Second Language Acquisition - research into how people learn new languages; Language Assessment - developing and evaluating language tests; Language Policy and Planning - addressing issues of language use in society and governments; Forensic Linguistics - applying linguistic analysis to legal contexts; Translation and Interpreting - the practical transfer of meaning between languages; Discourse Analysis - studying how language is used in specific contexts and conversations. The areas of interdisciplinary branches of linguistics combine linguistics with other academic fields to study specific facets of language. Psycholinguistics explores the relationship between the mind, psychological processes and language. Sociolinguistics examines the connection between language and society, including variations in language use based on social factors. Neurolinguistics investigates the relationship between the brain's structure and function and language processing. Computational Linguistics focuses on the intersection of language and computer science, including natural language processing, machine translation and speech recognition. Stylistics analyzes the relationship between language and literature, examining authors' writing styles. Historical Linguistics studies how languages evolve and change over time. Ethnolinguistics (Anthropological Linguistics) explores the relationship between language, culture and anthropology. The findings and methods from both applied and interdisciplinary linguistics are used to improve educational systems and language learning methods, develop and enhance technologies for language processing and translation, address complex communication issues in fields like healthcare and the legal system, analyze and understand language use in different social and cultural contexts.

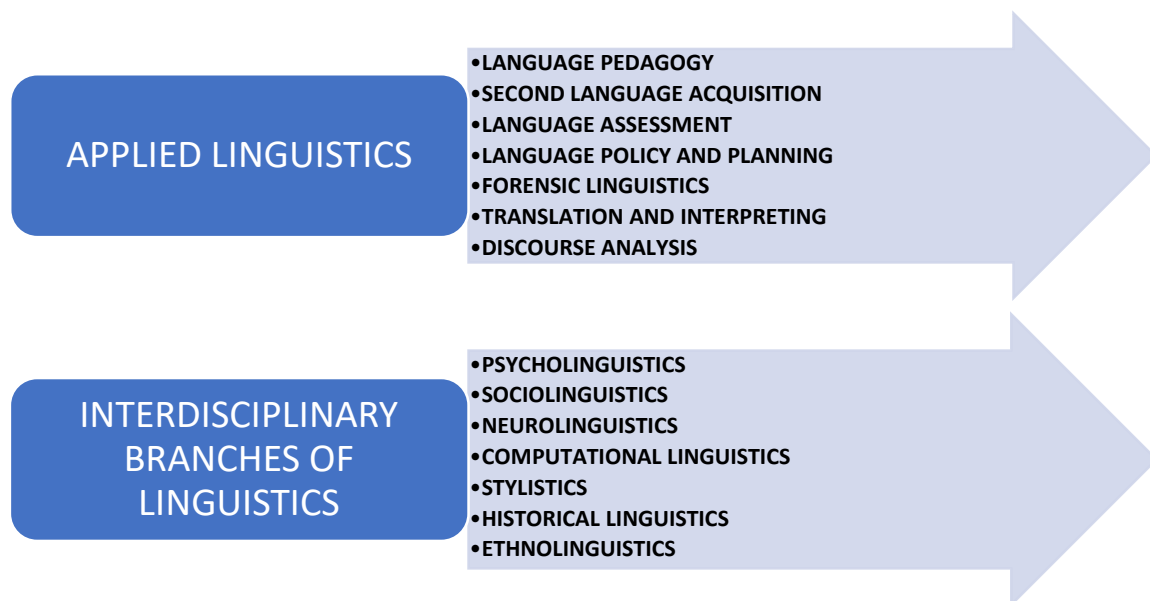


Fig. 3. Interdisciplinary and applied areas of modern linguistics.

Major trends in modern linguistics

Modern linguistics trends include an interdisciplinary and cognitive focus, driven by computational advances, leading to approaches like corpus linguistics and AI-integrated studies. Key concepts emphasize the human and cultural context of language, with a growing interest in language diversity, language documentation, and the intricate relationship between language, culture and identity. This shift moves beyond purely structural analysis to a more integrated understanding of language as a human phenomenon embedded in social and cognitive realities. Major trends in modern linguistics include the dominance of computational linguistics and natural language processing (NLP), the rise of corpus linguistics, the increasing focus on anthropocentricity (human-centered) and culturecentricity, the expansion of psycholinguistics with experimental methods, the growing importance of sociolinguistics, and the impact of new technologies on communication and language acquisition. There is also a greater emphasis on interdisciplinary approaches, bringing in insights from fields like neuroscience, psychology, and anthropology, and a particular interest in endangered languages.

Pragmatics in modern linguistics

In modern linguistics, pragmatics is the study of how context influences meaning, focusing on how language users interpret utterances beyond their literal meaning to understand the speaker's intentions and the underlying message within a specific social context. It examines concepts like conversational implicature, where more is implied than is said, and speech acts, where utterances perform actions (e.g., requesting, promising). Pragmatics is a key subfield of semiotics, alongside semantics (literal meaning) and syntax (sentence structure), helping to explain how we use language in dynamic, interactive and culturally influenced social situations. Pragmatics is considered an emerging and rapidly growing area within modern linguistics because it addresses the complex relationship between

language, context, and meaning that was largely overlooked by earlier linguistic theories. While a distinct subfield since the 1950s, recent advancements in fields like artificial intelligence and second language acquisition have spurred new research questions and methodologies, making pragmatics a dynamic and vital branch of study.

The American philosopher and mathematician Charles S. Peirce developed the philosophical concept of pragmatism, a theory of meaning based on practical consequences and the effects of signs on conduct. The foundational figures in modern linguistics' study of pragmatics are philosophers John L. Austin, H.P. Grice, and John Searle. While the term "pragmatics" was introduced by philosophers like Charles Morris and Rudolf Carnap in the early 20th century, Austin's work on speech acts in the 1950s and 60s, followed by Grice's theory of conversational implicature and Searle's extensions of speech act theory, established the core principles that led to the field's widespread adoption by linguists. Pragmatics later evolved into a distinct linguistic discipline focused on how context influences meaning and how listeners uncover speakers' intentions.

Table 1. Key figures of modern linguistic pragmatics and their contributions.

Foundational figures	Contribution
Charles S. Peirce	He originated philosophical pragmatism, his ideas were later integrated into linguistic thought.
John L. Austin	He introduced the theory of speech acts, proposing that utterances can perform actions, not just describe them. His posthumously published work, <i>How to Do Things with Words</i> (1962), distinguished between locutionary, illocutionary, and perlocutionary acts.
H.P. Grice	He developed the theory of conversational implicature and the Cooperative Principle, explaining how meaning is conveyed beyond literal words through shared assumptions and rational cooperation in conversation.
John Searle	He extended Austin's speech act theory by creating a taxonomy of speech act types (e.g., asserting, questioning, commanding) and further elaborated on the rules governing them.
Kent Bach, Robert Harnish, Robert Stalnaker	Following Austin, Grice and Searle, they continued to develop and integrate the foundational ideas into comprehensive theories of pragmatics.

Key aspects of linguistic pragmatics include understanding context, implicature, speech acts, deixis, and presupposition to decipher meaning beyond literal words. Pragmatics focuses on how language is used in social interaction, considering factors like speaker intention, shared knowledge, and cultural norms

to interpret intended meanings. Pragmatics emphasizes the role of the surrounding situation, social norms, gestures, tone, and other non-linguistic cues in shaping how language is interpreted. For example, the meaning of a simple "yes" can vary greatly from a sincere agreement to a sarcastic response, depending on the *context*. *Conversational implicature*, coined by philosopher H. P. Grice, refers to what a speaker implies or hints at, rather than stating directly. Listeners infer this meaning based on shared understandings and the context of the conversation. *Speech acts* include Locutionary act - the act of producing words and sentences; Illocutionary act - the communicative intention or function behind the utterance (e.g., requesting, promising, warning); Perlocutionary act - the effect an utterance has on the listener, such as persuading them, frightening them or amusing them. *Deixis* involves the use of words and phrases whose meaning depends on the context of the utterance, such as "here," "there," "I," "you," "this," and "that". For instance, the meaning of "This is mine" changes based on who is speaking and what they are referring to. *Presupposition* is the unspoken, assumed information that is taken for granted in an utterance, serving as background knowledge for the listener. If someone says, "The king of England is bald," they are presupposing that there is a king of England. The *cooperative principle*, introduced by Paul Grice, suggests that people in conversation generally cooperate to make their contributions relevant and informative. *Pragmatic competence* is the ability to understand and use language appropriately in social situations. This involves understanding social norms, politeness strategies and non-verbal cues like tone of voice and body language. Beyond core areas like implicature, speech acts and reference, other aspects of linguistic pragmatics include *relevance theory*, focusing on the underlying principles of efficient communication; *discourse analysis*, which examines language in larger contexts; the management of *nonverbal communication* in meaning; and the study of how speakers use language to achieve social goals, such as building rapport or expressing dominance. By considering these diverse aspects, pragmatics provides a comprehensive framework for understanding the dynamic interplay between language, context and human intent in communication.

Current research continues to expand pragmatics, incorporating new areas of inquiry and adapting traditional theories to address contemporary questions about communication, such as *Second Language Pragmatics* (L2 Pragmatics) - how non-native speakers learn to use language appropriately in new social contexts; *Pragmatics and Artificial Intelligence* - the study of how large language models (LLMs) can understand and generate meaning in context; *Expanded Vision of Pragmatics* - a push to incorporate real-world factors like task demands, individual differences, and cultural landscapes into pragmatic theories and experimental studies; *Dynamic Research Landscape* - the ongoing efforts to integrate and apply pragmatic theories to real-world applications and new technological contexts keep the field dynamic and forward-looking. The future of linguistic pragmatics is shaped by rapid advancements in Artificial Intelligence (AI), particularly Large Language Models (LLMs), which are increasingly being

used to simulate and evaluate human pragmatic understanding, albeit with challenges in consistently achieving human-level nuance. Key future directions include developing more comprehensive benchmarks for testing pragmatic abilities in AI, bridging the gap between AI and human understanding, exploring the role of context and grounding in pragmatic models, and assessing the broader social and ethical implications of these developments.

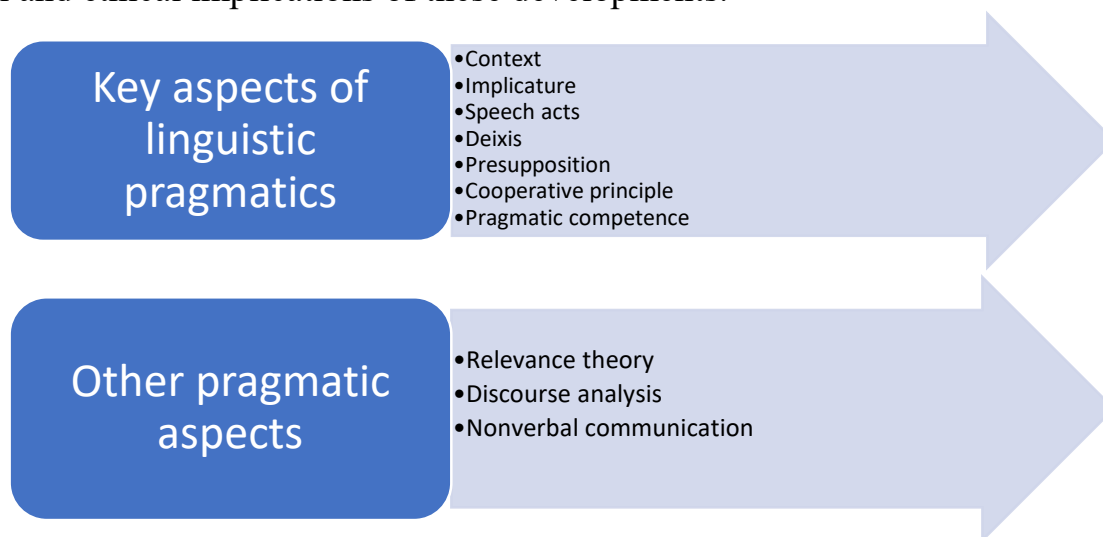


Fig. 4. Key aspects of linguistic pragmatics.

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THE ROLE OF CREATIVITY IN ENHANCING PROGRESSION IN FOREIGN LEARNING

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Abstract: *In foreign language education, the emphasis is often placed on grammatical accuracy, vocabulary acquisition, and exam performance, while creativity has traditionally been seen as an optional enrichment rather than an essential learning driver. This paper argues that creativity –understood as the capacity to generate novel, meaningful, and contextually appropriate language – is a core mechanism for fostering sustained progression in second and foreign language learning.*

The study adopts a descriptive and theoretical methodology, critically synthesising peer-reviewed literature, empirical studies, and pedagogical resources from applied linguistics, educational psychology, and creative pedagogy. The review integrates perspectives from sociocultural, constructivist, and interactionist theories, as well as creativity frameworks such as the distinction between teaching creatively and teaching for creativity. Key empirical examples include creative questioning, project-based learning, drama, and digital storytelling, each demonstrating measurable gains in vocabulary range, grammatical competence, oral fluency, and learner motivation.

Implementation strategies emphasise research-supported classroom activities that promote active, personalised engagement, alongside the pivotal role of teachers in modelling creative language use, encouraging risk-taking, and aligning tasks with curriculum objectives. The discussion also recognises persistent barriers such as rigid curricula, assessment pressures, limited teacher training, and learner affective factors, and it offers practical approaches to overcoming these constraints through low-preparation creativity techniques, professional development, and integration of creativity into assessment criteria.

The paper concludes that creativity is both a cause and a consequence of effective language progression. Embedding creative practices in teaching, curriculum design, and educational policy can not only advance linguistic proficiency but also equip learners with transferable skills – collaboration, critical thinking, adaptability, and intercultural competence – needed in global, multilingual contexts. In doing so, creativity transforms language learning from a predominantly technical exercise into a dynamic, personally relevant, and future-focused process.

Keywords: creativity, foreign language learning, communicative competence, pedagogy, learner progression.

JEL: I21

1. Introduction

In discussions concerning foreign language learning, educational discourse frequently centres on discrete linguistic elements – grammar rules, vocabulary acquisition, pronunciation accuracy – and on formal assessments that quantify a learner's progress. While these components are undeniably important, they represent only part of the complex process of acquiring communicative competence. An equally significant, yet often overlooked, dimension is creativity.

In the context of language learning, creativity is not solely synonymous with artistry, literary talent, or the crafting of original narratives. Instead, it represents a broader capacity for flexible, adaptive, and imaginative language use. Creativity means finding novel ways to convey meaning, experimenting with linguistic forms, and drawing upon personal experience to enrich communication. Far from being a peripheral skill, creativity in language learning facilitates deeper engagement and greater autonomy. It prepares learners to navigate the unpredictable nature of real-world communication.

Language learning progression can be understood as the development of increasingly sophisticated communicative competence. This progression is often benchmarked against frameworks such as the Common European Framework of Reference for Languages (CEFR). The CEFR identifies language ability along six proficiency levels, from A1 to C2. It emphasises the interplay between linguistic knowledge, pragmatic skills, and socio-cultural awareness (Council of Europe, 2020).

Although traditional measures – such as examination results or lexical breadth – provide a partial view of progression, a fuller understanding also requires examining learners' adaptability, creativity, and confidence in using the target language in varied contexts. In multilingual societies and a globalised economy, the capacity to adjust one's communicative style and to reframe messages spontaneously is as essential as mastery of formal structures. This skill is especially valuable when communicating with different interlocutors.

The relationship between creativity and progression in foreign language learning warrants exploration on pedagogical, cognitive, and socio-cultural grounds. Numerous studies have found that creative classroom practices – including improvisational speaking exercises, drama-based activities, storytelling, and multimedia composition – can sustain student motivation over time (Richards, 2013). From a cognitive standpoint, creative linguistic tasks encourage deep processing. Learners move beyond surface memorisation to form richer semantic associations, which enables new language items to be retrieved more readily in communication. On a socio-cultural level, creativity supports identity investment. Through this process, learners embed aspects of themselves, their cultural backgrounds, and their personal experiences into their language use. This deepens their emotional connection to the target language and promotes persistence even when faced with obstacles (Maley & Peachey, 2015).

In actual communication, language use is rarely prescribed or wholly predictable. This unpredictability demands communicative agility – the ability to reformulate messages in real time, draw on parallel linguistic resources, and think divergently when facing breakdowns in understanding. Creativity, as both a mindset and a competence, prepares learners for precisely these demands. For example, a learner who does not know a particular word might employ descriptive circumlocution, an apt metaphor, or humour to convey the intended meaning. These strategies allow communication to continue without interruption.

The significance of this discussion is amplified in a global context that is characterised by heightened mobility, digital interconnection, and multicultural contact zones. Learners today are not merely preparing for occasional travel or isolated professional exchanges. They are increasingly likely to live, work, and collaborate in linguistically and culturally diverse environments. In such contexts, grammatical accuracy alone is insufficient. What is also required is the capacity to adapt language and behaviour to shifting cultural and communicative norms.

By placing creativity at the heart of language education, teachers can design curricula that not only develop linguistic competence, but also nurture key transversal skills such as problem-solving, perspective-taking, and resilience. Policymakers and curriculum developers who understand the dynamic between creativity and progression are better positioned to encourage lifelong learning attitudes that extend beyond the classroom.

This paper will examine the theoretical foundations, empirical research, and practical teaching strategies that collectively demonstrate the central role of creativity in enhancing progression in foreign language learning. Drawing on both cognitive and socio-cultural frameworks, and including examples from primary, secondary, and adult education, the discussion will argue that creativity should be regarded not as an optional enrichment, but as an essential component of communicative competence.

2. Literature Review

Theoretical Frameworks: Creativity in Education and Second Language Acquisition

In second language acquisition (SLA), creativity is commonly defined as the capacity to generate novel, appropriate, and meaningful linguistic output within communicative settings (Stern, 1983). Stern argued that language use is inherently creative because speakers constantly produce sentences they have never encountered before. This generative ability parallels Chomsky's (Chomsky, 1965) notion of "rule-governed creativity", where a finite set of grammatical rules enables an infinite range of expression.

In practice, learners often supplement their linguistic resources with compensatory strategies. These include paraphrasing, analogy, or gesture. Such methods demonstrate adaptive problem-solving in real time.

A particularly relevant pedagogical distinction is drawn by the National Advisory Committee on Creative and Cultural Education (National Advisory Committee on Creative and Cultural Education, 1999) between teaching creatively and teaching for creativity. The first concerns the teacher's own inventive methods to increase engagement, such as integrating humour, real-world simulations, or cross-disciplinary themes. The second prioritises the deliberate development of learners' creative capacities. In SLA, fostering creativity encourages risk-taking, cognitive flexibility, and innovative problem-solving. Each is vital to communicative competence (Richards, 2013).

From a sociocultural perspective, (Vygotsky, 2004) positioned imagination at the heart of human development, including language acquisition. He contended that learners acquire language most effectively through socially situated, imaginative engagement, rather than mechanical imitation. Long's Interaction Hypothesis (Long, 1996) echoes this view, emphasising negotiation and rephrasing as creative processes that advance proficiency.

Other SLA frameworks also connect creativity with progression. Krashen's (Krashen, 1982) Input Hypothesis suggests that slightly challenging but comprehensible input ("i+1") prompts learners to make interpretive leaps, often novel and creative ones, as they try to infer meaning. Swain's (Swain, 1985) Output Hypothesis highlights the value of producing language, as creative reformulation pushes deeper grammatical and lexical processing. Dörnyei's (Dörnyei, 2005) L2 Motivational Self System links imaginative engagement to motivation, showing that when tasks connect with a learner's "Ideal L2 Self" through personal or cultural narratives, the desire to progress strengthens.

Neurocognitive research reinforces these perspectives. Studies by Böttger and Költzsch (Böttger & Költzsch, 2019) indicate that creative language use activates multiple brain regions across hemispheres. This combines analytic and affective processing, supporting retention and transfer of language skills to new contexts.

Empirical Findings: Creative Pedagogies and Their Impact

A growing body of empirical evidence affirms the role of creative approaches in enhancing both linguistic skills and learner engagement (Yu, Wang, & Yuizono, 2023).

For example, structured higher-order questioning, where learners formulate original and probing questions, has been shown to develop fluency, flexibility, and originality. These approaches lead to measurable gains in vocabulary and grammar accuracy (Yu, Wang, & Yuizono, 2023).

Narrative-based instruction, including storytelling and creative writing, offers opportunities for contextualised vocabulary and syntax acquisition. These methods also embed language in emotionally resonant content (Chen & Wang, 2023).

Drama and role-play replicate the spontaneity of authentic communication. They enable learners to practise adaptive strategies such as self-correction,

negotiation of meaning, and tone adjustment. These activities build confidence by encouraging unscripted interaction (TeachingEnglish, 2025).

Project-based learning (PBL) integrates creativity into multi-stage, real-world tasks. Learners might, for instance, produce a video documentary or design a community project. Such projects require sustained, purposeful language use across skills. PBL has been found to promote collaboration, problem-solving, and higher levels of engagement.

Synthesis: Creativity as a Driver of Progress

Evidence converges on the view that creativity in language learning enhances three interconnected dimensions of progression.

Cognitive: Creative tasks stimulate divergent thinking, hypothesis testing, and flexible application of language to new situations. These activities sharpen problem-solving abilities, crucial in unpredictable communicative encounters.

Affective: Creative activities enable personal expression and culturally relevant engagement. They strengthen intrinsic motivation, foster enjoyment, and lower communicative anxiety (Dörnyei, 2005) .

Social: Creativity-rich, collaborative activities provide authentic opportunities for interaction. Learners develop turn-taking skills, negotiation strategies, and intercultural sensitivity.

Importantly, creativity helps learners overcome the so-called intermediate plateau, where procedural knowledge risks becoming fossilised. Introducing complex, open-ended, and imaginative tasks at this stage pushes learners beyond formulaic patterns towards more sophisticated, personalised language use.

Taken together, the literature suggests that creativity is far more than an optional enhancement to the curriculum. Instead, it is a fundamental mechanism for deepening linguistic proficiency, nurturing adaptive communicative strategies, and preparing learners for the demands of globalised, multicultural contexts.

3. Methodology

This paper adopts a descriptive and theoretical methodology, which is particularly appropriate for examining the intricate and multifaceted relationship between creativity and progression in foreign language learning. Rather than undertaking original empirical research, this study conducts a structured analytical review and synthesis of established scholarly literature. Its primary objective is to critically examine and integrate current theoretical frameworks, empirical findings, and pedagogical insights relating to creativity in second language acquisition (SLA).

The scope of the review encompasses literature drawn from multiple, intersecting disciplines – applied linguistics, educational psychology, creative pedagogy, and language teaching methodology – to ensure a comprehensive and interdisciplinary exploration of the topic. Selection criteria focus on peer-reviewed journal articles, authoritative books, and respected educational resources. Particular priority is given to works published within the last two

decades to reflect contemporary developments and prevailing perspectives in the field.

From an analytical standpoint, the review employs a comparative approach. It systematically juxtaposes findings from diverse sources to identify areas of convergence, divergence, and notable research gaps. This comparative lens enables a nuanced examination of how different conceptualisations of creativity, along with varied pedagogical strategies, influence progression in language learning. To strengthen the connection between theory and practice, the discussion incorporates detailed case examples from published empirical studies and classroom practices. These examples illustrate how creativity is operationalised across diverse educational contexts.

A key feature of this methodology is the incorporation of reflective commentary throughout the analysis. It involves critically engaging with the reviewed literature, assessing methodological strengths and limitations, and considering the practical implications for language teaching and curriculum development. By situating theoretical insights within the lived realities of classroom practice and learner experience, this reflective element enhances both the depth and relevance of the review.

It should be noted that this study does not involve primary data collection or experimental manipulation. Instead, it conforms to established standards for descriptive research in education. This approach is recognised for its value in consolidating existing knowledge and generating comprehensive overviews that inform subsequent inquiry. Nevertheless, it also acknowledges certain limitations, such as dependence on the availability and quality of published materials and the potential for publication bias.

In summary, the chosen methodological framework supports a thorough, critical, and coherent examination of the complex interplay between creativity and language learning progression. The synthesis aims to deliver evidence-based insights and theoretical clarity. It offers a resource that may meaningfully inform both scholarly discourse and practical pedagogical application.

4. Implementation Strategies (Based on Literature)

Drawing on the theoretical models and empirical evidence outlined in the Literature Review, this section sets out implementation strategies that operationalise creativity in the foreign language classroom. Guided by the methodological approach detailed earlier, the aim is to translate conceptual insights into practical pedagogical measures. These demonstrate how creativity can be embedded to promote sustained learner progression.

Creative Classroom Activities

A substantial body of research supports the integration of creative tasks – including role-play, creative writing, collaborative projects, and digital storytelling – as effective means of fostering linguistic growth and communicative flexibility in second language (L2) learners (TeachingEnglish, 2025), (Chen &

Wang, 2023). As established in the Literature Review, such activities align with sociocultural theory (Vygotsky, 2004), which emphasises the role of socially situated, imaginative engagement in cognitive development. They also align with constructivist principles, which view learners as active creators of knowledge rather than passive recipients.

Role-play immerses students in authentic communicative scenarios, requiring adaptive and spontaneous language production. This simulation of real-world contexts supports the transfer of linguistic skills beyond the classroom (TeachingEnglish, 2025). In engaging in unscripted exchanges, learners draw upon both rehearsed and emergent language resources. This process reinforces their ability to negotiate meaning, central to Long's Interaction Hypothesis (Long, 1996).

Creative writing tasks – including short stories, poems, dialogues, and collaborative narratives – develop vocabulary depth, grammatical control, sociopragmatic awareness, and stylistic range. Wang suggests that integrating a creative problem-solving model into writing instruction enhances learners' linguistic originality and motivation.

Collaborative projects – such as co-designing learning materials, curating class exhibitions, or producing thematic presentations – promote meaningful communication, interpersonal negotiation, and intercultural sensitivity (Sanako, 2024). These tasks reflect real-life collaborative demands and provide sustained engagement over time. From a task-based learning perspective, such projects embed language practice in authentic problem-solving contexts, supporting both fluency and decision-making skills.

Digital storytelling combines creativity with technological affordances, engaging learners in the production of multimedia narratives that incorporate text, audio, video, and images. This multimodal approach caters to diverse learning styles and encourages students to integrate linguistic knowledge with visual and auditory modes of expression (Carla Institute, 2024). Furthermore, digital storytelling fosters metacognitive awareness as learners plan, script, edit, and reflect on their language use, often in collaborative settings that mirror contemporary online communicative practices.

Beyond enjoyment and engagement, these creative activities deepen semantic processing, increase retention, and improve learners' readiness for unscripted communication. However, their impact on progression is maximised when aligned with clear curricular objectives, a consistent theme across *Frontiers in Education* (Yu, Wang, & Yuizono, 2023). This alignment ensures that creativity complements rather than competes with proficiency development goals.

The Teacher's Role in Fostering Creativity

As highlighted in the Literature Review, the teacher is the principal mediator of creativity within the L2 classroom. Research identifies several interrelated strategies by which teachers can cultivate an atmosphere that promotes creative risk-taking and linguistic advancement (TeachingEnglish, 2025).

Modelling creative thinking is a key starting point. When teachers demonstrate flexibility in their own language use – for example, by improvising in role-plays, experimenting with alternative phrasing, or integrating humour – they legitimise experimentation for their students. This approach aligns with Bandura's (Bandura, 1977) social learning theory, which emphasises learning through observation and imitation.

Encouraging calculated risk-taking is equally central. Many learners hesitate to attempt new structures or vocabulary for fear of error. Teachers can reduce this affective barrier by framing mistakes as valuable learning opportunities. This echoes Dörnyei's assertion that a supportive emotional climate enhances willingness to communicate, a trait that directly contributes to classroom creativity and language progression (Dörnyei, 2005).

Facilitating learner-generated content – such as original questions, personal anecdotes, or interpretations – enables students to inject their own perspectives into language use, enhancing their attachment to the L2 (Yu, Wang, & Yuizono, 2023). Constructive feedback on both linguistic accuracy and creative initiative reinforces the dual objectives of proficiency and imaginative engagement.

To ensure effectiveness, teachers must integrate creative activities with explicit language aims. For example, they might link a collaborative storytelling exercise to specific discourse markers or tense structures. Alternatively, a role-play can be designed to practise particular functional language. Such integration ensures that creativity serves as a pathway to measurable linguistic gains rather than remaining an isolated enrichment activity.

Professional development emerges as another crucial factor. Targeted training in creativity pedagogy equips teachers to design, facilitate, and adapt creative tasks in alignment with curricular frameworks (Carla Institute, 2024). Such training can also update teachers' digital literacy, enabling them to harness technology for innovative, multimodal L2 learning experiences.

Integrating Creativity Across the Curriculum

While individual activities can drive meaningful engagement, the literature suggests that embedding creativity as a sustained curricular principle is most effective for progression. This requires sequencing creative tasks to build complexity over time. It also involves ensuring alignment with assessment frameworks and connecting activities to authentic communication beyond the classroom. The cyclical integration of creative projects, reflection, feedback, and skills-focused consolidation allows learners to progress creatively and linguistically in tandem.

Synthesis: Linking Implementation to Theory

The strategies outlined here reflect and extend the theoretical perspectives reviewed earlier.

From Vygotskian sociocultural theory, they draw on the value of collaborative, imaginative interaction. From Interaction and Output Hypotheses, they illustrate how negotiation of meaning and creative reformulation lead to

deeper processing. From motivational frameworks, they demonstrate the role of personal engagement in sustaining effort over time.

Ultimately, effective implementation of creativity in language education is bimodal. It depends on well-designed, research-supported classroom activities and teacher-led facilitation. This facilitation nurtures risk-taking, personalisation, and reflective practice. Together, these elements create a feedback loop in which creativity fuels progression and progression, in turn, expands opportunities for creative language use.

5. Case Examples from Published Research

Building on the theoretical insights and implementation strategies articulated earlier, this section presents empirical case studies that exemplify how creativity-focused pedagogical approaches foster progression in foreign language learning. These examples demonstrate the translation of creative conceptual frameworks into concrete classroom interventions that enhance both linguistic competence and learner engagement.

Scenario 1: Creative Questioning in a Language Classroom

Yu, Wang, and Yuizono (Yu, Wang, & Yuizono, 2023) conducted a study with 81 intermediate-level university students enrolled in a Japanese language course. The intervention took place over eight sessions across four weeks. It centred on developing students' capacity to generate higher-order; creative questions based on reading texts. Pedagogical activities included brainstorming, peer discussion, "question polishing," and reflective questioning. These were conducted in a relaxed, collaborative classroom environment designed to encourage open ideation and reduce anxiety.

The results showed a significant increase in both the quantity and cognitive sophistication of student-generated questions. Gains were especially notable in categories requiring application, analysis, and creative thinking. Importantly, the study documented improvements in students' vocabulary and grammar proficiency. This suggests a clear link between creative questioning activities and broader language development. The intervention also fostered peer interaction and ideational exchange. These factors reinforced both linguistic and creative skills. This case compellingly illustrates how structured, creativity-oriented questioning tasks can stimulate critical thinking, cognitive engagement, and measurable progression in foreign language learning.

Scenario 2: Project-Based Learning and Student Progression

Project-based learning (PBL) offers a complementary, experiential approach to fostering creativity within language education. As documented by *Frontiers in Education* (Yu, Wang, & Yuizono, 2023), learners participating in collaborative multimedia projects designed authentic presentations and interactive language tasks. These tasks required negotiation, cultural exploration, and complex problem-solving. Such projects compelled students to employ a wide

range of linguistic forms in meaningful, purposeful communication. This facilitated deeper language processing and practical proficiency.

Beyond linguistic gains, PBL enhanced student motivation and autonomy by promoting learner ownership of tasks and encouraging sustained peer collaboration. The social interaction involved built communicative confidence and fostered ongoing engagement. Both are widely recognised as prerequisites for language progression. This empirical example highlights the power of project-based creativity to move learners beyond rote memorisation and scripted use. Instead, it encourages dynamic, adaptive, and contextually embedded language practice. The approach also cultivates critical intercultural competencies.

Synthesis

Together, these cases affirm the pedagogical value of creativity-oriented approaches in foreign language learning. They demonstrate how well-structured creative tasks – whether through innovative questioning or authentic project work – promote cognitive growth, motivation, and linguistic advancement. Furthermore, both examples highlight the critical role of supportive, interactive classroom settings. Such environments nurture learner risk-taking, originality, and peer collaboration. These elements are vital contributors to sustained language acquisition and progression.

6. Discussion

Viewed alongside earlier theoretical perspectives and practical implementation strategies, these case examples highlight a consistent pattern. Creativity is not incidental to language progression. Instead, it is embedded at the heart of the learning process. Whether through structured questioning or authentic project-based work, creative pedagogies produce measurable linguistic gains, motivate learners, and strengthen the socio-affective dimensions of foreign language learning. Building on this consolidated foundation of theory, practice, and evidence, the following discussion explores broader implications, identifies persistent barriers, and considers actionable recommendations for educators and institutions.

Interpretation: The Role of Creativity in Language Progression

Drawing on the conceptual frameworks from the Literature Review, the methodological synthesis, and the applied insights from Implementation Strategies and Case Examples, it is clear that creativity plays a pivotal role in advancing learner progression in foreign language acquisition. Across multiple sources, creativity emerges not merely as a beneficial supplement but as a foundational mechanism that deepens cognitive engagement, enhances communicative flexibility, and fosters adaptive language competence (TeachingEnglish, 2025), (Yu, Wang, & Yuizono, 2023).

As illustrated in Section 5, creative interventions – such as innovative questioning sequences, dramatic simulations, collaborative projects, or digital storytelling – consistently encourage learners to engage with the target language

in active, meaningful, and often personalised ways. This engagement results in measurable proficiency gains, including a richer vocabulary, improved grammatical control, and greater oral fluency (Yu, Wang, & Yuizono, 2023). Furthermore, these activities support learner autonomy, heighten motivation, and build confidence – factors strongly linked to sustained language development (National Advisory Committee on Creative and Cultural Education, 1999).

Challenges: Barriers to Fostering Creativity

However, applying these benefits in everyday practice is not without challenges. Many systemic constraints impede creativity in language teaching. Standardised testing regimes, rigid syllabuses, and prescriptive planning templates often allow limited space for creative work (Chen & Wang, 2023). Additionally, the lack of targeted training in creative pedagogy leaves many educators feeling underprepared to design or evaluate creativity-oriented learning experiences (Carla Institute, 2024). Consequently, teachers may default to safer, more traditional approaches prioritising accuracy over experimentation.

Institutional emphasis on measurable, short-term outcomes may also inadvertently discourage innovation. Practical issues such as time pressure, large class sizes, or limited resources further inhibit creative teaching efforts. Moreover, learner-related factors – like fear of making mistakes or concerns about peer judgement – can reduce willingness to participate in risk-taking tasks.

Implications for Practice

These challenges highlight the importance of actionable strategies discussed earlier. Low-preparation creative activities – such as open-ended questioning, brainstorming, and short-form role-plays – offer accessible ways to foster creativity (TeachingEnglish, 2025), (Chen & Wang, 2023). Teacher modelling of flexible language use and creating a classroom ethos that frames errors as valuable learning opportunities are similarly crucial.

Institutions play a vital role by supporting ongoing professional development (Carla Institute, 2024) and integrating creativity indicators within assessment frameworks. Doing so legitimises imaginative language use as an essential educational objective.

Drawing on principles from Sections 2 to 4, alignment between creative tasks and curricular targets is essential for sustained impact. Even in constrained environments, educators can adapt proven activities to local contexts, share innovations with peers, and collect informal feedback to refine their approaches.

Toward a Creative Language Pedagogy

Taken together, the evidence points to a clear conclusion: creativity is not only compatible with structured foreign language curricula but actively enriches them. It promotes progression beyond measurable skills to include intellectual agility, adaptive problem-solving, and intercultural competence. These attributes are essential for effective global communication. The concluding section of this paper will synthesise these insights into overarching recommendations for policy and practice.

7. Conclusion

This paper has explored the pivotal role of creativity in promoting progression in foreign language learning through a synthesis of theoretical perspectives, empirical evidence, and practical pedagogical strategies. Drawing from sociocultural, constructivist, and interactionist frameworks, and illustrated through classroom-based approaches such as creative questioning, drama, project-based learning, and digital storytelling, the findings consistently show that creativity is not merely a tool for engagement. Rather, it is a core mechanism that enhances communicative flexibility, deepens linguistic competence, and fosters learner autonomy.

Across diverse educational settings, creativity has been shown to improve vocabulary range, grammatical accuracy, and fluency, while also cultivating essential transferable skills such as collaboration, critical thinking, and problem-solving. These capacities align with the broader aims of twenty-first-century education, where intercultural competence and adaptive communication are increasingly vital. Crucially, the evidence presented in this paper confirms that creativity is not an optional enhancement but a pedagogical necessity – central to transforming language learning into a meaningful, sustainable, and learner-centred process.

Nevertheless, systemic and practical barriers continue to limit the full integration of creativity into language education. Standardised curricula, limited training in creative pedagogy, time constraints, and learner reluctance to take risks remain persistent challenges. Addressing these requires coordinated efforts at multiple levels: institutional support for professional development, inclusion of creativity indicators in assessment frameworks, and a culture that values experimentation, autonomy, and reflective practice.

In conclusion, creativity should be recognised both as a catalyst for language progression and as a defining outcome of effective language education. When nurtured within supportive, risk-tolerant environments, creative practice not only enhances measurable learning outcomes but also prepares learners for the demands of global, intercultural communication. For educators, curriculum designers, and policymakers, the imperative is clear: to embed creativity at the heart of language learning in ways that shape not only what learners know, but how they think, express, and adapt beyond the classroom.

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ARTIFICIAL INTELLIGENCE IN THE TEACHING OF FOREIGN LANGUAGE FOR SPECIAL PURPOSES

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Abstract: *Foreign language instruction is widespread at universities in the European Union. The focus of the instruction is on acquiring the knowledge and skills needed for proper use of the respective foreign language in the students' field of study. Students require sufficient foreign language competence for general linguistic application, subject-specific knowledge acquired through their core subjects, and subject-specific communicative competence. Until recently, lecturers were responsible for preparing and delivering the instruction, while students were responsible for acquiring subject-specific knowledge and language skills. The development of AI presents this field with many challenges and opens up new opportunities.*

Key words: AI, FLT, Foreign language for special purposes, English, German

Introduction

The recent times are rapidly bringing new ways for publishing houses, for foreign language teachers and for learners. The textbook for learning a foreign language consists of a course book, workbook - both in the traditional form of a book and in the electronic form of a lesson manager, accompanied by additional material - worksheets, grammar tables, vocabular lists, online and offline placement tests, handouts for teachers, progress tests. It is a must to maintain a website for the book, offer virtual classrooms and use social media to improve contact with teachers and learners. A new figure has joined the ranks of the existing players in FLT – the Artificial Intelligence. From the point of view of the lecturers, it opens up new possibilities for presenting the content, offers help in processing student submissions and can intensify teaching. The students are sure to count on the opportunity to outsmart the school and get help in preparing homework and project reports.

In this article, I would like to examine the specifics of foreign language teaching during the course of study with the entry of AI into the course of study.

1. Applied Linguistics and the Teaching of Specialized Languages

In the search for the didactic basis of specialized language teaching and the potentially beneficial application of AI in this area of higher education, it would be appropriate to consider the nature of foreign language teaching and the function of specialized languages. The term "applied linguistics" itself seems sufficiently transparent, such as how knowledge about language is acquired and how this

knowledge can be applied in teaching and in many areas of our lives. As one might expect, however, there are numerous theories and definitions on the subject. In the field of second language acquisition, some important approaches could be mentioned: Behaviorism, Universal Grammar, Cognitivism, Sociocultural Theory, Interlanguage Theory, Error Analysis, Contrastive linguistics, Discourse Analysis and others.

In this article, I would like to present only a few of these theories and raise questions about the applicability of their findings to university-based teaching. I will then delve into the specifics of specialized languages and specialized foreign language teaching in the second part.

1.1 Earlier Theories of Applied Linguistics

A mid-20th-century theory, Behaviorism (Skinner), states that language learning occurs through imitation, practice, and reinforcement (reward and punishment). As for mistakes, they are viewed as bad habits that need to be corrected. In this approach, language exists as prefabricated model sentences that are stored in memory and extracted from the respective brain cell and spoken when needed. This theory has largely been replaced today, as speaking is more a synthesis of speech based on vocabulary, intentions, and adherence to grammatical rules, rather than the reproduction of pre-existing patterns. Drill exercises with repeated repetitions can be considered a relic from the days of Behaviorism.

It is also worth introducing Cognitivism as a theory that considers the role of mental processes such as attention, memory, processing capacity, and strategies in language learning. The Input Hypothesis (Krashen), the Interaction Hypothesis (Long), and the Output Hypothesis (Swain) emphasize the importance of comprehensible input, interaction, and the ability to produce output and receive feedback. This is precisely the goal of foreign language teaching, as I will explain later.

Linguistic researchers are primarily focused on the problem of how to convey the vocabulary, grammatical rules, and phonological structure of a language to learners efficiently and sustainably. As early as the 1970s, Selinker came up with the idea that a linguistic system develops between the target language and the learner's first language, an intermediate language that is neither the native language nor the target language, but rather an independent, evolving system with its own rules and errors. Interlanguage theory examines the processes that influence this development (e.g., transfer, overgeneralization, simplification).

In his seminal article "Interlanguage" (1972), Larry Selinker presented several key statements that have had a lasting impact on applied linguistics, and in particular on the understanding of second language acquisition (SLA). The most important statements are:

1. The existence of an "Interlanguage" (IL): Selinker argued that when acquiring a second language, learners develop their own, internally coherent linguistic system that is distinct from their native language (L1) and the target

language (L2). This "Interlanguage" is not simply an erroneous version of the target language or a direct translation of the native language, but a distinct system with its own rules and characteristics.

2. Systematicity of learner errors: Contrary to the earlier assumption that learner errors were random or purely due to interference from the native language, Selinker emphasized the systematic nature of these errors within the interlanguage. The errors are often the result of specific cognitive processes and strategies that the learner uses when forming hypotheses about the target language.

3. Psychological structures in the CSA: Selinker postulated the activation of a "latent psychological structure" in the brain during second language acquisition. This structure influences how learners process and internalize the target language and leads to the formation of the interlanguage.

4. Five Central Processes of IL Formation: Selinker identified five main processes that influence the form and development of the interlanguage:

- o Language Transfer: The influence of the native language on the interlanguage.

- o Transfer of Training: The influence of instruction and teaching methods on the interlanguage.

- o Strategies of Second Language Communication: Communication strategies that learners use and that can influence production.

- o Strategies of Second Language Learning: Learning strategies that learners use consciously or unconsciously.

- o Overgeneralization of Target Language Linguistic Material: The incorrect application of a rule of the target language in contexts where it does not apply.

5. Fossilization: A central concept of Selinker's is "fossilization," the process by which certain errors or incorrect linguistic forms become persistent in a learner's interlanguage and cannot be fully corrected despite continued learning and exposure to the target language. Selinker viewed fossilization as an inherent and potentially "undeletable" feature of second language acquisition.

6. Differentiation from Native Language Acquisition: Selinker implied that second language acquisition differs from first language acquisition in key respects, particularly the presence of the native language as an already established linguistic system and the possibility of fossilization, which typically does not occur in first language acquisition.

"In a given situation, the utterances produced by the learner are different from those native speakers would produce had they attempted to convey the same meaning." 1 (Selinker, 1972, p. 211) - This quote illustrates the core idea that learners develop their own linguistic system that is different from their native language and the target language.

Another quote, this time on the term "Fossilization": "Fossilization is the mechanism whereby certain non-L1 linguistic structures remain as stable features in the interlanguage of a learner, despite continuous exposure to the target

language and adequate opportunity for its acquisition." (Selinker, 1972, p. 215) - This quote introduces the important concept of fossilization. If you think about it carefully, the frequent interference of a language, usually the learner's Language 1, when learning a foreign language can be explained by fossilization according to Selinker.

In summary, Selinker's 1972 "Interlanguage" article represented a fundamental shift in applied linguistics. It shifted the focus from contrastive analysis to the study of the internal processes and the independent linguistic system that learners develop during second language acquisition. The concepts of interlanguage and fossilization remain central concepts in second language acquisition research to this day and have significantly influenced the way we understand language learning and language teaching.

1.2 The Theory of Error Analysis

As already mentioned, errors are an undesirable phenomenon in behaviorist-oriented foreign language teaching. Errors are like weeds that must be banished from the well-tended field of instruction. In this sense, error-free utterances are the ideal for teachers. As practice shows, errors occur relatively frequently, some of which are detected by the learners themselves. In others, the students' foreign language competence is certainly insufficient, and identifying the errors is the teacher's responsibility. The theory of error analysis systematically examines the errors made by learners to gain insights into their learning process and the underlying cognitive strategies. It differs from contrastive analysis in that it does not attribute errors solely to the influence of the native language.

Error Analysis is a methodological approach in applied linguistics, particularly in the field of Second Language Acquisition (SLA), that systematically examines the errors made by learners when acquiring a new language. It serves to understand the nature of these errors, identify their causes, and derive implications for language teaching and language acquisition research. A common saying goes that intelligent people learn from their own mistakes, and wise people draw conclusions from the mistakes of others.

Important terms in error analysis are:

1. Error: A systematic deviation from the norm of the target language, based on an incomplete or incorrect understanding of the rules of the target language. Errors are generally repeatable.

2. Mistake: An occasional deviation from the norm due to factors such as fatigue, distraction, or lack of attention. Learners can usually correct their errors themselves.

3. Error Identification: The first step in error analysis, in which deviations from the target language norm in learner productions (e.g., written texts, oral utterances) are identified and marked.

4. Error Classification: The systematic classification of identified errors into different categories based on linguistic criteria (e.g., phonological, morphological, syntactic, lexical, discourse) or their presumed causes.

5. Error Cause Analysis: The attempt to determine the reasons for the occurrence of certain types of errors. Frequently discussed error causes include:

- o L1 Interference/Transfer: The influence of the grammatical structures, vocabulary, or pronunciation of the native language on the production of the target language.

- o Intralingual errors: Errors that arise within the target language system itself, e.g., through overgeneralization of rules (e.g., "I have been" following the pattern "I have eaten") or incorrect analogies.

- o Developmental errors: Errors that bear similarities to the errors children make when acquiring their native language. They may reflect universal acquisition strategies.

- o Communication strategies: Learners may use incorrect forms to bridge communication gaps.

- o Textbook- or material-induced errors: Errors that may arise from incorrect or unclear presentation of rules or vocabulary in class or in teaching materials.

6. Error Evaluation: The assessment of the severity or impact of an error on the intelligibility of communication. Not all errors are equally disruptive.

7. Error Correction: The response to errors in instruction or in feedback to learners. Error analysis can provide clues as to which types of errors should be corrected, when, and how.

8. Learner Corpus: A collection of authentic language productions from learners that can be systematically analyzed to identify patterns of errors and learning progress.

Error analysis is an important tool for language teachers and language acquisition researchers to better understand the learning process and make teaching more effective. It has evolved from contrastive analysis and emphasizes the active role of the learner and the complex processes involved in acquiring a new language.

The logical steps to find out and to correct errors are the collection of error data, the identification of errors, a subsequent description of the errors that occurred, an attempt to explain the errors, followed by correction, and then the cycle begins again. This model focuses on the collection of error data and the detection of errors as applied to the field of pedagogy, specifically mathematics. With regard to FLT, we could add a phase of implementing the conclusions from error analysis into the classroom.

It should be noted here that, unlike Contrastive Analysis, which explains errors by similarities between the native language (L1) and the target language (L2), Error Analysis focuses on the errors actually produced by learners.

- Focus on learner errors: In contrast to traditional contrastive analysis (CA), which focused on the differences and similarities between the native language (L1) and the target language (L2) to predict difficulties and errors, error analysis focuses directly on the errors actually produced by learners.

- **Descriptive approach:** Error analysis is primarily descriptive. It aims to identify, classify, and describe errors rather than simply viewing them as negative deviations from the target language norm.

- **Causal analysis:** A central goal is to explore the potential causes of the observed errors. This can provide insights into the cognitive processes of language acquisition and the interaction of different linguistic systems.

The findings from error analysis can provide valuable information for designing language instruction by highlighting areas in which learners have particular difficulties and where targeted interventions may be necessary. Looking back at the foreign language instruction offered during university studies, one can expect students to make quite a variety of incorrect statements, some of which are due to the students' (insufficient) communicative, grammatical, textual, or expressive competencies in the respective foreign language, but some may also be attributed to a lack of subject-specific knowledge.

1.3 Discourse Analysis

Discourse Analysis appears particularly relevant for Foreign Language Teaching. This approach examines how language is used in authentic communicative situations. In FLT, this can help teach learners to produce and understand coherent and situationally appropriate texts. This is certainly the case in the teaching of foreign languages as part of a course, for example, in economics. Students can best be prepared for communication with other business and economics students in the respective foreign language if they read, analyze, and possibly independently create relevant written texts.

Discourse Analysis goes beyond the analysis of individual sentences or words and considers how language functions in coherent texts (both spoken and written) and in social contexts to create meaning and perform social actions. Here are some core aspects and important points about discourse analysis, particularly with regard to its relevance to foreign language teaching:

Fundamentals of discourse analysis:

- **Focus on authentic communication:** The focus is on examining real language use, as it occurs in conversations, speeches, newspaper articles, emails, literary texts, etc.

- **Contextualization:** Discourse Analysis emphasizes the crucial role of context in understanding language. This includes the linguistic context (what was said or written before and after), the situational context (the circumstances of communication, the people involved, the place, the time), and the sociocultural context (norms, values, and knowledge of the speakers/writers and listeners/readers).

- **Cohesion and coherence:** Discourse Analysis examines how texts are cohesive (connected by surface grammatical and lexical links) and coherent (content-wise meaningful and coherent for the recipient).

- **Functional perspective:** This examines the functions linguistic expressions fulfill in communication (e.g., informing, requesting, refusing, arguing, narrating).

- **Interaction and social meaning:** Discourse Analysis views language as a social tool used for interaction, constructing identities, exercising power, and negotiating meanings.

The knowledge of the aspects of applied linguistics provides insightful suggestions for research into foreign language teaching during university studies.

2. Specialized Languages in Course-Based Foreign Language Teaching

The theories on second and foreign language acquisition listed above are useful for designing effective course-based foreign language instruction at universities. Most universities offer students courses in various foreign languages. What objectives can such academic courses have? What benefits should course-based instruction at a university provide to graduates?

The objectives of Foreign Language teaching can vary widely. Many language courses focus on developing general language competence—perceiving the respective foreign language (receptive skills such as listening and reading) and being able to actively use that language (productive skills such as speaking and writing). Such courses function within the context of adult education and impart the competence to use a foreign language appropriately. Another objective could be to prepare for studies abroad, where proficiency in the foreign language is a prerequisite for admission. For example, for university studies in Germany, a language diploma or Test-DaF certificate is required if the instruction is in German; for instruction in English, a corresponding certificate in English is also required. This is also the case for universities that offer English worldwide, such as the American University in Bulgaria or Kuwait.

2.1 Special Features of Course-Based Foreign Language Teaching at University

Course-based Foreign Language Teaching, on the other hand, is subject-specific instruction organized at a university. Ideally, the teaching should develop learners' language competence in a foreign language to such an extent that graduates can use this language confidently and competently in their professional lives. Ylönen differentiates between course-based and preparatory Foreign Language Teaching (in this case: German): "Course-based teaching is when German is learned as a foreign language during a specialized course of study; preparatory instruction is when it is intended to prepare for (exchange) study in a German-speaking country." (Ylönen, 2016).

A training course with a special focus on foreign languages should develop learners' communicative competence and offer subject-relevant knowledge. If a learner pursues career plans, they must not only possess specialist knowledge and be able to communicate in the workplace, but also maintain contacts with colleagues and reference persons. This includes information acquisition,

information processing, and network modification with subsequent information output. Teaching in higher education is based on the following principles:

- Communication and action orientation
- Learner orientation
- Raising awareness of intercultural aspects
- Subject-specific and professional relevance
- Development of learner autonomy (Framework Curriculum 2002: 7)

Based on this catalogue of principles, various language courses can be developed that can have a strong connection to the subject in general and to a specific profession: language courses for students of philology, economics, engineering, law, medicine, and others. It is assumed that the students already have a certain level of subject-specific knowledge and adequate general language skills in the target language. The tasks and training in the course are intended to convey specialized vocabulary, contribute to the understanding of specialized texts, and enable communicative actions using the respective foreign language.

At this point, I would like to briefly outline the competency description of the four skills (speaking, writing, reading, and listening) in the Business German International exam:

Speaking

In a professional context, the candidate can:

- Speak fluently and spontaneously, appropriately to the intention and situation,
- Actively participate in detailed discussions on most work-related topics,
- Fluently develop a point of discussion and discuss it in detail, as well as respond to objections,
- Argue convincingly, respond to questions and comments, ...

Writing

In a professional context, the candidate can:

- Write clear, well-structured texts, take a position, support arguments,
- Express themselves clearly and precisely in business correspondence, responding flexibly and effectively to the recipient.

Reading

In a professional context, the candidate can:

- understand a wide range of linguistically and content-complex texts from a professional context, identifying details and explicit and implicit expressions of opinion,
- read long texts, locating relevant details,
- understand business correspondence with occasional use of a dictionary.

Listening

In a professional context, the candidate can:

- understand a wide range of linguistically and content-complex texts, including colloquial usage, identifying details and the underlying attitude and relationship between speech,
- follow most lectures, conversations, and debates with relative ease,

- follow complex interactions between interlocutors in group discussions.

(Handbuch Prüfung Wirtschaftsdeutsch International, 2000)

2.2 Language levels and subject-related Foreign Language Teaching

The learning objectives listed rely on a relatively high language level among learners. Participants master grammar, understand complex texts, communicate fluently and spontaneously, and express themselves clearly and distinctly. This requires a minimum language proficiency of level B2 according to the Common European Framework of Reference for Languages, although level C1 seems largely appropriate. This model suggests students who have a high level of language proficiency, have better knowledge of the professional world in the target country through an Erasmus semester, part-time study, or studies with a double degree, and may have spent an extended period abroad.

Surveys show that there is no uniform goal for second and foreign language acquisition in the European Union. Most member states and their educational institutions adhere to the CEFR (Common European Framework of Reference for Languages). It serves as the basis for the development of curricula, teaching materials, and language tests. It is also important to note that the 2002 Barcelona European Council Recommendation called on Member States to take measures to promote the early learning of at least two foreign languages. This underscores the importance of multilingualism in the EU. Experience shows that in lower secondary education, the skills developed in primary school are further developed, and the targets can be B1 or B2, depending on the type of school and the number of foreign languages learned. In upper secondary education and higher education, the targets can reach C1 or C2, particularly in language-specific degree programs, such as "International Economic Relations" or "Tourism Business Management" at the D.A. Tsenov Academy of Economics in Svishtov, Bulgaria.

A look at the Eurobarometer surveys shows the relevance of foreign languages in the European Union. The Eurobarometer survey on Europeans and their languages provides information on citizens' language skills, use of languages, and attitudes to language learning within the European Union. It also allows us to see the evolution over time, as results are compared with the previous language survey conducted in 2012.

Regarding knowledge of Europeans of languages other than their mother tongue, the Eurobarometer survey shows a positive, although modest progress since the last survey in 2012. Three out of five Europeans can have a conversation in a language other than ones' mother tongue, up by 3 percentage points (pp) since 2012. The proportion rises to four out of five among young Europeans (79% among 15 to 24 years old), with an increase of +5 pp, bringing us closer to the EU target for youth in the 2019 Council Recommendation on a comprehensive approach to the teaching and learning of languages. 28% of Europeans (+1 pp) and 39% of young people (+2 pp) can have a conversation in more than one foreign language.

English is spoken by about half of Europeans (47%) as a foreign or second language, notably increasing by 5 percentage points since 2012. 7 out of 10 young Europeans can have a conversation in English, which is 9 percentage points more than in the previous survey. After English, French (11%), German (10%), and Spanish (7%) are the most spoken foreign languages in the EU. (Eurobarometer, 2024)

Learning a foreign language is a time-consuming endeavor. The requirements of the Bulgarian Ministry of Education indicate different learning objectives for the various secondary schools: C1 for language secondary schools with intensive language teaching, B1 for general education schools. In Bulgaria, English is widely learned as a first foreign language, with instruction sometimes beginning as early as kindergarten and regularly in the second grade of primary school. Learning a second foreign language—primarily German—appears somewhat later, in the 9th grade.

With regard to FLT during university studies, it is realistic to assume that language work with the first foreign language would be possible at level B1 and higher, while teaching in a subsequent foreign language (L3, L4, etc.) could be localized at level A2. Why are these considerations important? At universities in the European Union, English is taught as the first foreign language during university studies. Many disciplines offer degree programs in English. However, other foreign languages are also offered alongside the degree program – German, French, Spanish, and Asian languages such as Japanese and Chinese. For these languages, the focus on level C1 is not particularly realistic. Examples of the objectives for the foreign language German are the framework curriculum for study-related German instruction at Romanian universities (Editura Mirton, 2004) and the framework curriculum for study-related German instruction at Czech and Slovak colleges and universities (Fraus, 2002). An excerpt from the Romanian framework curriculum states the following learning objectives:

... (The learner) can respond appropriately to various questions related to their subject area and provide appropriate information,

... can write clear and detailed messages for different audiences on a variety of topics within their own field of expertise and interest.

... can write longer and more detailed texts on various subject-related topics, using a relatively extensive vocabulary and presenting a specific point of view. (Rahmencurriculum Mirton, pages 19-21).

In summary, it can be stated that foreign language instruction during university studies in the various EU countries has certain similarities:

- The teaching builds on the language skills acquired at the secondary level,
- The teaching is oriented towards the specialist language of the respective subject area (economics, technology, medicine, law, etc.),
- The teaching is focused on subject-specific communication, with students being able to use their foreign language skills in professional communication.

2.3 Challenges and Opportunities for Language Teaching at Universities

What forms and models can be integrated into FLT at universities? In many cases, the instruction is part of the undergraduate program, where the fundamentals of the respective subject are taught. Some universities (e.g., the University of Ruse, Bulgaria) offer special language semesters in which students learn exclusively one foreign language. Another option is preparation for postgraduate studies at a partner university abroad. Tandem courses with participants from different countries are also conceivable, with blended learning being a suitable method.

There are also difficulties that can cause teaching to fail. First and foremost, I would cite the heterogeneity of the classes. At a university, people with different learning backgrounds study; some have completed language grammar schools or attended school abroad. In Bulgaria, these are primarily students who grew up in Spain, Great Britain, or Germany, have obtained a high school diploma in those countries, and have very high language skills. On the other hand, there are students who have little or no knowledge of a foreign language. The administration pays little or no attention to the students' varying language skills, resulting in more or less structured courses.

Another hurdle to developing language skills is the localization of language courses during the undergraduate program. In the first semesters, students have relatively little knowledge of their subject, and technical terms are not always familiar, even in their first language. If you don't understand a technical term in your own language, translating it into English or German is of little help. It would make sense to organize language courses during the graduate program. This position seems to be well-founded. In practice, however, it is extremely difficult to schedule courses at the end of the program because the chairs of the respective disciplines are already staffed with a large number of subjects.

An Erasmus semester abroad can provide a solution to this unpleasant situation – heterogeneous groups, lacking language skills, and limited specialist knowledge. Partner universities typically offer language courses at various levels. The linguistic environment abroad can also have a positive impact on students' language skills. Observations from their studies also reveal the positive effects of study trips, student exchanges, student participation in educational projects, and others.

On such occasions, students learn, among other things:

1. How to give presentations to other students,
2. How to speak fluently in front of an audience by connecting sentences and paragraphs logically and linguistically,
3. How to better understand argumentative structures and how to present themselves convincingly,
4. How to choose the appropriate language for different communication situations.

5. Recognize implicit meanings, even when the content is not directly expressed,

6. Perceive cultural differences when communicating with foreigners and respond appropriately to avoid intercultural misunderstandings,

7. Critically read general and specialized texts and acknowledge the persuasive function of language.

Through appropriate discourse analysis and the resulting use of didactic tools, the focus can be placed on authentic language use. This can help students become not only grammatically correct but also communicatively competent speakers and writers of the target language. Finally, foreign language instruction at university can facilitate a deeper understanding of how a foreign language functions in real-life contexts and how to express oneself appropriately and effectively in various communication situations.

3. The Artificial Intelligence (AI) and the Foreign Language Teaching at Universities

We should have a useful definition about the Artificial Intelligence, in order to start the discussion about the use of artificial intelligence. As you might expect, one comes directly from the world of computer science: “Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity, and autonomy. Applications and devices equipped with AI can see and identify objects. They can understand and respond to human language. (IBM).

In other words, Artificial Intelligence is the ability of a machine to imitate human abilities such as logical thinking, learning, planning and creativity. AI enables technical systems to perceive their environment, deal with what they perceive and solve problems in order to achieve a specific goal. The computer receives data (which has already been prepared or collected via its own sensors, for example a camera), processes it and reacts. AI systems are able to adapt their actions by analyzing the consequences of previous actions and work autonomously. (European Parliament, 2023)

3.1 Artificial Intelligence then and now

The dream of artificial intelligence is older than the computer itself - we know it from books and films, be it "Frankenstein's Monster" or artificially created people like the homunculus from the Middle Ages. We have encountered the term "Artificial Intelligence" primarily in science fiction and usually refers to robots or computers that can think and act independently. Whether for good, like the android "Data" from "Star Trek" or for evil, like the computer HAL from the film "2001: A Space Odyssey". What is the difference between an AI and a simple program? Usually, IT people write code in a language of their own choosing, which consists of a set of arbitrarily complex instructions: "If this, then that..." For example: If the user presses "Send", send the email to the server. Such a system is also called rule-based. With artificial intelligence, the programmer does not specify every

single program step, but writes an algorithm that is independently able to adapt its own parameters to a specific problem. An AI does not usually write its own program code (although there are already initial approaches here) but changes certain parameters within its code in order to find a general pattern in data, derive rules and then apply these to new data. Why is this important? The thing is that certain problems are so complex that it is almost impossible to write code for them by hand. One example is image recognition, which is used in social media such as Meta (formerly Facebook): No programmer in the world can write a set of instructions that always recognizes what I look like, regardless of whether the photo was taken at night, on the beach or in the car - in a rule-based system this would be completely impossible, because the programmers would have to know and be able to describe all possible images in advance.

My personal experience with the approaches similar of what we now call "Artificial Intelligence" was about 12 years ago. A participant in a language course achieved amazing things. During the course there were periodic written progress tests. In one such test, a participant achieved strange results. Everything was correct! That was not to be expected from this person, so I wanted to check how he got the excellent grade. Briefly on the test implementation: The course participants were given a sheet of paper with the grammar and vocabulary tasks, had a set time to solve the tasks, and worked independently, without a dictionary or internet access. The specific course participant managed to photograph the test with his smartphone, scan the text with an OCR app, get a text from it, translate this text from the course language into his native language, work on the tasks and mark the correct answers. This talented boy combined technologies that we take for granted today. I took his performance as an attempt at cheating and asked him to take the test on his own next time. In fact, of course, there was no artificial intelligence involved, but there was a rule-based algorithm with intensive use of computer resources on the Internet.

3.2 The performance of AI in the FLT

AI offers numerous opportunities to enhance Foreign Language Teaching (FLT) at the university level, especially when focusing on Foreign Language for Special Purposes (FLSP) like economics. Here are some potential applications:

1. Personalized Learning and Adaptive Platforms:

- **Tailored Content:** AI algorithms can analyze students' learning styles, paces, and knowledge gaps in the specific economic terminology and concepts in the target language. This allows for the delivery of customized learning materials, exercises, and feedback. For instance, if a student struggles with financial vocabulary in French, the AI system can provide additional resources and practice in that area.

- **Adaptive Difficulty:** AI can adjust the difficulty of exercises and tasks based on a student's performance. If a student is excelling, they can be presented with more challenging content related to advanced economic discourse in the

foreign language. Conversely, students who need more support will receive easier materials and more scaffolding.

- **Personalized Feedback:** AI-powered tools can provide immediate and specific feedback on language production (writing and speaking) related to economic topics. This can range from grammatical corrections to suggestions for more appropriate economic terminology in the target language.

2. Enhanced Content and Resources:

- **AI-Generated Learning Materials:** AI can assist in creating varied learning materials such as reading texts on economic trends, listening exercises featuring economic discussions, and interactive vocabulary quizzes focused on economic terms in the foreign language.

- **Corpus Analysis for LSP:** AI tools can analyze large corpora of economic texts in the target language to identify key vocabulary, common grammatical structures, and typical discourse patterns used in the field. This information can then be integrated into teaching materials. For example, identifying the most frequent verbs used when discussing market analysis in Spanish.

- **Virtual Simulations and Role-Playing:** AI can power virtual environments where students can practice using the foreign language in simulated economic scenarios, such as business negotiations, presentations on economic policies, or discussions about international trade.

3. Improved Assessment and Feedback:

- **Automated Assessment of Specific Language Skills:** AI can assist in automatically assessing aspects of language proficiency relevant to economics, such as the correct use of economic terminology in written assignments or the ability to understand and respond appropriately to economic questions in spoken tasks.

- **Analysis of Learner Language:** AI can analyze student-produced language to identify recurring errors or areas of weakness specific to the economic context. This can inform both individual feedback and adjustments to the curriculum.

4. Support for Instructors:

- **Automating Repetitive Tasks:** AI can automate tasks such as grading basic assignments or providing initial feedback, freeing up instructors' time to focus on more complex aspects of teaching, like facilitating in-depth discussions on economic topics in the foreign language.

- **Identifying Learning Trends:** AI can help instructors identify common challenges faced by students in understanding economic concepts in the foreign language, allowing them to adapt their teaching strategies accordingly.

Specific Examples for FLT of Economics:

- **AI-powered Chatbots:** Students can interact with chatbots that simulate economic discussions or scenarios in the target language, practicing their speaking and comprehension skills related to specific economic topics like inflation or market equilibrium.

- **Machine Translation with Contextual Awareness:** While general machine translation can be problematic, AI-enhanced tools that are trained on economic texts can provide more accurate translations of economic documents and terminology, aiding students in understanding complex materials in the foreign language. However, these should be used cautiously to support learning, not replace it.

- **Vocabulary Learning Apps:** AI-driven vocabulary apps can focus specifically on economic terms in the target language, using spaced repetition and other adaptive techniques to help students learn and retain specialized vocabulary.

3.3 The AI and the Foreign Language Teacher

An interesting use of Artificial Intelligence is the creation of teaching materials. The type of school, grade and subject are first entered in a corresponding field. The teacher then comes to the specific topic or learning goal, with the option of adding a text source. The next step is to specify the type of material required:

- Multiple choice
- Reading task
- Conversation task
- Writing task
- Gap-filling task

Through the chat, the teacher can request something from the artificial intelligence, such as "Create me a worksheet on the contrastive use of tenses, language level A2, comprehensive school" on the topic of "holidays" with 15 sentences in which the correct verb forms are to be inserted in the gaps. Write a coherent text in the style of an email that a teenager writes to a friend. The verb to be inserted should appear in the infinitive in brackets behind the gap." - The result of this laborious task is of course a gap-filling text in which the learners are to insert the verbs in the appropriate form.

Thema: Talking about Jobs and Future Predictions

Gap-filling task

inclusion level for students with special needs, without basic knowledge and little vocabulary

In the _____, I want to be a _____. My sister wants to be a _____. In the future, we both want to have a good _____. I think it is important to _____ hard and achieve our dreams.

Use the following words:

- doctor
- teacher
- future
- job
- work

medium learning level for students with moderate basic knowledge and moderate vocabulary

Many young people dream of what they want to do in the future. For some, becoming an _____ is a top choice because they like to build and design things. Others might want to be a _____, discovering new ideas and solving problems. It is interesting to _____ which jobs will be important in the future. Choosing a _____ is not always easy because we need to think about our interests and skills. Also, as _____ changes, new jobs will appear, and some old ones may disappear.

Use the following words:

- engineer

Figure 1. A Gap-filling task „Talking about Jobs and Future Predictions” (Presentation on a webinar, Sept. 2024, Cornelsen Publishing House)

The materials listed show the aim of turning AI into a complete workshop for the preparation and implementation of lessons, for extensive support of teachers in their communication with students, parents and the school. This is a paid service from the respective publisher, an expansion of the range of textbooks and other teaching materials. Can we really rely on artificial intelligence? Some examples show that AI is still in its infancy. Some problem areas are:

- At the moment, there is no access to the AI's research, and we do not know which sources the computer-controlled intellect uses.
- The results sometimes contain false information surrounded by true statements.
- The quality of the AI's solutions improves as the data is collected. If the initial data is accidentally or deliberately false, it enters the database and participates in the AI's work.

For this reason, criteria for responsible AI have been developed (Veenendaal,2024):

- Fairness and inclusiveness
- Privacy and security
- Transparency
- Accountabillity
- Reliability and safety

A remarkable implementation of AI in teaching is shown in practice at Georgia University - the AI solution to student questions. In both online and traditional in-person educational settings, students' progression is often hindered by unanswered questions. Whether due to the time constraints of in-person classes, a reluctance to vocalize doubts, or the rigid format of online pre-recorded lectures, the outcome is the same: diminished student enthusiasm and knowledge gaps.

This challenge could be seen in Professor Ashok Goel's Knowledge-Based Artificial Intelligence module at the Georgia Institute of Technology. Each semester, the module's 300 students would post around 10,000 messages in its online forum, a volume far beyond the capacity of Goel and his eight teaching assistants to manage effectively. In response, Goel and his graduate students created Jill, a virtual teaching assistant built on IBM's Watson platform. Jill adeptly managed to address thousands of routine student inquiries in the online forum. The efficiency of the virtual teaching assistant freed up the human teaching assistants to respond to the more intricate and complex questions. (Mantu Website)

At universities, foreign languages are taught as part of the course. The teaching is not oriented towards general language use (the respective foreign language in everyday life), not towards teaching subjects in a foreign language, but towards the language for special purposes in a specialist field. This could be, for example, English in technology, French for doctors, German for business economists. In this case, there are many options available:

- Compiling materials for lessons,
- Learning technical terms,
- Conducting specialist communication simulations,
- Modeling situations from professional practice
- Creating virtual reality as a means of representation for engineers or doctors.

The points listed are only a part of what would be possible through the use of AI. We are in a time of rapid and profound changes in the way Foreign Language Teaching for special purposes, for example, works. We're looking at a request to Gemini, Google's AI. The instructor wants to create a scenario for his English class with students that simulates a client meeting. Here's the result:

Scenario: The Eco-Luxe Furniture Deal

Overview: This simulation puts students in the role of an employee at a furniture company. They will handle two separate phone calls: the first with a disgruntled customer and the second with a potential buyer. The goal is to successfully manage both conversations to secure a sale and maintain the company's reputation.

Your Role: You are **Jordan/Jamie**, a sales and logistics representative for "**Eco-Luxe**," a company that specializes in sustainably-sourced, high-end wooden furniture.

The Task: You have a busy day ahead. First, you must deal with a phone call from a customer regarding a late delivery. Then, you will receive a call from a potential buyer who wants to place a large wholesale order.

Part 1: The Customer Call (10-15 minutes)

The Situation: A customer, **Mr. Davison**, is calling because his custom-made dining table, which was promised for delivery last Friday, has not arrived. He is frustrated and considering canceling his order.

Your Goal:

- Acknowledge and empathize with his frustration.
- Apologize for the delay.
- Explain the reason for the delay (a slight production issue with the wood finish).
- Offer a solution that satisfies him (e.g., a discount, a free cleaning kit, or expedited delivery).
- Confirm the new delivery date.
- End the call on a positive, professional note.

Key Phrases to Use (Suggested):

- "I understand your frustration. I would be upset too."
 - "I'm very sorry for the delay. It's completely unacceptable."
 - "It seems there was a minor issue with the final finishing process."
 - "As a gesture of goodwill, we would like to offer you a 15% discount on your order."
 - "Would a new delivery date of this Thursday work for you?"
 - "Thank you for your patience, Mr. Davison. We appreciate your business."
-

Part 2: The Buyer Call (10-15 minutes)

The Situation: A potential buyer, **Ms. Chen**, from a high-end interior design firm called "**Design Spectrum**," is calling. She saw a product of yours online and is interested in placing a bulk order for 20 custom coffee tables for a new hotel project.

Your Goal:

- Greet her professionally and enthusiastically.
- Answer her questions about the coffee tables (materials, dimensions, customizable options).
- Discuss pricing and offer a wholesale price that is attractive but still profitable for Eco-Luxe.
- Negotiate the payment terms (e.g., a 50% upfront deposit).
- Explain the logistics and timeline for a bulk order.

- Confirm the details of the potential deal and arrange to send a formal quote via email.

Key Information to Share (Suggested):

- **Product:** The "Mesa" coffee table, made from reclaimed oak. Dimensions: 120 cm x 60 cm x 45 cm.
- **Price:** The retail price is \$450 per table. The wholesale price you can offer is **\$320 per table**.
- **Order Size:** She wants 20 tables.
- **Customization:** She can choose a different wood stain (light, medium, or dark) and leg material (metal or wood).
- **Timeline:** Production for a bulk order takes approximately 6-8 weeks.
- **Payment Terms:** Require a 50% deposit to start production, with the remaining balance due upon delivery.

Key Phrases to Use (Suggested):

- "Thank you for calling Eco-Luxe. How can I help you today?"
 - "We would be delighted to work with you on this project."
 - "The wholesale price for an order of this size would be \$320 per unit."
 - "We can absolutely customize the wood stain and leg material."
 - "Our standard payment terms for a large order require a 50% deposit upfront."
 - "I'll prepare a formal quote and email it to you by the end of the day."
-

Debrief and Discussion:

After the students have completed the role-play, a group discussion can be held to analyze their performance.

Discussion Questions:

- What was the most challenging part of each phone call?
- How did you handle the customer's anger? Did your strategy work?
- What negotiation tactics did you use with the buyer?
- Were you able to use any economic or business terms naturally in your conversation?
- What could you have done differently to improve the outcome of either call?

This scenario provides a realistic context for students to practice their English communication skills while applying their knowledge of economics and business principles. The two different calls challenge them to adapt their tone and strategy based on the person they are speaking to.

As already mentioned, AI can be involved in the acquisition of information and teaching materials, in the development of tasks, simulations, and tests, as well as in monitoring learners' performance. Returning to the aspects of error correction in foreign language teaching already mentioned, we can discuss the diverse possibilities for identifying and correcting errors. This include Error

Identification, Error Classification as a systematic classification of identified errors into different categories based on linguistic criteria, Error Cause Analysis and of course the improvement of the learner's language through further exercises and implementation of the rules. The Artificial intelligence can also be very helpful in combating plagiarism – particularly relevant in the academic field.

What is often overlooked is the repeatedly confirmed tendency of AI to provide information that is partially incorrect. The development and subsequent use of AI-based applications is fundamentally based on data – for example, for training the AI algorithm and for its use. Under this premise, a differentiated analysis of the data – with regard to its value and relevance to the task – in both categories is an essential first step in ensuring the trustworthiness of AI-based applications. Because of their high relevance, their selection and quality are crucial to the outcome. For this reason, it should be mandatory to establish positions within the company that are responsible for the data acquisition and use model and for monitoring its proper implementation. The data quality standard for AI systems can be both established and validated according to predefined criteria. In particular, completeness, representativeness, traceability, timeliness, and accuracy must be taken into account.

This means you need a certain degree of control over the input data and tools that allow for validation of the offered results. There's an anecdote from the pre-computer era that may have some truth in it. An electricity provider's computer billed a customer for USD 0.00. The customer ignored this bill (quite normal!), but then a reminder for the outstanding payment of USD 0.00 arrived, automatically generated electronically. The customer supposedly wrote a check for this amount. Then the computer was "happy" and stopped sending reminders.

In this sense, cooperation with AI would be extremely beneficial for both teachers and students, and given the current state of affairs, there's practically no alternative. Development is constantly advancing, the possibilities are already there, the computer-controlled side is geared toward ever-improving performance; the human side just needs to keep pace and benefit from it.

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SMART TOOLS FOR SMART WORDS: MOBILE DICTIONARIES IN BUSINESS ENGLISH EDUCATION

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Abstract: *In today's globalized economy English dominates business communication; however, many professionals still struggle with the specialized vocabulary and cultural nuances required in corporate settings. To address this problem, the paper examines how mobile dictionaries – particularly those adapted for Business English – can assist learners in acquiring and applying industry-specific language with greater accuracy and confidence. The paper explores their role in language learning, examining pedagogical approaches, classroom practices and emerging AI-driven technologies that promise to enhance their effectiveness. It also addresses challenges such as over-reliance, inconsistent terminology, and privacy concerns. Practical strategies for integrating mobile dictionaries in Business English instruction are illustrated through sample tasks and a lesson plan, showing how these tools can be used effectively in classroom contexts. The paper concludes with a summary of key findings and recommendations for future research and practice, highlighting both benefits and challenges of integrating mobile dictionaries into Business English education. It emphasizes the need for further studies on long-term learning outcomes, cross-industry applications, and pedagogical strategies that support effective, context-sensitive use of these tools in diverse classrooms and professional settings.*

Keywords: Business English, mobile dictionaries, specialized vocabulary, digital learning tools

JEL: I21, I25

Introduction

Despite the widespread use of English in global business, many professionals struggle with the specialized vocabulary and communication skills essential for success in corporate environments. Whether in international negotiations, cross-border project collaborations, or virtual meetings, clear, precise, and culturally sensitive communication is increasingly expected. Yet, even after years of formal education, mastering business-specific terminology, idiomatic expressions, and appropriate register remains challenging - especially in fast-paced high-stakes contexts, where quick understanding and accurate language use are crucial.

In recent years, the widespread availability of smartphones and mobile applications has introduced a powerful resource to support language learners – mobile dictionaries. Unlike traditional print or desktop versions, mobile dictionaries offer immediate, portable and context-sensitive access to vocabulary,

pronunciation aids, authentic example sentences, collocation suggestions, and increasingly sophisticated AI-driven recommendations. Such tools enable learners to access language support anytime and anywhere – whether in the classroom, the office or on the move.

In the light of the above, this paper focuses on mobile dictionaries specifically designed or adapted to support learners of Business English in acquiring and applying specialised vocabulary and communication skills. Its scope encompasses the role and the impact of mobile dictionaries as technological tools within Business English learning, examining both classroom and workplace contexts. The purpose is to investigate how these tools empower learners by enhancing vocabulary acquisition, pronunciation, and comprehension, to identify challenges and limitations, associated with their use, and to propose effective strategies for their integration, with particular attention to emerging AI-driven dictionary technologies.

The paper is structured as follows. The introduction outlines the relevance, the scope and the purpose of the study. Section one reviews theoretical and pedagogical approaches to mobile dictionaries in language learning. Section two discusses Business English learners' vocabulary and communication needs, suggesting strategies for integrating mobile dictionaries into Business English teaching and learning. Section three presents practical applications with sample tasks and a lesson plan. Section four explores AI technologies in mobile dictionaries and considers their prospects in Business English teaching and learning. The paper concludes with a summary of key findings and recommendations for future research and practice.

1. Theoretical and Pedagogical Approaches to Mobile Dictionary Use

Mobile dictionaries have become an increasingly common tool in language learning, reflecting broader trends in mobile-assisted language learning (MALL). Their portability, immediate access, and multimodal features – such as audio pronunciation, example sentences, and integrated thesauri – make them particularly valuable for Business English learners, who often require precise, context specific vocabulary at short notice.

Research indicates that mobile dictionaries can enhance both incidental and intentional language learning. In incidental learning, their immediacy and convenience reduce cognitive load during reading, enabling learners to quickly access meanings in authentic contexts and retain new words encountered serendipitously (George, 2014). For intentional learning, mobile-assisted vocabulary tools such as digital flashcards or gamified dictionary apps have been shown to facilitate systematic practice, promote repeated exposure and improve both receptive and productive vocabulary knowledge (Dan, Ismail, & Razali, 2024). Additionally, the portability and interactive features of mobile dictionaries support autonomous learning and sustain motivation, which further contributes to vocabulary retention and expansion (Rahmani, Asadi, & Xodabande, 2022). For

learners of Business English in particular, which is the special focus here, the ability to access specialised terminology on demand supports the rapid processing required in professional communication and facilitates the acquisition of domain-specific language.

From a pedagogical perspective, mobile dictionaries provide significant value in both formal and informal contexts. In classrooms, they can support pre-task vocabulary preparation by allowing learners to preview key lexical terms, scaffold comprehension during tasks by providing immediate access to definitions and usage examples, and reinforce learning in post-task review through repeated exposure and self-testing (Jedi-Sari-Biglar, 2023). Beyond the classroom, they foster learner autonomy by enabling independent checks of meaning, collocations, register and tone, and pronunciation (Sato, Murase, & Burden, 2020). These functions align closely with the principles of Task-Based Language Teaching and English for Specific Purposes, in which vocabulary learning is embedded within communicative tasks and situated in authentic, profession-oriented contexts.

In short, the integration of mobile dictionaries into foreign language learning brings significant benefits both in theoretical terms, and in pedagogical perspective. However, challenges remain. One major concern is over-reliance, which can weaken learners' internal vocabulary knowledge and referencing skills. Another issue involves content inconsistency across applications, where varying definitions and collocations - especially in business contexts - may cause confusion and imprecise communication. Privacy risks also pose a challenge, as data collection by dictionary apps can potentially expose sensitive information if not adequately protected. Finally, disparities in device ownership connectivity, and app usability can limit equitable access and reduce overall effectiveness.

2. Business English Context: Learner's Needs and Strategies for Practical Integration

Business English learners operate in contexts that go beyond general language proficiency. Exploring how mobile dictionaries can support their learning therefore requires attention to both the learners' specific needs and the strategies for integrating these tools effectively into instruction.

2.1. Vocabulary and Communication Needs of Business English Learners

Professionals in international corporate environments are expected to communicate clearly and effectively across a range of situations, from high-stakes negotiations, persuasive presentations to precise report writing, and informal networking. Achieving this requires not only a strong command of general English, which reflects the breadth of vocabulary (number of words known), but also mastery of industry-specific terminology, idiomatic expressions, and the depth of vocabulary (meaning, usage and collocations of key terms) (Akbarian, 2010). Effective communication also depends on the appropriate use of register and tone, adapting formality to suit different audiences and purposes as well as

the speed of communication (Hyland, 2006), which demands rapid access to linguistic resources in real-time interactions. Finally, proficiency in cross-cultural nuances, including idioms and culturally embedded references, is essential to navigate international business contexts successfully (Spencer-Oatey & Franklin, 2009). For clarity and ease of reference Figure 1, summarizes these core needs, illustrating the interplay between vocabulary breadth and depth, register and tone, communication speed, and cross-cultural nuances. Together, these factors create a demanding communicative environment in which precision, adaptability, and cultural sensitivity are essential competences.

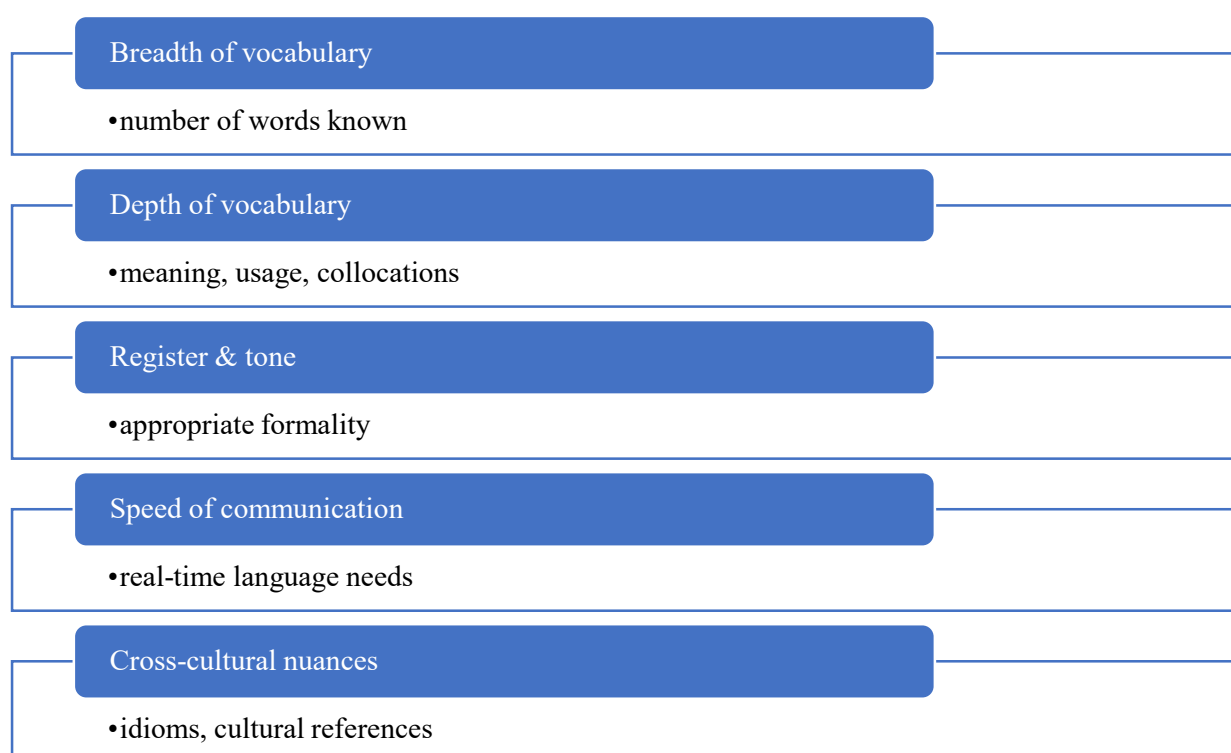


Figure 1. Key language demands for ESP learners in Business contexts

Source: Developed by the author

Meeting these interconnected demands calls for instructional approaches that align with the realities of professional communication. It is therefore important to consider how mobile dictionaries can be effectively integrated into Business English teaching to address learners' needs and support their practical language use.

2.2. Strategies for integration of mobile dictionaries into Teaching Business English

For Business English learners, achieving effective communication requires targeted support tools that not only provide definitions but also contextual usage and collocation information. Mobile dictionaries can play a crucial role in this regard, offering instant access to specialised terminology, industry-specific

phrases, and authentic language examples. Their effective use in Business English depends on a balanced approach that maximises pedagogical benefits while mitigating potential limitations, such as over-reliance or inconsistent content across applications. By strategically integrating these tools into learning activities, educators can enhance both vocabulary acquisition and communicative competence enabling learners to apply language knowledge accurately in professional scenarios (Kukulska-Hulme & Shield, 2008). Furthermore, incorporating mobile dictionaries alongside collaborative tasks, case studies, and role-plays can reinforce active engagement and promote deeper understanding of business contexts. Figure 2 highlights a selection of some applicable strategies demonstrating how core pedagogical principles can be combined with practical examples to support learning in both classroom settings and real-world professional contexts.



Figure 2. Strategies for Integration of Mobile Dictionaries into Teaching Business English

Source: Developed by the author

✚ **Structured Learning Tasks.** Dictionary use, embedded in purposeful activities such as drafting briefing notes or role-playing negotiation scenarios, ensuring vocabulary is applied in context.

✚ **Learner Training.** Explicit training develops the ability to select the appropriate dictionary types (e.g. monolingual, bilingual, collocation-focused) and to interpret definitions, examples and phonetic transcriptions, while avoiding common pitfalls like literal translations.

✚ **Work-Place Oriented Content.** Activities are designed around industry-specific terminology – e.g. finance, marketing, project management – building a domain-specific lexicon directly applicable in professional communication.

✚ **Collaborative Development.** Learners co-create shared glossaries or terminology databases using digital platforms or collaborative learning apps. This approach encourages peer learning, diverse language exposure, and collective responsibility for lexical growth.

✚ **Leveraging Digital Features.** Built-in tools such as pronunciation audio, corpus-based usage data and cross-references are actively integrated in tasks like pronunciation comparison or usage analysis to deepen engagement.

✚ **Privacy and Accessibility.** Chosen mobile dictionaries comply with privacy standards and remain accessible across devices and offline, ensuring equitable access to resources.

✚ **AI-Enhanced Capabilities.** AI functions – such as predictive suggestions, context-aware translations and automated error detection – are incorporated into vocabulary and writing tasks, with guidance on critical evaluation of AI outputs.

✚ **Addressing Over-Reliance.** Balanced approaches limit excessive dependence on dictionaries by incorporating inference, paraphrasing, recall activities, and occasional “no-dictionary” phases to foster independent lexical competence.

3. Practical applications: Sample Tasks and a Lesson Plan

To move from strategy to practice, the approaches outlined in the previous section can be applied through classroom tasks and structured lesson plans that promote active learning and the attainment of specific communication outcomes.

3.1. Sample Tasks for Integrating Mobile Dictionaries

Table 1 presents a set of sample tasks that operationalise the outlined strategies in classroom settings. Each task is linked to a particular strategy and specifies expected learning outcomes, showing how mobile dictionaries can be embedded meaningfully into Business English instruction.

Table 1. Sample Tasks for Integrating Mobile Dictionaries into Business English Teaching

Task	Strategy	Expected learning outcome
Role-play negotiations incorporating at least five newly learned terms, followed by justification of term choice	Structured learning tasks	Improved ability to use new vocabulary in realistic professional communication contexts
Peer-led mini-training session on using collocation search or pronunciation features in a dictionary app	Learner training	Enhanced digital literacy and independent use of dictionary tools
Compile and explain ten key terms from recent business news relevant to learner's sector	Workplace relevant content	Expanded sector-specific vocabulary and contextual understanding
Build a collaborative glossary with definitions, example sentences and audio links	Collaborative development	Development of shared lexical resources and peer-supported learning skills
Compare synonyms using "word frequency" or "example sentence" functions to choose the most suitable for a scenario	Leverage digital features	Increased precision in vocabulary choice and awareness of usage frequency
Conduct an offline dictionary scavenger hunt to find workplace-related vocabulary	Ensure privacy and accessibility	Ability to access and use lexical resources in low-connectivity environments
Draft a business e-mail, apply AI suggestions, and critically assess the revisions	AI-enhanced Capabilities	Improved editing skills and critical evaluation of AI-generated language
Complete a reading task without a dictionary, then compare inferred meanings with dictionary definitions	Address over-reliance	Strengthened contextual guessing skills and vocabulary retention

Source: Developed by the author.

The strategies, tasks, and expected learning outcomes outlined above provide a solid framework for integrating mobile dictionaries in Business English teaching. Building on this foundation, a sample 45-minute lesson plan is presented

to show how these elements can be put into practice, along with additional task suggestions for flexible classroom use.

3.2. A Sample Lesson Plan

To illustrate the practical implementation of the strategies and tasks outlined in the previous section, the lesson plan *Using Mobile Dictionaries to Enhance Business Email Writing*, is presented as a concrete example. Its objectives are to enable students to select appropriate workplace vocabulary using mobile dictionary features, apply these terms in a short business email, and reflect on balancing dictionary use with independent language skills. The lesson comprises a warm-up discussion, feature exploration, vocabulary mining, collaborative glossary creation, email writing, and reflection. Assessment focuses on accurate vocabulary use and the demonstration of at least one mobile dictionary feature. Homework encourages revising the email without consulting a dictionary. The lesson is designed to address the common challenges in mobile dictionary use, including over-reliance, while leveraging AI-enhanced features and collaborative learning. The full detailed lesson plan is provided in Appendix A, a sample business email handout in Appendix B, and a sample collaborative glossary document in Appendix C.

It is to note that the suggested 45-minute lesson plan can absolutely work, especially in typical language classes or as a focused workshop session. However, depending on the context, it can be expanded for deeper practice by stretching the vocabulary mining or writing stages or by spreading it over two 45-minute sessions, e.g. Session 1 (Feature Exploration; Vocabulary Mining; Collaborative Glossary), Session 2 (Writing Task + Reflection).

The skills practiced in the core lesson can be further reinforced and consolidated through a range of carefully designed **extension activities**, which aim to deepen learners' understanding, strengthen vocabulary retention, and enhance practical application of Business English skills. These activities can be implemented either within the same class (time-permitting), or as follow-up tasks. A detailed list of such activities includes:

-  *Synonym and Register Awareness.* Students revisit the glossary and use the mobile dictionary to find synonyms or more formal/informal equivalents for each term, then discuss when each can be appropriate in different workplace contexts.
-  *Error Spotting and Editing.* The instructor provides a short business email draft containing inappropriate vocabulary choices. In pairs, students use dictionary collocation and example functions to identify and replace unsuitable terms.
-  *Pronunciation Practice.* Using the audio feature of the mobile dictionary, students record themselves pronouncing the newly learned terms, comparing them with the model and practice until accurate.

- ✚ *Scenario Expansion.* Students adapt the vocabulary and writing techniques to a new business scenario (e.g. client apology, meeting request), applying the same dictionary-supported process to produce a fresh email.
- ✚ *Mobile Dictionary Feature Review.* Each student chooses a mobile dictionary function (collocation, AI feedback, frequency data, pronunciation, etc.) and demonstrates its use to the class, explaining its value for business communication.
- ✚ *Peer Glossary Quiz.* Students create quick, app-based quizzes (e.g. matching words to definitions, choosing the correct collocation) based on the shared glossary, encouraging retrieval practice.
- ✚ *Collocation Chain Challenge.* Students choose one term from the glossary and use the mobile dictionary to discover a chain of related collocations (e.g. ‘negotiate terms – terms of agreement – agreement deadline’). Then they write a short paragraph incorporating at least two links in the chain.
- ✚ *Glossary-in-Context Portfolio.* Over the next week, students collect authentic business texts (emails, LinkedIn posts, news articles) where glossary terms appear. They annotate each example with the source, meaning in context, and any notable collocations, then share highlights in the next class.

4. Emerging AI Technologies and Future Prospects

Recent advances in artificial intelligence (AI) are transforming mobile dictionaries from static reference tools into dynamic, context-aware language assistants. AI-powered features such as natural language processing (NLP), machine learning algorithms, and speech recognition are enabling dictionaries to offer more personalized, interactive, and adaptive support, tailored to Business English learners’ needs (Chhetri, Prasad, Shah, & Prasad, 2024). NLP capabilities allow these tools to interpret nuanced queries, recognize domain-specific terminology, and deliver definitions, collocations, idiomatic expressions, and example sentences that mirror the communicative contexts of international business. This goes beyond simple word workup, enabling learners to receive contextually relevant usage notes that reflect the pragmatic and intercultural dimensions of professional communication.

Machine learning further enhances the adaptive potential of mobile dictionaries by analysing user interactions over time to identify recurring patterns, knowledge gaps, and evolving needs. Based on these insights, the system can recommend targeted vocabulary sets, generate personalized review exercises, and highlight terms likely to be encountered in the learner’s field. Such predictive capabilities align with principles of spaced repetition, and deliberate practice, offering a more efficient and engaging pathway to long-term retention (Cui & Sachan, 2023). Speech recognition technologies complement these features by enabling real-time pronunciation assessment and feedback supporting both receptive and productive oral skills. For Business English learners, this facilitates

confident participation in presentations, negotiations, and teleconferences where precise pronunciation and prosody can be critical to professional credibility.

The rapid emergence of advanced generative AI platforms such as ChatGPT and DeepSeek raises an important question about the continuing relevance of dedicated mobile dictionaries. While these large language models can produce instant explanations, translations and context-based examples, their open-ended nature can sometimes lead to inaccuracies, overgeneralization, or content that lacks alignment with authoritative linguistic sources (Burtsev, Reeves, & Job, 2023). AI-enhanced mobile dictionaries remain essential as curated, pedagogically informed and lexicographically validated resources. They provide learners with a level of terminological precision and reliability essential for professional communication, while AI adds personalization and contextualization. Rather than replacing mobile dictionaries, generative AI can complement them – as a conversational or brainstorming tool, while the dictionary ensures accuracy, consistency, and discipline-specific correctness.

Looking ahead, the integration of AI into mobile dictionaries should prioritise interoperability with other digital learning environments. Seamless connectivity with corporate learning management systems, collaborative platforms, and industry-specific training modules would support vocabulary acquisition in real-world contexts and provide for richer data analytics for tracking and targeting intervention. At the same time, adaptive algorithms should preserve transparency and learners' agency, allowing users to control AI assistance without compromising autonomy or critical thinking.

Equally important are robust ethical and privacy safeguards. As AI-powered dictionaries increasingly rely on user data to deliver tailored experiences, developers must ensure compliance with data protection regulations and communicate clearly how data is collected, stored and used. Ethical AI design also involves mitigating algorithmic bias to avoid skewed vocabulary recommendations that may privilege certain linguistic registers, regions, or cultural perspectives over others (Luo, Puett, & Smith, 2023). Collaboration between developers, linguists and educators will be essential to establish pedagogical frameworks that integrate the strengths of AI without diminishing the human elements of language learning.

By combining advanced language technologies with sound educational principles, AI-enhanced mobile dictionaries can remain highly relevant – even in an age of powerful generative AI assistants by providing a reliable, structured and pedagogically grounded foundation for Business English mastery. They can support learners in achieving linguistic precision, cultural competence and communicative agility – skills that are indispensable in today's interconnected global economy. In this way, the next generation of mobile dictionaries could act not merely as repositories of words, but as intelligent, evolving partners in professional language development.

Conclusion

This paper has explored the role of mobile dictionaries in supporting Business English teaching and learning, highlighting both their potential benefits and inherent challenges. Mobile dictionaries offer learners immediate access to specialized vocabulary, facilitate pronunciation and comprehension, and support autonomous, task-based learning in authentic professional contexts. At the same time, challenges such as over-reliance, inconsistent terminology, and data privacy concerns must be addressed to maximise their effectiveness.

By examining pedagogical strategies and providing a sample lesson plan, the paper demonstrates practical ways to integrate mobile dictionaries into classroom practice, ensuring that learners acquire not only industry-specific language but also develop critical skills for independent and context-sensitive use. Looking forward, the emergent AI-driven tools are set to transform mobile dictionaries into more personalized, adaptive, and interactive learning experiences.

Future research could further investigate how mobile dictionaries interact with other digital tools, such as AI writing assistants, or immersive simulations, to create richer communication environments. Longitudinal studies might explore how learners' reliance on mobile dictionaries evolves over time and whether sustained use leads to measurable improvements in accuracy, literacy, and professional confidence. Comparative studies across industries and cultures could reveal domain-specific vocabulary acquisition and cross-cultural communication benefits. Investigating teacher perspectives and institutional policies would clarify pedagogical and ethical implications. Ultimately, mobile dictionaries should be regarded not as replacements for foundational language learning but as complementary tools that enhance learners' precision, confidence, and efficiency in Business English.

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Appendix A. Sample Lesson Plan (45 minutes)

Title: *Using Mobile Dictionaries to Enhance Business E-mail Writing*

Level: Intermediate/Upper-Intermediate

Objectives: By the end of the lesson, students will be able to:

- ✚ Use mobile dictionary features to select appropriate vocabulary for a workplace context
- ✚ Use workplace-relevant terms in a short business email
- ✚ Reflect on how to balance dictionary use with independent language skills.

Materials:

- ✚ Mobile dictionary apps with pronunciation, collocation and AI abilities
- ✚ Business e-mail scenario handouts¹
- ✚ Shared online document²

Lesson stages

Stage	Time	Procedure	Strategy
Warm-up & Discussion	5 min	Quick discussion of how students use mobile dictionaries now; note pros and cons	Address over-reliance
Feature Exploration	5 min	Teacher shows collocation and example sentence functions using a sample term (e.g., negotiate'). Students try on one new word	Lerner training/Leverage digital features
Vocabulary Mining	10 min	Students read a short workplace scenario and use their mobile dictionaries to find 3-4 key terms	Workplace relevant content
Collaborative Glossary	5 min	Students share their terms in a quick online document or whiteboard list	Collaborative Development
Writing Task	15 min	Students write a short professional email responding to the scenario, using at least 3 terms from the glossary, then briefly refine it with AI suggestions in their mobile dictionary app	Structured learning tasks / AI-enhanced Capabilities
Reflection	5 min	Class discussion on what was learned, which features were most useful, and how to avoid over-reliance	Address over-reliance/ Lerner training

Assessment:

- ✚ Use of appropriate vocabulary in the email.
- ✚ Ability to demonstrate at least one mobile dictionary feature during the lesson.

Homework:

Revise the email without using a dictionary

¹ A sample business email handout is enclosed in Appendix B.

² A sample glossary document is enclosed in Appendix C.

Appendix B. A Sample Business Email Handout

Business Email Scenario: Responding to a Client Complaint

Context:

You work as a customer service representative at a software company. A client has sent an email expressing dissatisfaction with a recent update that caused some unexpected errors in their system. Your task is to write a professional email response that acknowledges the issue, reassures the client, and explains the next steps your company will take to resolve the problem.

Key points to include:

- ✚ A polite acknowledgement of the client's concerns
- ✚ An apology for the inconvenience caused
- ✚ Assurance that the technical team is working on the solution
- ✚ An offer to provide updates or further assistance

Additional instructions:

- ✚ Use your mobile dictionary to find precise and context-appropriate vocabulary focusing on terms related to customer service, problem resolution, and reassurance
- ✚ Incorporate at least three new terms or expressions discovered through the dictionary or collaborative glossary
- ✚ After drafting, apply AI-listed suggestions to improve clarity and tone, then critically evaluate these changes.

Appendix C. Glossary document template

Collaborative Business English Glossary

Term	Part of speech	Definition	Example Sentence	Pronunciation Link	Notes/ collocations
inconvenience	Noun	Trouble or difficulty caused to someone	We apologise for any inconvenience caused by the update	Audio / Transcription	Often used with 'cause', 'apologise for'
.....					
.....					
.....					

INSTANT CULTURE AND FOREIGN LANGUAGE TEACHING: IS IT GAME OVER?

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Abstract: *Some forty years ago learning a foreign language in Bulgaria (Russian being an exception) was a privilege accessible to a limited number of students who went to special “language schools” whose curriculum included intensive foreign language training. That privilege was also a challenge in more ways than one: very few of the teachers were native speakers; textbooks were predominantly designed according to the grammar-translation method; audio and video aids were scarce and, not infrequently, outdated; the Internet did not exist (not in Bulgaria, anyway). Students’ exposure to authentic speech and texts in the target language was thus limited to West European and American movies and pop songs; rare interactions with overseas holidaymakers visiting Bulgarian resorts and major tourist destinations; West European and American literature in original. The accessibility of these, too, was a matter of plenty of good luck. So, for most of the time, the learning process consisted of doing numerous grammar exercises and reading and translating texts from the classics (contemporary authors were obliterated because of their “disruptive” ideas). And then things changed. Totalitarian regimes in Eastern European countries collapsed; the Cold War came to an end; the world began to globalize; the Internet announced its appearance and in a couple of decades turned from a luxury into a must-have in all spheres of human activity. Many of us, teaching foreign languages at schools and universities today, started studying those languages under the circumstances described above. Should we compare the teaching process to a board game with two players (the teachers and the students), we will have to admit that the profile of the latter has changed beyond recognition and so have the rules of the game. Teachers who are willing to remain ‘onboard’ need to learn the new rules of that game. And learn them swiftly!*

Key words: digital; Gen Z; instant; learning.

Introduction

Our perception of what is convenient and accessible has changed dramatically in less than a decade and the combination of technological advancement, corporate innovation and consumer demand will, in all probability, continue to alter it, thus turning features that were previously considered a luxury (often unthinkable of) into a must have. For the most part, today’s society expects and demands that things should happen easily, conveniently and swiftly and this expectation is behind the way we shop, eat, travel, interact with each other, and even work and study. Hence, some observers’ apprehension that the focus of our attention might have shifted from quality to speed (Monk, 2024). There are two major dimensions in which the unprecedented growth of digital technology has

affected us as a society: a distinction between Digital Natives and Digital Immigrants began to be made and our appetite for instant solutions became insatiable. The Digital Natives, also referred to as the N (for Net) generation, are all “native speakers” of the digital language of computers, video games and the Internet. Digital Immigrants are all of us who were not born into the digital world but became fascinated by and adopted many or most of the aspects of the new technology at a later point in our lives (Prensky, 2001). The convenience culture (also referred to as instant culture) is not about speed only. It is also about reducing friction in every aspect of life. “This culture shift”, observes Monk, “is reshaping entire industries and redefining consumer expectations, and learning is not immune to it.” (Monk, 2024). We have thus become a convenience-driven society whose “right-now” mentality seems to have impaired our ability to appreciate delayed gratification. Such mentality also approaches any time-consuming effort to produce real-quality results an annoying and stressful experience. But unlike shopping, or dating, or travelling, for which instant gratification is possible via a click on our smartphones, Monk adds, “studying and learning is a slow, meandering and often uncomfortable process.” (Monk, 2024). Or so have we, the Digital Immigrants, known it to be.

I. Who are Today’s Students?

Today’s students have not changed incrementally from the students of the past. They have not merely adopted new styles, or slang, or clothes, as it has always happened between generations. A big *discontinuity* has taken place and there seems to be no going back. The event which led to this fundamental change is the arrival and dissemination of digital technology in the 1990s. Today’s students are the first generation that have spent their entire lives surrounded by and using the toys and tools of the digital age. (Prensky, 2001).

A generation is defined as the people “who have some social proximity to a set of historical events and related cultural phenomena that create a distinct generational gap” (Parry & Urwin, 2011:79-96).

For Generation Z (all the people who were born between the mid 1990s and the mid 2010s) these historical events have been the challenges posed by terrorism issues, political instability, rising nationalism, growing environmental concerns, the global economic crisis and the COVID-19 pandemic to name but a few. As for the cultural phenomenon that created a distinct generational gap, this has been the wide and direct exposure of the generation to the digital environment created by new and ever-changing technology (Laskowski, 2020).

To bridge the gap between that first generation of true Digital Native students and their teachers, who predominantly belong to the last two generations of Digital Immigrants (Generation X and Generation Y), we need to understand the differences between them. Table 1 illustrated the dominant characteristics of the six living cohorts of different generations living today. (see Table 1)

Table 1. The Six Generations Living Today and Their Characteristics

Generation	Birth Year	Dominant Behavioural Characteristics
Traditionalists	1900-1945	Loyal and disciplined
Baby Boomers	1946-1964	Responsible, with strong work ethics
Generation X	1965-1980	Efficient, independent thinkers
Generation Y	1981-1994	Confident, more social, but less independent
Generation Z	1995-2012	Poor communication skills, extensively reliant on digital technology (social)
Generation Alpha	2013-	Inspiring, in-situ (real time)

Source: Laskowski, 2001:104

The atmosphere of economic hardship, global turmoil and conflicts in which people belonging to Generation Z are maturing resulted in *pragmatism* being their prevalent trait. Furthermore, Generation Z (or the Net Generation) naturally developed an ability to seamlessly interact in virtual reality and apply an *8-second filter* to answer three major questions when accessing and processing the huge volumes of information they have at their fingertips: “*Do I need to know this?*”, “*Does it affect me?*” and “*Why should I care?*”. While some authors describe the use of that filter as an attention problem, others consider it to be a practical mechanism which helps Digital Natives synthesize and process information more rapidly and efficiently. (Laskowski, 2020).

II. Could Teachers Fail?

Today’s students are aware that new technologies have put in their hands valuable advantages such as speed, accessibility and ease of use. They also appear to know that everything, but time, is on their side. They therefore expect their education, training and work prospects to be geared to their demands for speediness of services, response, and engagement (Laskowski, 2020). Today’s teachers are predominantly Digital Immigrants who tend to underappreciate the new skills which Generation Z have acquired and perfected through years of interaction and practice. Many of us learned slowly, step-by-step, one thing at a time, individually, and above all, seriously, and naturally choose to teach so. This contradiction between what today’s students expect and what their teachers have to offer in terms of methodology and educational strategies is further exacerbated by a number of factors:

- Research by social psychologists shows that people who grow in different cultures *think about different things* and in fact *think differently* since the environment in which they are raised affects and determines many of their thought processes.

- Digital Natives develop *hypertext minds* and *parallel*, not sequential, *cognitive structures*.

- They are easily bored by today's education since they are accustomed to the twitch-speed, multi-tasking, random access, graphics-first, active, connected, quick payoff world of the Internet.

- Many of the skills enhanced by new technologies (such as parallel processing, graphics awareness and random access) have profound implications for the learning process but are largely ignored by educators.

- Digital Natives crave *interactivity* – a traditional response for their each and every action. It is not that they *cannot* pay attention; rather, they *choose* not to (Prensky, 2001).

- They are often less independent than their predecessor generations and require more structure, guidance and regular feedback.

- Digital Natives spend far less time reading to absorb news, literature, or fiction than older generations; they do not respond well to lectures and require technology that is available to use (Carlson, 2005).

- They find it difficult to communicate effectively by traditional standards, expect barrier-free communication with any other individual and the ability to critique any topic as they see fit.

Hence, the two major problems faced by most educational systems nowadays: firstly, today's students are no longer the people these educational systems were designed to teach; and secondly, Digital Immigrant teachers and lecturers speak the outdated language of the pre-digital age and are struggling to educate a population speaking an entirely new language (Prensky, 2001).

III. Is There a Solution?

We are in a situation in which either Digital Native students should learn the old ways, or Digital Immigrant teachers should learn the new ones. But from everything we know about cultural migration, observes Prensky, it seems highly unlikely that the Digital Natives will go backwards. He compares Digital Native students with children born into a new culture who learn the new language easily and forcefully resist using the old (native) language(s) of their parents. Adult (Digital) immigrants may accept that and take advantage of their kids to help them learn and integrate into the new environment, or they may choose to spend most of their time grousing how good things were in the "old country" (or "old times") and fail to make the most of the opportunities presented by the new one. We need to reconsider both our methodology and our content, continues, Prensky, or we will have to leave our Digital Native students educate themselves (Prensky, 2001).

Learning to communicate in the language and style of today's students does not mean changing the meaning of what is important or of good skills. Rather, says Prensky, it means going faster, less step-by-step, more in parallel and with more random access. In terms of content, the author distinguishes between two kinds of content: "*legacy*" content which includes reading, writing, arithmetic, logical thinking, understanding the writings and ideas of the past, in other words, everything that is part of the traditional curriculum and "*future*" content which is

to a large extent digital and technological and includes software, hardware, nanotechnology, genomics, etc. as well as the ethics, politics, sociology, languages, and other things that go with them. While some of the “*legacy*” content (such as logical thinking) will continue to be important, some of it will become less so, as did Latin and Greek (Prensky, 2001).

Finally, learning a foreign language is no longer a prerogative granted solely by language instructors in educational establishments. The Digital Age has made language acquisition faster, more accessible and fun than it has ever been. Enthusiastic learners have plentiful opportunities to immerse themselves in a foreign culture and master its language sufficiently well to communicate efficiently without being proficient in the grammar of the target language and even if their vocabulary is mainly limited to professional jargon and present-day spoken language.

Conclusion

The dominant share in today’s socially and economically active population is that of Generation Z. They are technologically focused, and they know what they need or want to know. They have grown accustomed to instant communication, instant gratification and ongoing multi-tasking. Their learning style is hands-on and not necessarily linear in fashion and “previously useful organizational approaches adopted by schools, universities, and companies make no sense to them”. (Laskowski, 2020:108). It is important that educational establishments understand the effect which digital immersion has on Digital Natives’ thinking patterns and learning behaviours so that they could adapt to their educational needs (Grimley, 2010). To engage today’s students in the learning process, the focus of curricula must be shifted from gaining knowledge for the sake of knowledge to constructing knowledge for the sake of addressing the challenges which the complex global society is facing today (Feiertag & Berge, 2008).

The Digital Age has dramatically changed the world as we used to know it a couple of decades ago and education has not been spared the strong reactions which major shifts provoke especially when they occur over a short period of time. Ranging from apprehension, discomfort and resistance to curiosity, enthusiasm and acceptance, these reactions should not blur our awareness that the Digital Native generation with its skills, abilities, demands and expectations is here to stay and take the world to a next level. Our responsibility as teachers belonging to an older and very different generation is to help Gen Z’s students see the end goal of the process of learning and understand how each step of the process works towards achieving that goal. To do so, we will need to tailor our curricula and educational content to the dynamics of today’s world and adjust our communication and teaching strategies to the needs and expectations of these new students. Uncomfortable and painstaking as the process of readjustment might be, it might be our only chance to learn the new rules of the old game.

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ARTIFICIAL INTELLIGENCE AND THE FUTURE OF TEACHING AND LEARNING

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Abstract: *In recent years, artificial intelligence (AI) has made significant strides in education. From adaptive learning platforms to virtual tutors, AI is transforming the way students learn and teachers teach. Some people believe that AI will replace teachers in the future. However, the majority argue that educators possess qualities, such as creativity, critical thinking, and empathy, which make them irreplaceable.*

The paper focuses on the potential AI has to remodel the process of teaching and learning. It studies its capacity to replace or assist human teachers, emphasizes the significance of social-emotional skills developed through human interaction, which AI cannot replicate, and provides a comprehensive perspective on the future role of educators in the face of advancing AI technologies. Rather than viewing AI and teachers as competitors, the future of education will likely involve a hybrid approach. AI can help with repetitive tasks, personalize learning, and offer data-driven insights, while teachers focus on mentoring, creativity, and emotional intelligence.

Keywords: education, artificial intelligence (AI), traditional teaching, hybrid approach.

Introduction

The history of Artificial Intelligence (AI) spans centuries, from early philosophical concepts dating back to ancient mythology and early philosophical thought about the nature of intelligence and consciousness to the foundational work of Alan Turing in the 1950s (A. M. Turing, 1950), which introduced the ‘Turing Test’ trying to determine if a machine can exhibit human-like intelligence. The term ‘artificial intelligence’ was formally coined by John McCarthy at the 1956 Dartmouth Conference.

The concept of artificial intelligence found life long before computers. Humans throughout history contemplated the nature of existence, consciousness, and creation, and it’s only natural that from those musings came a variety of myths and art. Intelligent beings created through artificial means feature prominently in many belief systems, like the Norse figure, Kvasir (a being made from the spit of the gods), the Greek automaton, Talos (a metal man forged to protect Crete), or the Jewish folklore figure of the golem (a clay being made to serve a master). Examples in popular media abound, beginning in the modern era with popular portrayals in Mary Shelly’s 1818 novel, *Frankenstein*; Czech writer Karel Čapek’s 1920 science-fiction play, *R.U.R.*, and Fritz Lang’s 1927 German expressionist

film, *Metropolis*. The ethical quandaries and risks associated with artificially intelligent constructs have long been on the mind of the human race, and serve as a fascinating mirror into our struggle with autonomy, existence, and our place as creators.

In 1950, Alan Turing, knowing what the final outcome of his research would be, published the idea of the ‘Turing Test’ (originally called ‘Imitation Game’). The Turing Test was a simple evaluation of computer intelligence, designed to see if a machine could reasonably fool a human into thinking that the machine, too, possessed human intelligence. In the paper in which Turing posted his Imitation Game, he also made a major defense for a radical idea: machines can think (A. M. Turing, 1950).

In 1956, an AI workshop was held at Dartmouth College, and the field of artificial intelligence was officially founded as an academic discipline. Computers from the Dartmouth workshop were shown to be able to solve algebra word problems, learn English, play checkers, and more – results that were stunning to the modern audience of the time.

In the 1980s, computer technologies advanced significantly. One area of advancement was in ‘expert systems’. Expert systems are computer programmes designed to mimic the thought process, logic, and decision-making of real human experts. By the mid-80s, AI technology had become a billion dollar industry. Today, the history of AI technologies – emboldened by cloud computing, deep learning, and more big data – continues to be written. While the initial goal of a ‘fully intelligent machine’ has yet to be met, the field of AI research has had incredible, far-reaching impacts on much of society. A 2017 survey reported that one-in-five companies had incorporated AI processes in some aspect of their business, and in the period from 2015 to 2019, published AI research increased by 50 percent.

1. AI vs traditional teaching

“Application of AI in education dates back to the 1950s with the introduction of computer-assisted instruction. Over the decades, it has evolved into intelligent tutoring systems (ITS), which are now widely used for teaching and learning (Nwana, 1990). Currently, a broad range of AI technologies, from ITS offering 1-on-1 tutoring to virtual teaching assistants, is being employed in education. In their review of AI research in education, Goksel & Bozkurt (2019) identified three primary themes that have garnered significant attention from researchers: adaptive learning, expert systems and ITS, and the future role of AI in educational processes. Studies on AI implementation in education have explored various forms of AI usage in classroom settings, emphasizing the benefits they offer for student learning”. (Cecilia Ka Yuk Chan, Louisa H.Y. Tsi², 2023:2).

In recent years, artificial intelligence (AI) has made significant strides in education. From adaptive learning platforms to virtual tutors, AI is transforming

the way students learn and teachers teach. Although AI offers numerous advantages, it's important to recognize that traditional teaching brings unique benefits that technology alone cannot replicate.

AI-powered tools are revolutionizing the classroom by personalizing learning experiences for students. These systems can analyze student data to adapt lessons, provide immediate feedback, and even predict learning outcomes. AI helps students to progress at their own pace, making education more inclusive and accessible.

However, for centuries, education has been built on human connection. Teachers inspire, mentor, and adapt in ways AI simply cannot. A great educator doesn't just teach facts; they spark curiosity, encourage critical thinking, and support students through challenges – academic and personal.

While AI provides significant benefits, it lacks the human element that is essential for a well-rounded education. Traditional teachers do more than just deliver content – they inspire, mentor, and adapt their teaching methods based on a deep understanding of each student's personality and emotional needs. Teachers provide emotional support and guidance that AI cannot. They recognize when students are struggling emotionally and can adjust their teaching approach accordingly. Teachers encourage students to think critically, engage in discussions, and explore creative ideas that go beyond standard algorithms. The teacher-student relationship plays a critical role in a student's development. Teachers foster trust, empathy, and motivation, which are essential for students' overall success. AI lacks these human traits. It can't understand emotions, recognize subtle classroom dynamics, or provide the encouragement that students need. The role of a teacher is to connect, inspire, and lead.

As AI becomes more common in education, many wonder: Should AI replace teachers? The idea that AI could replace teachers might seem feasible on the surface, especially considering AI's efficiency and scalability. However, education is about more than just academic achievement; it's about personal growth, social development, and emotional well-being. While AI can assist in certain aspects of teaching, it lacks the empathy, understanding, and adaptability that human teachers bring to the classroom.

According to experts, AI is unlikely to replace traditional teaching. While AI can be a powerful tool to enhance and personalize learning experiences, it cannot replicate the essential human elements of teaching, such as emotional intelligence, empathy, and the ability to build relationships with students. AI can, however, be a valuable partner to teachers, assisting with tasks like grading, providing personalized feedback, and automating administrative duties, freeing up teachers to focus on more impactful educational activities. AI can generate lesson plans, provide instant feedback, and even analyze student performance with remarkable precision. AI can tailor lessons to fit each student's needs, ensuring that students who struggle get more support while those who excel can advance

quickly. With AI, assessments can be graded instantly, saving teachers time and providing students with immediate feedback.

“As AI technologies continue to advance, they hold promising potential for personalized and adaptive learning, real-time feedback, and intelligent administrative and support systems (Renz, Krishnaraja, & Gronau, 2020), liberating teachers from time consuming tasks, allowing them to concentrate on higher-level responsibilities like curriculum development and student mentoring. In addition to traditional computer-based AI systems, innovative technologies such as humanoid robots, chatbots, and virtual reality systems are being integrated into the educational process (Chen, Chen & Lin, 2020; ThinkML Team, 2022; UNESCO, 2021). These technologies can enhance student engagement by providing interactive, personalized, and immersive learning environments (Malik, Tayal & Vij, 2019; Chen, Chen & Lin, 2020). And not just that, in a study by Blikstein (2016), he found that AI-supported classrooms yielded higher engagement levels and greater student achievement compared to traditional classrooms. Consequently, research into the integration of AI technologies in education is expected to accelerate, as the potential benefits of AI in education become more widely recognized.” (Cecilia Ka Yuk Chan, Louisa H.Y. Tsi2, 2023:2)

However, AI cannot replicate the human capacity for creativity and critical thinking that teachers foster in students. Teachers can adapt their teaching methods and materials to different learning styles and situations, a skill that AI is still developing. Empathetic teachers notice struggling students and offer personalized support. Motivational mentors see potential in quiet students and push them to achieve more. Creative educators pivot mid-lesson when they see students disengaged, shifting tactics to recapture attention.

2. The future of education

AI ensures that learning is accessible to everyone. By providing tailored solutions for students with disabilities and overcoming language barriers, AI makes education more inclusive, enabling all students to succeed regardless of their circumstances.

The consensus among experts is that AI should be viewed as a tool to support teachers, not replace them. By automating routine tasks and providing personalized insights, AI can empower teachers to focus on more impactful educational activities and create a more engaging and effective learning experience for all students.

Rather than viewing AI and teachers as competitors, the future of education will likely involve a hybrid approach. AI can help with repetitive tasks, personalize learning, and offer data-driven insights, while teachers focus on mentoring, creativity, and emotional intelligence.

By working together, AI and human teachers can create a more efficient and effective educational system, using the strengths of both to improve learning.

Schools and educators will need to adjust to this new approach, using AI tools while keeping the human aspects of teaching intact. In this way, AI and traditional teaching can complement each other, leading to a more effective and holistic educational experience. Here are some of the benefits of using AI together with traditional teaching:

- AI-driven platforms can tailor instruction to individual student needs by adjusting difficulty levels, recommending resources, and identifying gaps in knowledge. This kind of customization is nearly impossible for teachers managing large classrooms, but AI makes it effortless.

- AI-powered simulations, virtual tutors, and gamified learning platforms can make lessons more interactive and engaging, helping students grasp complex concepts through immersive experiences.

- AI provides introverted students a safe space to learn and ask questions without fear of judgment. It allows them to practice and gain confidence before engaging in class discussions.

- Beyond teachers, AI can act as a ‘mentor’ that offers feedback and guidance outside class hours, assisting students during their homework or late-night study sessions when teachers are unavailable. Unlike traditional teaching, AI-based systems can be available to students at any time, offering support beyond classroom hours, which is particularly helpful for self-paced learning and distance education.

- AI makes learning more interactive, increasing student engagement and encouraging long-term retention. As students actively participate in their education, they are more likely to retain the information and develop a passion for learning. It also keeps them motivated, as they can see their progress in real-time.

- AI translation tools, like Google Translate and Duolingo, break down language barriers in classrooms with international students. This allows students from different linguistic backgrounds to learn together and participate in discussions, fostering a more inclusive learning environment.

Educators worldwide are already using AI to improve learning outcomes. To fully realize the future of AI in education, the following proactive steps have to be taken:

Schools should invest in infrastructure, like reliable internet and devices; they should train teachers to use AI tools effectively and implement pilot programs to test AI solutions before scaling.

Teachers should embrace AI as a tool to enhance – not replace their teaching. They should attend workshops and courses on AI in education and use AI to identify and address individual student needs.

Students should develop basic tech skills to engage with AI tools confidently and approach AI-driven learning with an open mind.

In the future, AI-powered virtual classrooms could break down geographical barriers, allowing students from all over the world to learn together. Imagine a classroom where a student from Paris collaborates with a student from Toronto on

a project. Or a group of students in different countries shares their unique cultural perspectives during a discussion. AI can facilitate this by offering real-time translation, adaptive learning paths, and personalized support, creating a global community of learners.

Conclusion

With its ability to simulate human intelligence, AI has the potential to remodel the process of teaching and learning. AI-powered technologies have made the learning environment and its management interesting and effective, introducing innovative ways to facilitate teaching and learning activities. By implementing AI new technologies such as natural language understanding and expert systems, teachers can provide personalized learning experiences to students.

“The future of education lies in the synergy between human teachers and AI.” (Cecilia Ka Yuk Chan, Louisa H.Y. Tsi², 2023:16) AI has the potential to reshape education, but it cannot fully replace the human touch that teachers provide. A balanced approach, where AI enhances traditional teaching, is the key to future success. As education continues to evolve, schools are at the forefront, embracing technology while maintaining the invaluable role of teachers in shaping the minds and hearts of the next generation.

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MOBILE-ASSISTED LANGUAGE LEARNING

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Abstract: *Mobile-Assisted Language Learning (MALL) has emerged as a transformative approach to second language acquisition, driven by the ubiquity of smartphones and the increasing accessibility of mobile applications. MALL allows learners to engage with authentic materials, practice language skills in diverse contexts, and exercise greater autonomy over their learning. This paper evaluates the impact of MALL across three dimensions: learning outcomes, motivation and autonomy, and issues of equity and access. Drawing upon recent studies published between 2018 and 2025, the paper synthesizes findings from experimental, survey-based, and learning analytics research. Results demonstrate that MALL significantly improves vocabulary acquisition, listening, and oral proficiency, while fostering motivation and learner autonomy. However, challenges persist regarding digital literacy, distraction, and equitable access, particularly in resource-limited contexts. The paper argues for a nuanced approach to MALL integration that balances technological innovation with pedagogical structure, and concludes with recommendations for sustainable adoption in diverse educational contexts.*

Keywords: Mobile-Assisted Language Learning, learning outcomes, motivation, autonomy

1. Introduction

1.1 Background and Rationale

The last two decades have witnessed a radical transformation in how individuals access and consume information, largely due to the proliferation of mobile technologies. Smartphones and tablets, once considered distractions in academic settings, are increasingly recognized as valuable tools for formal and informal education (Burston, 2020). In the field of language learning, Mobile-Assisted Language Learning (MALL) has attracted significant scholarly and practical interest. MALL encompasses the use of mobile devices, applications, and platforms to support the acquisition of second or foreign languages. Its potential lies in enabling learners to practice language skills in authentic, context-sensitive environments, thereby bridging classroom learning with real-world use (Zhao et al., 2021).

1.2 Defining MALL

MALL differs from broader categories such as technology-enhanced learning or computer-assisted language learning (CALL) due to its emphasis on portability, personalization, and context-aware interaction (Kukulska-Hulme & Viberg, 2018). Unlike desktop-based platforms, mobile applications allow learners to access content anytime and anywhere, promoting greater flexibility

and self-regulation. Furthermore, the design of many language learning apps (such as Duolingo, Memrise, and Babbel) incorporates gamification, microlearning, and adaptive feedback, all of which contribute to higher engagement levels (Alamer, 2022).

1.3 Research Problem

Despite the growing popularity of MALL, questions remain about its pedagogical effectiveness. While some studies highlight significant improvements in language outcomes (Zou & Xie, 2019), others caution against overestimating its benefits, citing issues such as superficial engagement and digital divides (Huang & Yang, 2021). There is a need to systematically evaluate the impact of MALL, considering not only measurable learning gains but also motivational factors, learner autonomy, and equity concerns.

1.4 Research Objectives

The paper addresses the following research objectives: to evaluate the effectiveness of MALL in enhancing language learning outcomes (e.g., vocabulary, speaking, listening); to examine how MALL influences learner motivation and autonomy; and to identify challenges and limitations associated with MALL, particularly in terms of accessibility and pedagogy.

2. Literature Review

2.1 Theoretical Foundations of Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL) is rooted in several theoretical perspectives that explain its effectiveness in supporting second language acquisition. At its core, MALL aligns with constructivist learning theories, which emphasize that learners actively construct knowledge through interaction with content and context (Shadiev et al., 2020). The portability and ubiquity of mobile devices allow learners to situate language practice in authentic environments—such as practicing vocabulary while shopping or engaging with real-time translation during travel—thus reinforcing constructivist principles.

Another key theoretical foundation is sociocultural theory, particularly Vygotsky's notion of the Zone of Proximal Development (ZPD). Mobile devices can serve as mediating tools that scaffold learning through interaction, whether with peers, teachers, or artificial intelligence embedded in language apps. Kukulska-Hulme and Viberg (2018) argue that mobile technologies enable learners to extend their ZPD by providing access to timely support and collaborative opportunities.

Additionally, self-determination theory (SDT) provides a useful lens for understanding motivation in MALL contexts. According to SDT, learners are more motivated when their needs for autonomy, competence, and relatedness are met. Many mobile apps leverage gamification, adaptive feedback, and personalized pathways to support these psychological needs (Alamer, 2022). In this sense, MALL not only facilitates skill development but also fosters intrinsic motivation by making learning enjoyable and meaningful.

Finally, ubiquitous learning theory (u-learning) highlights the continuous, seamless nature of mobile learning. MALL exemplifies u-learning by allowing learners to integrate language practice into daily routines, blurring the boundaries between formal and informal education (Burston, 2020).

2.2 Effectiveness of MALL in Language Learning

The effectiveness of MALL has been most consistently demonstrated in the domains of vocabulary acquisition, listening comprehension, and speaking proficiency. Zhao et al. (2021) conducted a meta-analysis of 40 experimental studies, reporting a medium-to-large effect size ($d = 0.72$) for vocabulary learning through mobile applications. The portability of mobile devices allows learners to engage in frequent, short study sessions—a practice known as microlearning—which is especially effective for vocabulary retention (Cavus, 2020).

Speaking and pronunciation also benefit from mobile technologies. Apps that incorporate speech recognition provide learners with immediate feedback, enabling iterative improvement. Wong (2019) reported significant gains in oral fluency among university students who practiced with mobile-based pronunciation tools compared to those using traditional classroom exercises. Similarly, Zou and Xie (2019) demonstrated that flipped classrooms integrating MALL enhanced speaking proficiency by encouraging out-of-class practice and freeing classroom time for communicative tasks.

Listening skills are supported through podcasts, audiobooks, and video-based platforms accessible via mobile devices. Learners can engage with authentic materials, often with built-in transcripts or glossaries, to enhance comprehension. Research by Lai (2020) found that students who regularly engaged with mobile listening resources showed greater improvement in listening test scores than peers relying solely on textbook-based listening exercises.

Beyond these core skills, MALL has also been linked to improvements in cultural competence. By providing access to authentic, real-time content (e.g., news apps, social media in the target language), learners are exposed to cultural nuances that classroom-based instruction may not capture (Shadiev et al., 2020).

2.3 Motivation and Learner Autonomy in MALL

Motivation is a recurring theme in MALL research. Gamification elements—such as points, badges, and leaderboards—are widely used in apps like Duolingo and Memrise to sustain engagement. Alamer (2022) found that gamified mobile learning environments significantly increased learners' intrinsic motivation, particularly when combined with adaptive feedback mechanisms that supported feelings of competence.

MALL also promotes learner autonomy, allowing students to control the time, place, and pace of learning. Lai (2020) highlighted that autonomy was a primary factor influencing positive learner perceptions of mobile apps, especially among adult learners managing competing responsibilities. Burston (2020) echoed these findings in a meta-analysis, noting that learners consistently valued the flexibility of mobile platforms.

At the same time, motivation in MALL contexts is not uniformly positive. Some studies caution that extrinsic motivation—driven by rewards or app streaks—may overshadow intrinsic motivation if not carefully designed. For instance, Huang and Yang (2021) found that learners often discontinued app use once external incentives were removed, suggesting a need for balance between gamification and deeper pedagogical design.

2.4 Challenges and Limitations of MALL

While the benefits of MALL are well documented, several challenges persist.

- **Digital Divide and Accessibility:** One of the most significant limitations is the issue of equity. Access to mobile devices, high-speed internet, and paid applications is not universal. Huang and Yang (2021) reported that learners from rural or low-income backgrounds often struggled to engage with MALL due to inadequate devices or unstable connectivity. This digital divide raises concerns about the scalability and inclusivity of mobile learning initiatives.

- **Distraction and Superficial Engagement:** Mobile devices are multifunctional, and their use for learning competes with entertainment and social networking. Kukulska-Hulme and Viberg (2018) cautioned that learners might engage with apps at a surface level, completing tasks mechanically without deeper reflection. The risk of distraction is especially high when mobile learning occurs in informal settings.

- **Pedagogical Integration:** Another limitation is the tendency to treat MALL as an add-on rather than integrating it into a coherent curriculum. Zou and Xie (2019) stressed that without teacher mediation and structured integration, MALL interventions risk becoming isolated activities with limited transfer to broader language competence.

- **Data Privacy and Ethics:** As mobile apps increasingly rely on user data and analytics, questions of privacy and ethical use arise. Cavus (2020) argued that while learning analytics provides valuable insights, educators and app developers must ensure transparent and ethical data practices.

2.5 Research Gaps

Despite the growing body of literature, several gaps remain:

- **Longitudinal Impact:** Most studies evaluate short-term outcomes, with limited research on long-term retention and sustained motivation in MALL contexts.

- **Diverse Contexts:** Much of the empirical evidence comes from higher education; more research is needed on primary and secondary education, as well as informal learning among adult populations.

- **Equity Studies:** There is a lack of large-scale research examining how socioeconomic factors shape access to and outcomes from MALL.

- **Emerging Technologies:** Few studies have systematically explored the role of AI-driven personalization, augmented reality (AR), or virtual reality (VR) in MALL, despite their growing presence in mobile platforms.

- **Teacher Roles:** More investigation is needed into how teachers mediate MALL, particularly in blended or hybrid classrooms where mobile learning supplements traditional instruction.

The literature reveals strong evidence for the effectiveness of MALL in enhancing vocabulary, speaking, and listening, as well as promoting learner autonomy and motivation. However, limitations related to access, distraction, and pedagogical integration highlight the need for cautious implementation. Theoretical frameworks such as constructivism, sociocultural theory, and self-determination theory provide a foundation for understanding how and why MALL works, while research gaps point to opportunities for further exploration, particularly in areas of equity, emerging technology, and longitudinal analysis.

Table 1. Summary of Empirical Findings on MALL (2018–2025)

Focus Area	Positive Impacts	Limitations/Challenges	Key Sources
Vocabulary	Improved recall through microlearning	Limited transfer if unstructured	Zhao et al. (2021); Cavus (2020)
Speaking/ Pronunciation	Fluency gains via speech recognition	Over-reliance on app accuracy	Wong (2019); Zou & Xie (2019)
Listening	Better comprehension using authentic audio	Risk of passive listening	Lai (2020); Shadiev et al. (2020)
Motivation & Autonomy	Gamification, flexibility	Extrinsic over intrinsic motivation	Alamer (2022); Burston (2020)
Equity	Expands access in well-resourced settings	Digital divide in rural/low-income	Huang & Yang (2021)

3. Methodological Approaches to Evaluating MALL

3.1 Overview

Evaluating the impact of Mobile-Assisted Language Learning (MALL) requires robust methodological approaches that can capture not only measurable learning outcomes but also learner perceptions, motivation, and contextual factors. Given the multifaceted nature of MALL, researchers have employed diverse methods ranging from controlled experiments to learning analytics and mixed-methods designs. This section reviews four dominant methodological strands: experimental and quasi-experimental studies, survey-based evaluations, learning analytics, and triangulated mixed-methods approaches.

3.2 Experimental and Quasi-Experimental Designs

The most common methodology in MALL research is the use of experimental or quasi-experimental designs to compare learning outcomes between groups using mobile tools and those following traditional instruction. Zhao et al. (2021), for example, conducted a randomized controlled trial with 240 EFL learners, demonstrating that those using a vocabulary app achieved significantly higher post-test scores than peers relying on textbook memorization. Similarly, Wong (2019) evaluated mobile-based pronunciation tools in a quasi-experimental design and found improvements in oral fluency among the experimental group.

Quasi-experimental designs are often used when randomization is impractical. Zou and Xie (2019) compared outcomes in flipped classrooms using MALL versus conventional lecture-based classrooms, reporting enhanced speaking proficiency for the MALL group. These designs are valuable for ecological validity but may face limitations in internal validity due to uncontrolled variables such as prior experience or motivation levels.

- Strengths: Ability to quantify causal effects of MALL interventions.
- Limitations: Short duration of studies, small sample sizes, and limited generalizability across contexts.

3.3 Survey-Based Evaluations

Survey methodologies are widely employed to capture learner perceptions, motivation, and autonomy. Lai (2020) distributed a large-scale survey across three universities, revealing that learners perceived MALL as significantly more flexible and engaging than textbook-based methods. Alamer (2022) used survey data to explore motivational outcomes, finding strong evidence that gamification enhanced intrinsic motivation when aligned with self-determination theory.

Surveys provide valuable insights into the affective and behavioral dimensions of MALL, which may not be reflected in test scores alone. However, they are prone to self-report bias and often fail to capture longitudinal changes in attitudes or behavior.

- Strengths: Rich data on learner motivation, autonomy, and satisfaction.
- Limitations: Reliance on perceptions rather than demonstrated outcomes.

3.4 Learning Analytics and Big Data Approaches

With the increasing prevalence of mobile applications that track user engagement, learning analytics has emerged as a promising methodology for evaluating MALL. By analyzing clickstreams, time-on-task, error rates, and progress logs, researchers can identify patterns of learner behavior and correlate them with achievement. Cavus (2020) emphasized the potential of analytics for understanding microlearning behaviors in vocabulary acquisition.

For example, Duolingo and Memrise generate large datasets that reveal how learners engage with tasks over time. Studies leveraging such data (e.g., Burston, 2020) have uncovered trends such as the steep drop-off in usage after the first month, underscoring issues of sustainability and motivation.

While analytics offers objective and fine-grained insights, it raises ethical concerns regarding privacy and data ownership. Furthermore, analytics often focuses on observable behaviors without capturing deeper cognitive or socio-cultural factors influencing language learning.

- Strengths: Objective, large-scale, real-time data.
- Limitations: Privacy concerns, risk of reductionism, limited contextual nuance.

3.5 Mixed-Methods and Triangulation

Given the complexity of MALL, many researchers advocate for mixed-methods approaches that combine quantitative and qualitative data. Shadiev et al. (2020), for instance, combined experimental test results with interviews and diary studies to examine how mobile tools shaped both learning outcomes and learners' daily practices. By triangulating data sources, mixed-methods designs provide a more holistic understanding of MALL's impact.

For example, an experimental study might measure vocabulary gains, while a follow-up survey explores learner motivation, and interviews reveal how learners integrated the app into their routines. This layered approach captures not only whether MALL works but also how and why it works.

- Strengths: Comprehensive, context-sensitive insights.
- Limitations: Time- and resource-intensive; requires methodological expertise.

3.6 Methodological Gaps

Despite methodological diversity, several gaps are evident in the literature:

- Longitudinal designs remain rare, with most studies spanning only a few weeks. This limits understanding of sustained engagement and retention.
- Large-scale randomized controlled trials are underrepresented, particularly in primary and secondary education.
- Contextual diversity is lacking, with much research concentrated in higher education and urban settings.
- Integration of emerging technologies (e.g., AI-driven personalization, augmented reality) into rigorous evaluations is still limited.
- Ethical frameworks for handling mobile learning analytics remain underdeveloped.

Methodologically, MALL research reflects a vibrant but uneven landscape. Experimental and quasi-experimental studies dominate in evaluating learning outcomes, while surveys provide insights into learner perceptions and motivation. Learning analytics represents an emerging frontier, offering big data perspectives, but raises ethical and interpretive challenges. Mixed-methods approaches are increasingly valued for capturing the multidimensional nature of MALL, though they remain resource-intensive. Addressing methodological gaps - particularly around longitudinal designs, large-scale trials, and equity-focused studies - will

be critical for advancing the evidence base and ensuring the sustainable integration of MALL.

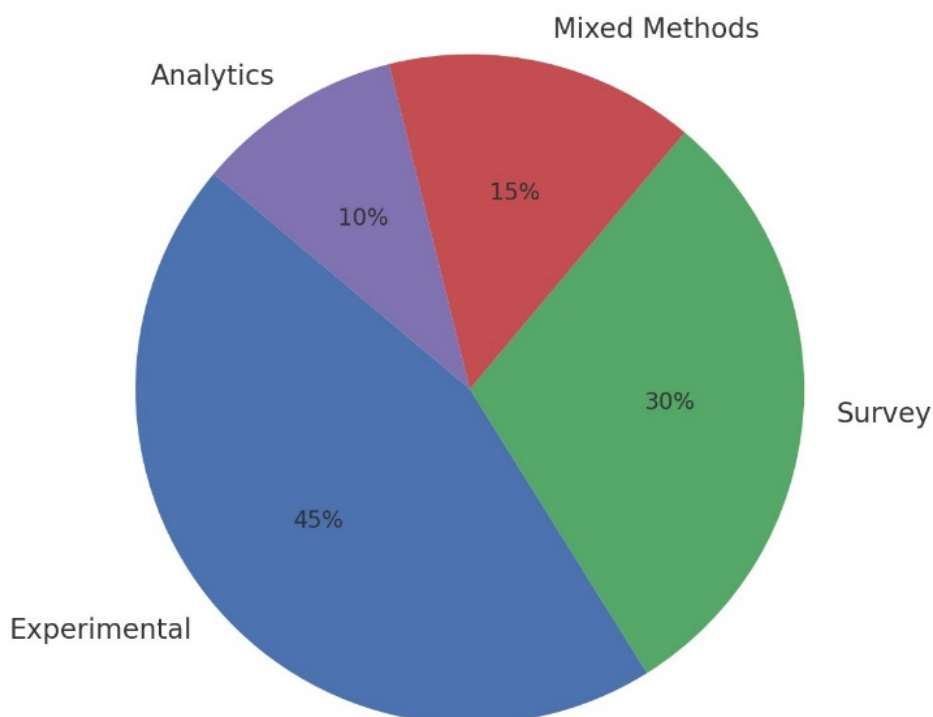


Fig. 1. Dominant Methodologies in MALL Research

4. Findings and Analysis

4.1 Learning Outcomes

The strongest evidence for the impact of Mobile-Assisted Language Learning (MALL) lies in improved vocabulary acquisition, listening comprehension, and speaking proficiency. Across multiple experimental and quasi-experimental studies, learners who used mobile applications demonstrated superior outcomes compared to those relying on traditional methods.

- *Vocabulary Acquisition.* Zhao et al. (2021) reported that learners using mobile-based vocabulary apps achieved significantly higher post-test scores than control groups. The flexibility of mobile platforms allows for spaced repetition and microlearning, two strategies shown to enhance retention. Cavus (2020) confirmed these findings in a study with undergraduate learners, highlighting the effectiveness of short, regular sessions facilitated by push notifications and gamified progress tracking.

- *Speaking and Pronunciation.* Wong (2019) found that speech recognition-enabled apps enhanced learners' oral fluency, particularly in pronunciation accuracy. Zou and Xie (2019) extended this by demonstrating that MALL-supported flipped classrooms provided more opportunities for oral practice outside class, allowing classroom time to focus on communicative interaction.

- *Listening Comprehension.* Lai (2020) showed that mobile listening resources (e.g., podcasts with transcripts, authentic video content) supported measurable gains in comprehension test scores. By engaging learners with authentic speech, mobile apps provided exposure to diverse accents and contexts unavailable in textbooks.

Overall, evidence strongly suggests that MALL supports measurable skill gains, particularly when integrated into structured pedagogical frameworks rather than used in isolation.

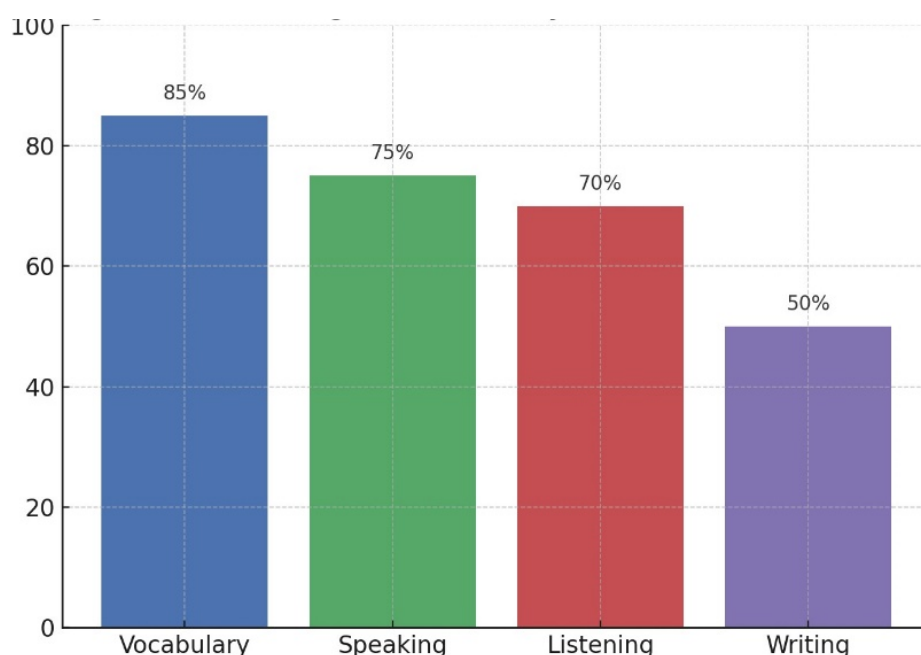


Fig. 2. MALL Impact on learning outcomes

4.2 Motivation and Learner Autonomy

MALL's most distinctive contribution may be its influence on motivation and autonomy.

- *Gamification and Engagement.* Gamified features such as leaderboards, streaks, and badges increase learner engagement. Alamer (2022) demonstrated that gamification aligned with self-determination theory enhanced intrinsic motivation by supporting autonomy and competence. However, Huang and Yang (2021) warned that extrinsic motivators can lead to shallow engagement, with learners disengaging once rewards diminish.

- *Learner Autonomy.* Surveys conducted by Lai (2020) revealed that learners valued the flexibility of MALL, reporting greater control over when and how they practiced. This autonomy was particularly important for adult learners balancing study with work or family obligations. Burston (2020) confirmed that autonomy correlated with sustained engagement across multiple studies, though he also cautioned that excessive independence without pedagogical guidance risked fragmented learning experiences.

Overall, MALL fosters autonomy and supports motivation when carefully designed, but risks exist if gamification overshadows meaningful learning.

4.3 Equity and Access

Despite MALL's promise, significant challenges persist regarding equity.

- *Digital Divide.* Huang and Yang (2021) identified barriers among learners from rural or low-income backgrounds, who lacked access to reliable devices or stable internet. These disparities limit the scalability of MALL interventions and may exacerbate existing inequalities in language education.

- *Accessibility of Applications.* Many popular mobile apps require paid subscriptions for advanced features. Learners unable to afford premium versions may experience reduced functionality, impacting learning outcomes. Moreover, apps are often designed with English learners in mind, leaving fewer resources for less commonly taught languages (Kukulska-Hulme & Viberg, 2018).

- *Teacher Mediation.* Equity also involves pedagogical mediation. Zou and Xie (2019) emphasized that learners from disadvantaged backgrounds benefited more when teachers scaffolded MALL use, suggesting that guided integration can mitigate equity challenges.

Thus, while MALL offers opportunities for expanded access, inequities in digital infrastructure and app design remain critical issues.

4.4 Sustainability of Engagement

Another theme emerging from the literature is the sustainability of learner engagement.

- *Drop-off in Use.* Burston (2020) analyzed app engagement data and found that while initial uptake of MALL is high, attrition is steep within the first month. Learners often abandon apps due to boredom, lack of immediate relevance, or competing distractions from other mobile functions.

- *Pedagogical Integration.* Studies suggest that sustainability improves when MALL is integrated into broader curricula rather than treated as optional. Wong (2019) found that sustained speaking practice was more likely when mobile tasks were linked to classroom activities. Shadieff et al. (2020) similarly observed that learners persisted longer when MALL activities were embedded into daily routines and supported by teacher feedback.

- *Emerging Technologies.* Few studies to date have examined the long-term impact of emerging features such as AI-driven personalization or augmented reality. These tools may hold promise for sustaining engagement, but empirical evidence remains limited (Cavus, 2020).

Thus, sustainability remains a challenge, underscoring the need for thoughtful integration and attention to learner support.

4.5 Cross-Cutting Analysis

Synthesizing findings across learning outcomes, motivation, equity, and sustainability reveals several key themes:

- **Skill Gains Are Clear but Contextual.** Vocabulary, listening, and speaking consistently benefit, but outcomes are strongest when MALL is structured within a pedagogical framework rather than left to independent use.
- **Motivation Is Double-Edged.** Gamification and autonomy boost engagement but may create superficial commitment without deeper learning.
- **Equity Requires Systemic Solutions.** Without addressing the digital divide and resource inequalities, MALL risks deepening educational disparities.
- **Sustainability Demands Integration.** Learners often abandon MALL without ongoing scaffolding, feedback, or curricular relevance.

These findings point to a nuanced picture: MALL is neither a panacea nor a marginal innovation, but a tool whose effectiveness depends on design, context, and pedagogy.

Table 2. Summary of MALL Findings Across Dimensions

Dimension	Positive Impacts	Key Limitations	Representative Studies
Learning Outcomes	Gains in vocabulary, speaking, listening	Weak evidence for writing/grammar	Zhao et al. (2021); Wong (2019)
Motivation/Autonomy	Increased intrinsic motivation, flexibility	Risk of extrinsic-only motivation	Alamer (2022); Huang & Yang (2021)
Equity & Access	Wider reach in connected contexts	Digital divide, paid features	Huang & Yang (2021); Kukulska-Hulme & Viberg (2018)
Sustainability	Strong initial uptake	Rapid attrition without integration	Burston (2020); Shadiev et al. (2020)

4.6 Summary of Findings

Overall, MALL demonstrates measurable benefits in enhancing specific language skills and promoting learner autonomy. Its motivational affordances are significant but must be balanced to avoid superficial engagement. Equity challenges persist, reflecting broader digital divides in education, while sustainability requires careful integration into curricula and long-term learning plans. These findings suggest that MALL is most effective as a complementary tool that is supporting but not replacing structured pedagogy.

5. Discussion

5.1 Interpreting the Findings

The findings presented in Section 4 confirm that Mobile-Assisted Language Learning (MALL) can deliver substantial gains in language learning outcomes, particularly in vocabulary acquisition, listening, and speaking. These results are consistent with the affordances highlighted by constructivist learning theory and ubiquitous learning theory, both of which emphasize situated, authentic, and continuous engagement with content (Shadieff et al., 2020). Learners benefited from mobile platforms' portability and adaptability, which allowed them to practice outside formal classroom environments.

The role of motivation and autonomy emerged as a critical factor in MALL's impact. Self-determination theory provides a strong explanatory framework: when mobile tools support autonomy, competence, and relatedness, learners display higher engagement and persistence (Alamer, 2022). However, the reliance on gamified extrinsic motivators (e.g. streaks or leaderboards) can undermine intrinsic motivation, confirming concerns raised by Huang and Yang (2021). This suggests that while MALL has motivational potential, its effectiveness depends on design choices that prioritize meaningful learning over reward-driven participation.

Equity challenges highlight the limitations of MALL as a universal solution. Despite widespread mobile adoption, disparities in device quality, connectivity, and app affordability continue to create barriers. This aligns with Kukulska-Hulme and Viberg's (2018) emphasis on context-aware learning, which implies that technological solutions cannot be divorced from social, cultural, and economic realities.

Finally, the sustainability of engagement underscores the need for pedagogical integration. The steep attrition rates reported in multiple studies (Burston, 2020) illustrate that learners require structured support and curricular relevance to maintain long-term use. This finding resonates with sociocultural theory: without mediated interaction and teacher scaffolding, learners may fail to fully internalize knowledge gained through mobile apps.

5.2 Implications for Pedagogy

The synthesis of evidence points to several implications for classroom practice and curriculum design.

- *Integration over Substitution.* MALL is most effective when used as a complementary tool rather than a substitute for formal instruction. For example, vocabulary apps can prepare learners for communicative classroom activities, while mobile listening resources can extend exposure to authentic input outside class. Teachers should design blended learning models where MALL tasks feed into classroom discussion, reflection, and application.

- *Scaffolding and Mediation.* Teachers play a crucial role in guiding learners' use of mobile tools. Zou and Xie (2019) demonstrated that teacher mediation in flipped classrooms amplified the benefits of MALL. Scaffolding may include setting goals, monitoring app usage, and providing feedback on mobile-based tasks. This mediation ensures that learners move beyond surface-level interaction with apps and achieve deeper language competence.

- *Motivational Design.* While gamification is a powerful engagement tool, it must be aligned with pedagogical goals. Rewards and streaks should serve as pathways toward developing intrinsic motivation, not ends in themselves. Educators can foster this by encouraging learners to set personal goals, reflect on their progress, and connect app-based achievements with real-world language use.

- *Personalized Learning Pathways.* MALL's capacity for adaptive learning offers opportunities to tailor content to individual learners' needs. Teachers and developers should leverage analytics not only to track engagement but also to identify areas of difficulty and adapt materials accordingly. Personalized pathways align with self-determination theory's emphasis on competence and autonomy, strengthening both outcomes and motivation.

5.4 Addressing Research Gaps

The review of methodological approaches and findings highlights several directions for future research.

- *Longitudinal Studies.* More research is needed on long-term retention and sustained motivation in MALL contexts. Short-term studies dominate the field, leaving questions about persistence and transfer unanswered.

- *Diverse Populations.* Most evidence comes from university-level learners; more research should examine primary, secondary, and adult informal learners.

- *Equity-Focused Research.* Systematic investigations into how socio-economic factors shape MALL outcomes are urgently needed.

- *Emerging Technologies.* Studies on AR, VR, and AI-based personalization could provide insight into future directions of MALL.

- *Teacher Roles.* More attention should be given to the evolving role of teachers in blended MALL environments, particularly regarding scaffolding, assessment, and motivation.

5.5 Limitations of Current Evidence

While the findings are promising, it is important to recognize the limitations of the current evidence base. Many studies rely on small samples or short interventions, limiting generalizability. Self-reported survey data, though valuable, can be biased. Moreover, much of the literature is context-specific, often concentrated in East Asian and European higher education, raising questions about applicability in other cultural or educational contexts.

5.6 Summary of Discussion

The discussion reinforces a nuanced view of MALL: it is not a standalone solution but a powerful complementary tool when integrated with pedagogy,

supported by teachers, and accessible to learners. Its effectiveness is explained through constructivist, sociocultural, and motivational theories, but tempered by equity challenges and sustainability concerns. To realize MALL's potential, educators and policymakers must align technological innovation with pedagogical structure, ethical safeguards, and systemic support for equity.



Fig. 3. Pathways to Effective MALL

6. Conclusion

The evaluation of Mobile-Assisted Language Learning (MALL) reveals a complex but promising picture. Evidence from recent research demonstrates that MALL can significantly enhance language learning outcomes, particularly in vocabulary, listening, and speaking. Its capacity to promote learner motivation and autonomy distinguishes it from many other forms of technology-enhanced learning. Learners value the flexibility and accessibility afforded by mobile devices, and gamified features often stimulate engagement.

At the same time, the findings underscore critical challenges and limitations. Sustaining learner engagement beyond initial novelty is difficult, with high attrition rates observed in multiple studies (Burston, 2020). Overreliance on extrinsic motivators may undermine deeper learning (Huang & Yang, 2021). Equity issues persist, as access to high-quality devices, stable internet, and premium apps remains uneven (Kukulska-Hulme & Viberg, 2018). Moreover, methodological gaps (such as the lack of longitudinal studies and the concentration of research in higher education) limit our understanding of MALL's broader potential.

Overall, MALL should be understood not as a substitute for traditional pedagogy but as a complementary tool. Its effectiveness depends on thoughtful integration, teacher mediation, and systemic support. When aligned with constructivist, sociocultural, and motivational theories, MALL provides meaningful opportunities for language learners.

MALL represents one of the most accessible and adaptable innovations in language education. Its strengths (flexibility, personalization, and motivational potential) are significant, yet its weaknesses—attrition, equity gaps, and reliance on superficial engagement—require careful attention. As technology continues to evolve, the challenge for educators, policymakers, and researchers is to ensure that MALL fulfills its promise not as a quick fix, but as a sustainable, equitable, and pedagogically sound complement to language learning.

If these conditions are met, MALL can contribute not only to improved linguistic outcomes but also to a broader vision of language education that is learner-centered, inclusive, and adaptable to the demands of a globalized world.

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ИЗПОЛЗВАНЕТО НА ТЕХНОЛОГИИТЕ ПОД ФОРМАТА НА ОНЛАЙН ОБУЧЕНИЕ: РЕВОЛЮЦИОНАЛИЗИРАНЕ НА ОБРАЗОВАНИЕТО ЗА ДИГИТАЛНАТА ЕРА

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Резюме: *С дигиталната модификация на образованието, онлайн обучението се превърна в съществена алтернатива на конвенционалните методи на обучение. Онлайн обучението предоставя всички видове менторска подкрепа от професионално обучена глобална мрежа. Тази практика на обучение е полезна за генериране на високи възможности за заетост за учаци в различни области. Независимо дали става въпрос за овладяване на висша математика, изучаване на нов език или подготовка за стандартизирани тестове, обучаемите могат да намерят експертни преподаватели на една ръка разстояние. Тази достъпност им дава възможност да поемат контрол над образованието си, адаптирайки го към индивидуалното си темпо и стил. Интегрирането на технологиите в обучението създаде безпрецедентни възможности както за учащите, така и за доставчиците. Платформите за онлайн обучение позволяват получаването на персонализирани инструкции по всяко време и навсякъде, докато програми, задвижвани от изкуствен интелект, могат да идентифицират специфични пропуски в обучението и да осигурят целенасочена практика. Тези технологични постижения направиха висококачественото обучение по-достъпно и достъпно от всякога. Настоящият доклад предоставя последователен и подробен преглед на основните иновации в онлайн обучението, свързани с навлизането на технологиите в дигиталното пространство, проследява съвременните характеристики на технологичните инструменти за обучение и ролята на интелигентните системи (ИТС) и акцентира върху предимствата на технологично напредналата учебна среда - във взаимодействието ѝ с традиционните модели на обучение, където ефективността се постига и чрез запазване на човешкия фактор.*

Ключови думи: технологии, онлайн обучение, програми, задвижвани от изкуствен интелект, виртуални платформи, предимства на технологиите

THE USE OF TECHNOLOGY IN THE FORM OF ONLINE TUTORING: REVOLUTIONIZING EDUCATION FOR THE DIGITAL AGE

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Abstract: *With the digital modification of education, online tutoring has become an essential alternative to conventional learning methods. Online tutoring provides all types of mentoring support from a professionally trained global network. This tutoring practice is beneficial in generating high employment opportunities for students in diverse areas. Whether it's mastering advanced mathematics, learning a new language, or preparing for standardized tests, students can find expert tutors available at their fingertips. This accessibility empowers learners to take control of their education, adapting it to suit their individual pace and style. The integration of technology in tutoring has created unprecedented opportunities for both learners and providers. Online tutoring platforms allow you to receive personalized instruction anytime and anywhere, while AI-powered programmes can identify your specific learning gaps and provide targeted practice. These technological advancements have made high-quality tutoring more accessible and affordable than ever before. The present paper provides a consistent and detailed overview of the main innovations in online tutoring related to the entry of technologies into the digital space, traces the modern characteristics of technological tutoring tools and the role of intelligent systems (ITS), and emphasizes the benefits of a technologically advanced learning environment - in its interaction with traditional tutoring models, where efficiency is achieved by preserving the human factor.*

Keywords: technology, online tutoring, AI-powered programmes, virtual platforms, benefits of technology

Въведение

Технологиите революционизират средата за обучение, трансформират начина, по който обучаващите се учат, и начина, по който преподавателите преподават. Дигиталните инструменти вече предоставят персонализирани учебни преживявания, които бяха невъзможни само преди десетилетие, свързвайки учащите с преподаватели отвъд географски граници (Haleem, 2022). Образователните технологии служат като гръбнак на съвременните компании за обучение, предлагайки всичко - от ефективни системи за управление до интерактивни платформи за обучение, които ускоряват напредъка на учениците/студентите и разширяват достъпа до образование. Училищата и организациите все по-често възприемат технологично улеснени обучителни програми, за да достигнат до желаещите да се

обучават в голям мащаб. Географските ограничения или традиционно планиране вече не са фактори – решенията за виртуално обучение позволяват обучението да се случва по условията на всеки обучаващ се. Тъй като дигиталната грамотност става все по-важна, центровете за обучение включват най-новите технологии в класната стая, за да гарантират, че ще се развият тези ключови умения, наред с овладяването на предмета. Методите на обучение се промениха драстично през последните десетилетия, преминавайки от взаимодействие лице в лице към усъвършенствани дигитални платформи, които персонализират учебния процес.

От традиционно към дигитално

В началото на 2000-те години основни дигитални инструменти започнаха да допълват тези методи. Простото споделяне на екрана и дигиталните документи позволиха на преподавателите да създават ресурси за многократна употреба, вместо да започват от нулата за всяка сесия.

Въвеждането на интерактивни бели дъски бележи значителна промяна, позволявайки по-динамични презентации и съвместна работа (Henderson, 2025). Тази технология преодолява пропастта между традиционните методи на преподаване и дигиталните възможности.

Въвеждането на видеоконферентна връзка по-късно премахна изцяло географските бариери. Човек изведнъж можеше да се свърже със специализирани преподаватели навсякъде по света, което драстично разшири достъпа до експертиза, независимо от местоположението.

Влияние на интернет върху обучението

Интернет революционизира обучението, като създаде платформи, специално предназначени за образователни взаимодействия. Ранните онлайн услуги за обучение се фокусираха главно върху свързването на учащи с преподаватели чрез основни уебсайтове.

С подобряването на честотната лента видео сесиите в реално време се превърнаха в норма. По време на тези сесии можеше да се споделят екрани, да се използват цифрови бели дъски и да се обменят файлове мигновено.

Инструментите за сътрудничество чрез документи, разположени в облака, позволиха на обучаемите и на преподавателите да работят едновременно върху едни и същи материали. Това елиминира неудобството от изпращането на документи по имейл или справянето с проблеми със съвместимостта.

Системите за онлайн планиране, автоматизираните плащания и записите на сесиите допълнително рационализираха процеса на обучение. Тези иновации решиха административните предизвикателства, които преди това поглъщаха ценно време за обучение.

Основни новости в онлайн обучението :

- Платформи за видео-инструкции
- Библиотеки с дигитални ресурси
- Поддръжка на незабавни съобщения
- Записване и възпроизвеждане на сесии
- Автоматизирана проверка на домашните

Адаптивни технологии за обучение

Адаптивното обучение представя най-съвременните технологии за обучение. Тези системи анализират представянето на обучаемите и автоматично коригират нивата на трудност, за да отговарят на техните нужди, създавайки наистина персонализирани учебни пътища.

Платформите за обучение, задвижвани от изкуствен интелект, вече могат да идентифицират специфични пропуски в знанията чрез усъвършенствани алгоритми за оценяване. Това позволява целенасочена намеса точно там, където има най-голяма нужда от помощ.

Персонализираните приложения за обучение проследяват напредъка във времето и предлагат оптимални графици за учене, базирани на принципите на интервално повторение. Предоставят се и напомняния за концепции, които е вероятно учащият се да забравя, което увеличава максимално запаметяването.

Някои усъвършенствани платформи включват елементи на геймификация, за да повишат ангажираността. (Haleem, 2022). Точките, значките и състезателните елементи правят учебния процес по-приятен, като същевременно запазват образователната стойност.

Приложенията за виртуална реалност започват да създават завладяваща учебна среда за предмети като химия, физика и анатомия. Може да се манипулират 3D модели и да се провеждат виртуални експерименти, които биха били невъзможни в традиционните условия за обучение.

Съвременни технологии в обучението

Обучението в наши дни се трансформира от технологичния напредък, който го прави по-достъпно, ангажиращо и ефективно. Тези иновации отговарят на разнообразните образователни потребности, като същевременно предоставят персонализирани образователни преживявания.

Платформи за обучение

Платформите за онлайн обучение революционизираха начина, по който учащите се получават образователна подкрепа. Zoom, Google Meet и специализирани образователни портали предлагат индивидуализирани учебни преживявания чрез видеоконферентна връзка, споделяне на екрана и дигитални ресурси.

Много платформи вече включват чатботове, задвижвани от изкуствен интелект, които могат да отговарят на запитвания на обучаващите се и да предоставят незабавна обратна връзка. (Jassani, 2025) Тези инструменти помагат за идентифициране на пропуски в знанията и проследяване на напредъка във времето.

Основните характеристики на съвременните платформи за обучение включват:

- Видео и аудио комуникация в реално време
- Споделяне на документи и съвместно редактиране
- Възможности за планиране и записване на сесии
- Проследяване на напредъка и анализ на производителността

Чрез различни устройства може да се получи достъп до тези платформи, което прави обучението достъпно винаги и където и да възникне нужда от помощ.

Интерактивни бели дъски и инструменти

Интерактивните дигитални инструменти трансформираха традиционните методи на обучение в динамични учебни преживявания. Дигиталните бели дъски позволяват както на преподавателите, така и на учениците да пишат, рисуват и манипулират съдържание в реално време. (Haleem, 2022)

Тези инструменти поддържат множество стилове на обучение, като включват:

- Редактори на математически уравнения
- Учебни дейности с плъзгане и пускане (drag-and-drop)
- Функции за анотация на документи и изображения
- Възможности за вграждане на видеоклипове и интерактивни упражнения.

Технологиите за интелигентни класни стаи вече включват разпознаване на глас и обработка на естествен език, което прави взаимодействията по-интуитивни. Някои платформи дори включват биометрични устройства за проследяване на нивата на ангажираност и внимание.

Възможностите да се запазват и преглеждат сесиите с бяла дъска по-късно затвърждават учебните концепции и предоставят ценни учебни материали. Много от тези инструменти се интегрират със системи за управление на обучението, създавайки безпроблемно образователно преживяване.

Виртуална реалност и добавена (Augmented) реалност

VR и AR технологиите създават завладяващи учебни среди, които преди са били невъзможни. Виртуалната реалност и добавената реалност революционизират онлайн обучението, като правят абстрактните понятия осезаеми и интерактивни.

VR обучителните сесии позволяват:

- Манипулирането на 3D модели на сложни структури
- Посещаването на исторически места или недостъпни места
- Провеждането на виртуални научни експерименти
- Практикуването на реални умения в безопасна среда.

AR приложенията наслагват дигитална информация върху физическия свят, позволявайки сканирането на страници от учебници, за да се видят анимации или 3D модели чрез съответното устройство.

Тези технологии са особено ефективни за визуално и кинестетично ориентирани учаци (такива, които включват телата си, когато учат, като използват своето усещане за допир, двигателни умения и физически усещания, за да разберат и запазят информацията ефективно), които се възползват от практическия опит. Въпреки че все още се появяват в масовото образование, приемането на VR и AR се ускорява, тъй като хардуерът става достъпен, а библиотеките със съдържание се разширяват.

Ролята на изкуствения интелект

Изкуственият интелект коренно трансформира методологиите на обучение, като създаде адаптивна учебна среда. Технологиите с изкуствен интелект могат да анализират данните за представянето на обучаемите в реално време и да предоставят персонализирано образователно съдържание, което отговаря на индивидуалните учебни нужди.

Персонализирани учебни пътеки

Платформите за обучение, задвижвани от изкуствен интелект, могат да проследяват модели на учене на всеки от обучаемите и да коригират трудността на съдържанието въз основа на индивидуалния им напредък. Тези системи идентифицират пропуски в знанията, като анализират отговори на въпроси и дейности, след което препоръчват персонализирани материали за укрепване на слабите области. (Tutoring, 2024)

Когато се взаимодейства с образователни инструменти, подобрени с изкуствен интелект, алгоритмите непрекъснато усъвършенстват образователния процес индивидуално. Например, ако обучаващият се има затруднения с алгебрата, но се справя добре с геометрията, системата дава приоритет на допълнителните упражнения по алгебра, като същевременно усъвършенства учебната му програма по геометрия.

Изкуственият интелект се адаптира към различни стилове на учене, като представя материал в различни формати – визуален, слухов или интерактивен – в зависимост от това как най-добре усвояваме информацията. Това създава по-приобщаваща образователна среда, където специфични нужди на обучаващия се са удовлетворени.

Гъвкавостта изкуствения интелект на позволява на всеки да учи със собствено темпо, без натиск да е в крак с връстниците си или да чака другите да го настигнат.

Интелигентни системи за обучение

Интелигентните системи за обучение (ITS) функционират като виртуални преподаватели, достъпни 24/7, за да отговарят на въпросите на обучаващите се и да предоставят незабавна обратна връзка. Тези системи използват обработка на естествен език, за да разберат запитвания и да отговарят във формата на достъпен разговор.

ITS може да идентифицира силните и слабите страни на учащите чрез непрекъсната оценка и съответно да коригира стратегиите за преподаване. За разлика от традиционното обучение, ITS запомня всяко взаимодействие и надгражда върху предишни сесии, за да подобри учебното преживяване.

За учащи с увреждания, възможностите, задвижвани от изкуствен интелект, като разпознаването на реч, осигуряват допълнителна подкрепа, като предлагат алтернативни начини за взаимодействие с образователно съдържание. Тази технология прави обучението по-достъпно за различните групи.

Усъвършенстваните ITS платформи включват елементи на геймификация, за да увеличат ангажираността и мотивацията. Тези елементи включват значки за постижения, инструменти за проследяване на напредъка и интерактивни предизвикателства, които правят ученето по-приятно, а учащите са мотивирани да се ангажират по-задълбочено с материала. Този подход не само подобрява запаметяването, но и подхранва любовта към ученето.

Ползи от технологиите в обучението

С нарастващата популярност на индивидуалното обучение, онлайн обучението ще претърпи значителен ръст през следващите години. Технологиите революционизираха сферата на обучението, като предоставиха нови инструменти и методи, които подобряват учебния процес. (TutorCruncher, 2023) .Интегрирането на дигитални решения създава по-достъпна учебна среда, повишава ангажираността на обучаемите и дава възможност за подходи, основани на данни, които преди това бяха невъзможни. Нека разгледаме някои от изпитаните предимства на онлайн услугите за обучение.

Подобрена достъпност

Онлайн обучението предоставя на учениците 24/7 достъп до учебни ресурси.

Технологията премахва традиционните бариери пред услугите за обучение, правейки образованието по-достъпно за всички. Благодарение на

по-широкия си обхват по целия свят, онлайн обучението е достъпно за всички възрастови групи и предлага курсове за всички. Всеки, независимо от възрастта или класа си, може да избере онлайн обучение, докато седи в уюта на дома си и със собствено темпо. Хората, които не се чувстват добре и не могат да пътуват, могат лесно да получат достъп до курсовете, които желаят да учат онлайн, без никакви ограничения. Виртуалните платформи позволяват свързването с преподаватели, независимо от географското им местоположение, елиминирайки времето за пътуване и транспортните разходи. Учащите се могат да задават и решават проблемите си, свързани с конкретни предмети, по всяко време и от всяко място, тъй като могат да се консултират със своите преподаватели и да получат незабавна помощ. Хората вече могат да имат достъп до качествено обучение от всяко място с интернет връзка. Те се нуждаят само от компютър, таблет или смартфон с добра интернет връзка.

Опциите за дистанционно обучение са съобразени с различни графици, което ви позволява да резервирате сесии вечер или през уикендите, когато традиционните присъствени уроци може да не са налични. Тази гъвкавост е особено ценна за ученици с натоварен график или такива в селските райони.

Повишена ангажираност

Дигиталните инструменти трансформират обучението от пасивно в интерактивни преживявания, които привличат и поддържат интереса на обучаемите. Интерактивните симулации и визуализации помагат за разбирането на сложни концепции по-интуитивно. Вместо просто да чуват за химични реакции, обучаващите се могат да ги видят как се развиват чрез динамични 3D модели.

Платформите за сътрудничество позволяват:

- Споделяне на документи в реално време
- Интерактивни бели дъски
- Незабавна обратна връзка по практически задачи
- Мултимедийна интеграция (видеоклипове, анимации, аудио).

Виртуалните класни стаи и дискуссионните форуми улесняват обучението от връстници и груповото решаване на проблеми, разширявайки учебния процес отвъд индивидуалните сесии. Тези инструменти създават по-динамична учебна среда, която е насочена към различни стилове на учене.

Технологията позволява персонализирано предоставяне на съдържание, което се адаптира към специфичните интереси на обучаемите, правейки уроците по-подходящи и ангажиращи.

Анализи, базирани на данни

Технологията позволява събирането и анализа на данни за обучението, предоставяйки безпрецедентна информация за напредъка на обучаемите. Образователните технологии позволяват на преподавателите да проследяват моделите на представяне, като идентифицират силните и слабите страни с прецизност, която не е била възможна с традиционните методи.

Адаптивните обучителни системи използват тези данни, за да:

➤ персонализират учебните пътища въз основа на индивидуалното представяне

➤ предвидят области, в които може да има затруднения

➤ препоръчат целенасочени практически упражнения

➤ коригират автоматично нивата на трудност

Обучаващите се получават по-подробна обратна връзка за работата си, често с показатели, които показват напредък във времето. Тези конкретни доказателства за подобрение могат да повишат мотивацията им и да им помогнат да си поставят реалистични цели. Преподавателите могат да използват анализи, за да адаптират учебния процес индивидуални им нужди, като фокусират времето на сесията върху области, които се нуждаят от най-голямо внимание, вместо да следват универсален подход.

Данните от оценяването помагат за ранно идентифициране на пропуските в знанията, което позволява навременна намеса, преди погрешно усвоеният материал да се е затвърдил.

Гъвкавост на графика

Създаването на баланс между посещаването на класни стаи, училищните задължения, извънкласните дейности и хобитата не е лесно за един обучаващ се. Тези многобройни отговорности създават тежест, което в крайна сметка се отразява на обучението. Тъй като онлайн обучението спестява време за пътуване до работа и предоставя възможности за обучение, независимо от географското положение и часовата зона, учащите се ще имат гъвкавост в графика си, което им позволява да използват времето си по-ефективно. Спестяването на време е едно от ключовите предимства на онлайн програмите за обучение, тъй като целият урок може да бъде завършен, когато е най-удобно, със собствено темпо на обучаемия, независимо къде се намира.

Удобство

С онлайн обучението, учащите се могат да намерят удобство и комфорт по време на обучението си. Те могат да изберат учебната среда, която най-добре отговаря на техните нужди и ги кара да се чувстват "в свои води". Онлайн обучението им дава възможност да получат необходимата учебна подкрепа в уюта на собствения си дом. То също така им предоставя персонализирана учебна среда без потенциалната некомпетентност на лична

среща, която може да се случи, когато за първи път влизат в частен дом на някой друг. Онлайн обучението позволява достъпа до експертни преподаватели без затруднения или прекъсвания, свързани с пътуването.

Подобряване на компетентността

Онлайн обучението позволява на учащите се да развиват своята компетентност в спокойствието на свободното си време, без никаква намеса. Тази леснодостъпна система за обучение допълва неформалното взаимодействие с отворено съзнание. Услугите за онлайн обучение улесняват индивидуалното преживяване и предоставят пълноценно внимание от експерт по темата.

Повече опции за преподаватели

При присъственото обучение обучаващите се са ограничени само до преподаватели в тяхната специализирана област. Това значително ограничава наличните опции, което може да намали потенциалното качество на преподавателите, които се избират. Тъй като онлайн обучението предлага повече възможности за намиране на повече преподаватели по интересувашата ги област, учащите ще имат възможност да анализират преподавателите въз основа на техните заслуги и опит, а не на недостиг. Опитът в обучението не е свързан само с учебните материали по националната учебна програма - един добър преподавател ще предостави експертни съвети и ангажиращи уроци по всяко време на деня или нощта.

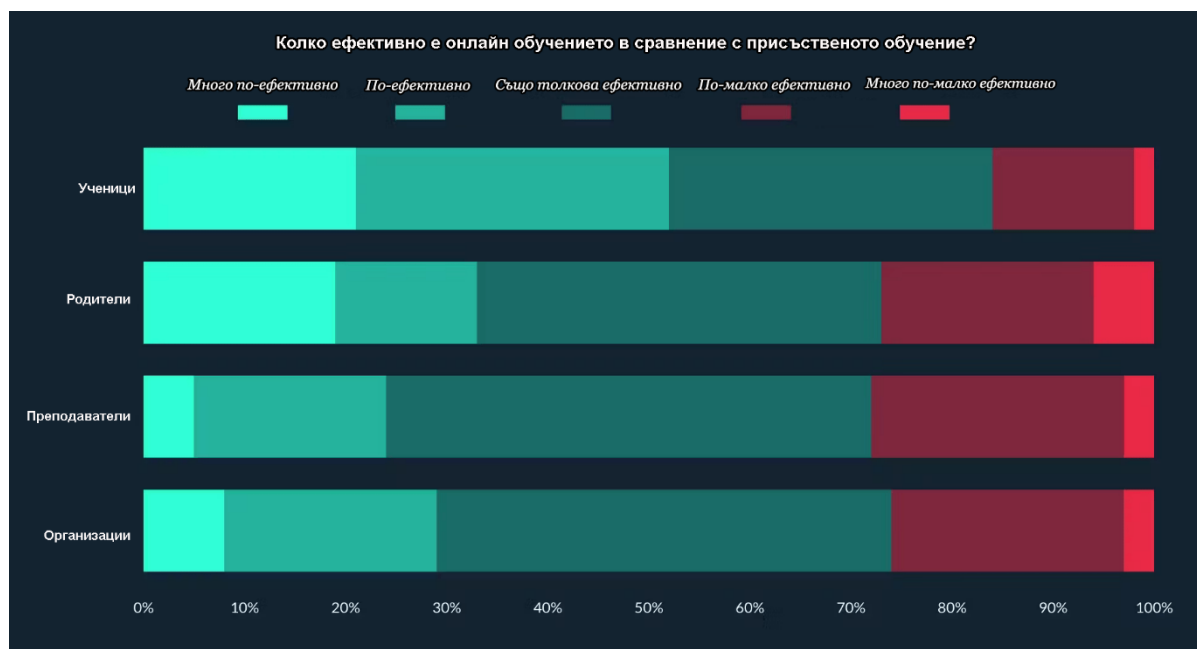


Fig. 1. Ефективността на онлайн обучението (Bramble, 2025)

Интересно проучване на *Bramble* (платформата за онлайн обучение bramble.io) установи, че по-голямата част от потребителите им намират

онлайн обучението за по-ефективно от присъственото или също толкова ефективно. Проучването, което представлява 2000 потребители в общо 38 държави, дава изчерпателна представа за всички сегменти на индустрията за обучение.

Тласък на духа и вдъхновението

С напредъка и успеха си учащите, благодарение на онлайн обучението, изпитват прилив на ентузиазъм и насърчение, които ги окуражават да си поставят повече академични цели, да приемат нови предизвикателства и да търсят високи постижения в обучението си.

Умения за обучение през целия живот

Надвишавайки академичните постижения, онлайн уроците развиват способности за учене през целия живот у обучемите. Те се учат как да усвояват ефективно, да се адаптират към новите технологии, да търсят данни самостоятелно и да си сътрудничат с други хора за разрешаване на кризи. Тези умения са безценни в днешния забързан свят и са подготовка за успех през целия живот.

Предизвикателства и съображения

Внедряването на технологията в обучението представя няколко значими препятствия, които изискват обмислени решения. Дигиталната среда създава специфични пречки, свързани с достъпа, човешката връзка и защитата на данните.

Осигуряване на дигитално равенство

Неравният достъп до технологии създава значителни бариери в онлайн обучителните среди. Не всички обучаеми имат надеждна интернет връзка или подходящи устройства за виртуални учебни сесии. Според изследванията, това дигитално разделение влияе върху резултатите от обучението и процента на участие.

Сред възможните начини за справяне с това предизвикателство са:

- Предлагане на мултиплатформена съвместимост (мобилни устройства, таблети, настолни компютри)
- Предоставяне на опции за видео сесии с ниска скорост на интернет
- Създаване на ресурси за изтегляне за офлайн употреба
- Създаване на програми за отпускане на технологии (технологично кредитиране).

Някои платформи за обучение вече включват текстови опции, наред с видео разговори, за да се съобразят с проблеми с интернет връзката на обучаемите. Жизненоважно е преподавателите да оценят технологичните възможности на своите ученици, преди да разработят подход за обучение.

Поддържане на човешкото взаимодействие

Онлайн средата може да изглежда дистанцирана, което води до намалена ангажираност. Много обучаеми се затрудняват да общуват ефективно с преподавателите във виртуална среда, пропускайки спонтанните взаимодействия на присъственото обучение.

За да се запазят живите връзки, се препоръчва:

- използването на видео, когато е възможно, за да се поддържат визуални насоки
- включването на интерактивни бели дъски за съвместно решаване на проблеми
- планирането на редовни срещи извън официалните уроци
- използването на функциите за чат за бързи въпроси между сесиите.

Изграждането на разбирателство изисква целенасочени усилия в дигиталните пространства. Започването на сесиите с кратки лични разговори например и отчитането на емоциите и предизвикателствата, споделени от обучаемите по време на учебните интеракции, се отплаща.

Съществува изкушението да се разчита единствено на предварително записано съдържание. Но най-ефективното онлайн обучение съчетава технологични инструменти с човешко ръководство в реално време, съобразено с индивидуалните учебни нужди.

Поверителност и сигурност

Защитата на чувствителната за обучаемите информация представлява критичен риск за сигурността в дигиталните обучителни среди. Техните лични данни, личната комуникация и резултатите им от оценяването изискват надеждна защита.

Основните предпазни мерки, които са наложителни, включват:

- Използването на защитени с парола заседателни зали с функции за чакалня
- Изискването на подходящо съгласие за запис на сесии
- Избор на платформи, съответстващи на разпоредбите за поверителност в образованието
- Установяването на ясни политики за запазване на данни за работата на всеки обучаващ се.

Прозрачността относно това как се съхранява и използва информацията на обучаващите се и създаването на проста политика за поверителност, която обяснява преподавателските практики за данни на ясен и нетехнически език е в основата на осигуряването на безопасна и комфортна обучителна среда.

Техническите проблеми също могат да компрометират сигурността. Редовната актуализация на устройствата и софтуера и използването на

криптирани комуникационни канали за споделяне на чувствителни документи с обучаемите са още един начин за предпазване от уязвимости.

Казуси и истории за успех

Примери от реалния свят показват как технологично подпомогнатото обучение трансформира образователните резултати. Няколко документирані казуса разкриват както незабавни подобрения, така и дългосрочни ползи за учащите се от различни академични нива. (Edutopia, 2025)

Институтът *Брукингс* откроява пет примера за успех в образователните технологии, които са доказали способността си да подобрят както ефикасността, така и ефективността на образователните системи. Тези внедрявания предоставят практически доказателства за това какво работи в технологично-базираното обучение. (Institution, 2025)

В един забележителен пример, инициатива, ръководена от младежи, създаде екип от „технологични преподаватели“. Този екип от 8 членове, обучени да подкрепят други млади хора, разработи собствен уебсайт и дигитални инструменти, демонстриращи ефективността на обучението по технологии, водено от връстници (Study, 2025).

Ключови модели за успех:

- Персонализирани учебни планове, съобразени с индивидуалните нужди
- Последователно проследяване на напредъка с корекции, базирани на данни
- Гъвкав график, съобразен с разнообразния начин на живот на обучаемите
- Мултимедийни подходи, насочени към различни стилове на учене.

В онлайн обучението в *Caddell Prep* има много вдъхновяващи истории за успех, където методологиите и практиките показват измерими постижения. Документираните им подходи разкриват практически стратегии за внедряване, които могат да се адаптират. (Prep, 2025)

Edutopia's video series Видео поредицата на Edutopia ви отвежда в класните стаи, където преподавателите използват технологични инструменти ежедневно. Тези реални приложения помагат да се разберат както предизвикателствата, така и победите в технологично подобрените учебни среди.

Бъдещи тенденции в технологично усъвършенстваното обучение

Технологичната среда на образованието се развива бързо с иновации, които ще трансформират начина, по който се предоставят услугите за обучение до 2025 г. и след това. Тези подобрения създават по-персонализирани, достъпни и ефективни учебни преживявания за обучаемите от всички възрасти.

Прогностичен анализ

Прогнозните анализи революционизират начина, по който преподавателите разбират и реагират на нуждите на учащите. Чрез анализ на моделите на обучение, тези системи могат да идентифицират кога е вероятно да се появят затруднения с понятията, преди да възникнат трудности. Учебните среди, задвижвани от изкуствен интелект, вече помагат на преподавателите да персонализират уроците за по-добро запаметяване въз основа на съхранените данни за представянето на обучаемите.

Предимствата включват:

- ✓ Възможности за ранна интервенция, когато системите открият потенциални пропуски в обучението
- ✓ Персонализирани учебни пътища, които се адаптират към индивидуалното темпо и стил на обучаемите
- ✓ Оптимизиране на ресурсите чрез фокусиране върху области, в които обучаемите се нуждаят от най-голяма подкрепа.

Тези аналитични инструменти могат да определят оптималното време за учене и предпочитаните формати на съдържание, което позволява на преподавателите да планират сесии, когато обучаемите са най-възприемчиви. Технологията също така помага за измерване на напредъка с безпрецедентна прецизност, давайки на учащите по-ясна представа за тяхното образователно пътуване.

Блокчейн в образованието

Блокчейн (Blockchain) технологията създава сигурни, проверими академични документи и трансформира начина, по който се записват и споделят образователните ви постижения. Тази иновация гарантира автентичността на учебната история на обучаемия в множество платформи за обучение и образователни институции.

Основните приложения включват:

- Проверка на удостоверения без участието на трета страна
- Микросертификати, които валидират специфични умения, придобити чрез обучение
- Интелигентни договори, които могат да автоматизират плащанията и планирането на срещи с преподаватели.

Обучаемите ще получават по-голям контрол върху образователните си данни, като избират кои части от историята на обучението си да споделят с училища или работодатели. Блокчейн технологията също така дава възможност за нови пазари за обучение, където те да се свързват директно с квалифицирани преподаватели по целия свят, с прозрачни системи за оценяване, изградени въз основа на проверени резултати от сесиите.

Развитието на микрообучението

Микрообучението се превръща в основен елемент от ефективните стратегии за обучение, разделяйки сложните теми на лесно смилаеми сегменти от 5-15 минути. Този подход е в перфектно съответствие с начина, по който мозъкът обработва и запомня информацията, особено когато се учат трудни понятия.

Преподавателите все повече геймифицират тези микроуроци, като включват игрови функции, чрез които да ангажират и мотивират през целия учебен процес. Интеграцията на изкуствен интелект и машинно обучение допълнително подобрява тези кратки уроци.

Ползите от микрообучението включват:

- По-високи нива на попълване на зададения материал
- По-добро запаметяване на знания чрез интервално повторение
- Гъвкавост за учене в кратки налични времеви прозорци.

Тези кратки модули все повече се срещат вградени в приложения за обучение, които разпознават кога имате няколко минути на разположение за продуктивно учене. Този подход е особено подходящ за изграждане на речник, запаметяване на формули и затвърждаване на понятия.

Оптимални практики за интегриране на технологии в обучението

Ефективната интеграция на технологиите в обучението изисква внимателно планиране и внедряване. За преподавателите е необходимо винаги да започват с ясно дефиниране на целите си за обучение, преди да изберат каквито и да е дигитални инструменти.

Интерактивните бели дъски и смарт дъските подобряват визуалното обучение и сътрудничеството по време на сесиите с преподаватели. Тези инструменти позволяват да се запазват бележки за по-късен преглед и да се ангажират учащите с динамично съдържание.

Също така е нужно преподавателят да избере образователни приложения и софтуер, които са в съответствие с целите му за обучение. Най-ефективните технологични решения са насочени към специфични учебни нужди, вместо да се използват просто защото са налични.

Всяка технология се упражнява старателно преди сесия с уроци, за да има възможност да се отстранят евентуални техническите трудности, които могат да загубят ценно време и да причинят разочарование и на двете страни - и на обучаващ, и на обучаем.

Ключови съвети за интегриране на технологии:

- Целите се съобщават ясно на обучаемите
- Поддържа се гъвкавост, когато технологиите не работят по план
- Осигурява се достъп до инструменти за всички обучаеми
- Променя се подхода, за да се поддържа ангажираността на обучаемите

➤ Времето пред екрана се балансира с други учебни дейности

Част от ефективната работа на преподавателите е да публикуват задания онлайн, използвайки платформи за обучение, когато е уместно. Инструменти като Moodle, Blackboard и Brightspace могат да рационализират разпределението и събирането на домашните.

Неизменно се отчита, че технологиите трябва да подобряват, а не да заместват преподавателския опит. Най-успешната интеграция на технологии се случва, когато дигиталните инструменти подкрепят стратегиите за преподаване на преподавателя, а не ги диктуват.

Заключение

Технологията коренно трансформира традиционното обучение в динамично и достъпно учебно преживяване. Чрез дигиталните платформи обучаващите се вече се радват на персонализирано образование, което се адаптира към техните уникални стилове и темпо на учене.

Интегрирането на инструменти, задвижвани от изкуствен интелект, направи образователните ресурси по-достъпни и интерактивни. Тези технологии позволяват на преподавателя да получава незабавна обратна връзка и да се ангажира със съдържанието по начини, които преди това, в конвенционалните условия за обучение, бяха невъзможни.

Опциите за дистанционно обучение премахнаха географските бариери, което даде възможност за свързване с експертни преподаватели, независимо от местоположението. Тази достъпност гарантира, че може да се намери професионално обучение дори за най-специализираните предмети.

Анализът на данни вече позволява на преподавателите да проследяват напредъка на своите ученици с прецизност, като идентифицират силните страни и областите, нуждаещи се от подобрене. Този целенасочен подход увеличава максимално ефективността на всяка сесия.

Приложенията за виртуална и добавена реалност създават завладяващи учебни среди, които улесняват визуализирането и разбирането на сложни концепции. Тези инструменти особено осветляват предметите, изискващи пространствено разбиране.

Важно е да се помни, че технологиите трябва да подпомагат образованието, като ангажират умения за мислене от по-висок порядък, а не да заместват качествено обучение. Най-ефективното обучение все още балансира технологичните иновации с човешката връзка.

С развитието на технологиите може да се очаква обучението по интернет да става все по-персонализирано, ефективно и ангажиращо. Бъдещето на технологиите в обучението по интернет обещава още по-персонализирани образователни преживявания, адаптирани към специфичните нужди и цели.

Онлайн обучението играе ключова роля в предефинирането на начина, по който се предоставя и преживява образованието. В крайна сметка

създаването на план за обучение с измерими цели между обучаеми и преподаватели ще помогне за постигане на успех и ще извлече ползите, споменати по-горе. Чрез предоставяне на персонализирани, ангажиращи и достъпни възможности за обучение, то проправя пътя за бъдеще, в което образованието е наистина адаптивно към индивидуалните нужди, насърчавайки поколение от уверени учащи, готови да се справят с предизвикателствата на утрешния ден.

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BEYOND COMMUNICATION: THE ECONOMIC VALUE OF BUSINESS LANGUAGE EDUCATION

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Abstract: *This paper explores the economic value of business language education, arguing that its contributions extend far beyond the facilitation of communication. Language competence is framed as a vital element of human capital, directly influencing employability, productivity, and innovation –factors central to firm-level competitiveness and broader economic growth. In an increasingly interconnected global economy, multilingual proficiency provides firms with comparative advantages by reducing transaction costs, strengthening international networks, and enabling access to previously inaccessible markets. From the perspective of both microeconomic performance and macroeconomic development, business language education emerges as a strategic resource rather than a peripheral skill.*

Drawing on an interdisciplinary literature review and illustrative case studies from sectors such as engineering, banking, and technology, the paper demonstrates that investment in language education produces tangible economic returns. Empirical evidence shows that companies with structured language strategies benefit from increased export revenues, improved client relations, and operational efficiencies, while also reducing costly miscommunication and compliance errors. Firms such as Siemens, HSBC, and SAP highlight how embedding multilingual competence into corporate training initiatives strengthens market positioning and fosters innovation through culturally diverse and linguistically capable teams.

Despite these benefits, several persistent challenges complicate implementation. Organisational resistance often arises from a narrow perception of language training as non-essential, while resource constraints and competing budget priorities restrict programme scope. Measuring the return on investment (ROI) of language education remains difficult, particularly where outcomes involve intangible assets such as cultural adaptability and employee engagement. Furthermore, the rapid development of artificial intelligence (AI)-powered translation tools introduces both opportunities and risks: while technology offers cost savings and speed, it cannot replicate the cultural nuance, trust-building, and strategic judgment inherent in human communication.

The paper offers recommendations for overcoming these barriers, including aligning language initiatives with corporate strategy, tailoring training to specific market and client needs, and adopting blended delivery models that combine digital platforms with experiential learning. Evaluation frameworks should integrate both quantitative performance indicators and qualitative measures of engagement, innovation, and cross-cultural effectiveness.

In conclusion, the study underscores that multilingual competence is not simply a communication asset but a sustainable economic resource. For policymakers and business leaders, prioritising language education represents a forward-looking investment in competitiveness, resilience, and long-term growth in the global economy.

Keywords: Business language education; Human capital; Multilingualism; Firm performance; International trade.

JEL: I25

1. Introduction

In today's global economy, business language education has evolved far beyond a mere means of facilitating communication. It is increasingly recognised as a form of strategic human capital that generates measurable economic benefits for both firms and national economies. As globalisation deepens and international business networks expand, the capacity to communicate effectively across multiple languages is no longer a peripheral skill but a fundamental requirement for organisational competitiveness and growth. Business language education not only equips individuals with linguistic proficiency but also fosters vital cognitive and cultural capabilities that underpin organisational expansion, workforce productivity, and sustained innovation.

Multilingual competence – the ability to operate effectively in more than one language within professional contexts – offers firms clear economic advantages. It enables easier market expansion by facilitating entry into new geographic regions, lowers transaction costs in cross-border trade, and strengthens partnerships with diverse clients and suppliers. These capabilities become especially significant as businesses increasingly navigate intricate global supply chains, complex regulatory frameworks, and multicultural workforces. Recent evidence supports this growing demand, with nine out of ten employers reporting reliance on language skills beyond English, and forecasts indicating continued growth in this necessity over the coming decade (ACTFL, 2025).

In this paper, business language education is defined as the purposeful acquisition of language skills tailored explicitly to international business settings. Its economic value is assessed through tangible outcomes such as increased sales revenues, enhanced client relations, reduced costs stemming from miscommunication, and improved collaboration within multinational teams. Multilingual competence, therefore, transcends utilitarian communication; it functions as a critical economic resource that significantly contributes to firm performance and broader economic development in global markets.

The primary aim of this study is to demonstrate that business language education delivers substantial and measurable economic benefits. To achieve this, the paper first reviews existing economic and business research linking language skills to productivity gains, trade facilitation, and competitive advantage. It then examines firm-level practices and case studies that illustrate how language

education creates economic value, while also addressing the barriers and costs organisations encounter in implementation. Finally, the study offers actionable recommendations for businesses and policymakers to maximise returns on language training investments and to integrate it more effectively into human capital development strategies, thus fostering sustainable growth in an increasingly interconnected global marketplace.

2. Literature Review

The role of language competence as a critical element of human capital has gained increasing attention in both economic and educational research. Language skills are now widely viewed not merely as communication tools but as integral competencies that bolster worker productivity, cognitive flexibility, and innovation capacity across diverse industries (Hanushek & Woessmann, 2008). Human capital theory asserts that investments in language education contribute significantly to individual and organisational performance by enhancing cognitive skills such as problem-solving, strategic thinking, and cultural adaptability.

In particular, multilingualism enables firms to reduce transaction costs associated with international trade by lowering communication barriers and decreasing the costs of misunderstandings, delays, and errors (Ufier, 2014). This reduction in transaction costs promotes smoother supply chain operations, more effective negotiations, and stronger cross-border partnerships. Consequently, firms with employees proficient in multiple languages can achieve comparative advantages in accessing new markets and competing effectively on a global scale (Pearson, 2025).

Empirical studies support these theoretical insights by demonstrating measurable benefits for companies that invest in language education. Businesses report increased sales revenues, improved teamwork efficiency, and significant savings linked to fewer miscommunication-related errors (Pearson, 2025). Multilingual employees also help build trust with international clients and ensure compliance with local regulations, which are crucial for expanding operations in foreign markets (Ufier, 2014). Furthermore, language skills facilitate export growth by enabling firms to tailor services and products to culturally diverse customer bases (OECD, 2021).

Beyond firm-level advantages, global educational trends highlight the economic importance of language learning. The 2025 AACSB State of Business Education Report underscores the contribution of international student mobility and language education programmes in developing a globally competent workforce capable of driving innovation and economic growth (AACSB, 2025). The expanding global language learning market, projected to grow at over 12% annually and reach USD 227 billion by 2035, reflects increasing corporate and individual investments in language proficiency, particularly through digital and blended learning platforms (Meticulous Research®, 2025).

Despite these benefits, significant research gaps remain. One critical limitation is the sparse quantification of the total economic and opportunity costs associated with corporate language education programmes, making comprehensive return on investment (ROI) calculations difficult. Additionally, the growing prevalence of AI-driven translation and communication technologies raises fundamental questions about the sustaining value of human multilingual competence. While AI offers cost reductions and speed enhancements, it lacks the ability to navigate the cultural subtleties and relationship-building skills inherent in human communication (Pearson, 2025); (Ufier, 2014).

Moreover, much of the extant literature predominantly focuses on developed economies, providing limited insights into the linguistic, cultural, and market complexities within developing countries. These regions often face unique challenges such as limited access to language training resources, fewer qualified instructors, and differing economic structures, which affect the translation of language skills into economic outcomes (Ufier, 2014). Addressing these disparities is essential to inform inclusive and contextually appropriate business language education strategies globally.

In summary, this literature review reveals robust evidence that business language education yields significant economic benefits at both micro and macro levels. Concurrently, it identifies areas of potential improvement and broadens the scope of inquiry to include technological impacts and diverse economic settings. This paper aims to fill these gaps by synthesising interdisciplinary research and providing actionable insights for practitioners and policymakers.

3. Economic Dimensions of Business Language Education

Language skills play a vital role in enhancing employability by equipping individuals with the competencies needed to operate effectively in international professional environments. Beyond basic communication, bilingual and multilingual individuals are shown to have increased cognitive flexibility, including better problem-solving, executive functioning, and adaptability skills. These cognitive advantages translate directly to higher workforce productivity and innovation within firms (Hanushek & Woessmann, 2008). Furthermore, proficiency in additional languages positively influences employee engagement and job satisfaction, which reduces turnover rates and fosters a culture of innovation and collaboration (Pearson, 2025).

From a firm-level perspective, multilingual employees enable market expansion by overcoming linguistic and cultural barriers that otherwise restrict access to foreign markets. These employees facilitate cross-border negotiations, strengthen relationships with diverse clients and suppliers, and navigate complex regulatory frameworks more efficiently (ACTFL, 2025). Several multinational companies, including Siemens and HSBC, have reported measurable economic benefits from language training initiatives, such as increased sales in emerging

markets and improved operational coordination among international teams (Pearson, 2025); (OECD, 2021).

In addition to revenue growth, business language education contributes significantly to cost efficiency and risk mitigation. Effective language training reduces the risks associated with miscommunication, which can lead to costly contractual misunderstandings, errors in compliance, and heightened customer dissatisfaction (Ufier, 2014). Enhanced language skills also streamline communication flow in multinational settings, accelerating decision-making processes and improving overall operational efficiency (Pearson, 2025).

Furthermore, the benefits of business language education go beyond communication and operational improvement. Language learning fosters cultural competence and cognitive skills—that is, the ability to understand diverse business practices, consumer behaviours, and socio-economic contexts, fostering strategic decision-making and business adaptability. Enhanced cultural awareness, coupled with multilingual proficiency, promotes innovation by enabling diverse teams to share perspectives, challenge assumptions, and collaborate creatively (Hanushek & Woessmann, 2008).

Recent research from AACSB (2025) highlights the significant economic contributions of international student mobility and language education within business schools. International students contribute billions to host economies and help create a pipeline of multilingual, globally competent graduates who support firms' internationalisation strategies. These dynamics underscore the broader societal and economic dimensions of language education.

However, the complexity of capturing the full economic impact of language education remains notable. Measuring quantitative benefits like sales increases and cost reduction is more straightforward, while qualitative contributions such as cultural adaptability and innovation capacity are more difficult to quantify. The increasing integration of digital language tools, including AI translation, also challenges organisations to balance investment in human language competence with emerging technologies' cost-saving potential (Pearson, 2025); (Ufier, 2014).

Overall, business language education emerges as a key strategic asset, supporting sustainable competitive advantage, workforce development, and global economic integration. Firms that prioritise language competence both at individual and organisational levels position themselves to better capitalise on evolving international market opportunities and complex global ecosystems.

4. Challenges and Considerations

Implementing business language education programmes poses multiple challenges that firms must thoughtfully address to realise their full economic potential. A significant barrier is organisational resistance, where language training is often perceived as a non-core, peripheral activity rather than a strategic investment in human capital (Diez, 2024). Senior leadership may hesitate to allocate sufficient budgets or champion such initiatives due to competing

priorities or insufficient awareness of the tangible and intangible value language skills deliver. Resistance may also arise from entrenched corporate cultures that undervalue continuous learning or fail to integrate language education into broader talent development frameworks (Preply, 2025).

Resource constraints pose additional limitations, particularly for small and medium-sized enterprises (SMEs) that lack dedicated budgets, qualified trainers, or employee time for language learning activities (RelayPro, 2025). Inadequate access to specialised, business-relevant language courses reduces the potential effectiveness of programmes.

Measuring the return on investment (ROI) on business language education remains a complex task for many organisations. While some outcomes—such as sales growth or decreased error rates – can be quantitatively tracked, many critical benefits like increased employee engagement, improved cross-cultural adaptability, and enhanced innovation are inherently qualitative and harder to quantify. This measurement challenge complicates justifying investments and securing ongoing organisational support and funding (Bridge Education, 2024).

The accelerating pace of technological change introduces both opportunities and fresh challenges. Artificial intelligence (AI)-powered translation and communication tools present cost-efficient alternatives or supplements to human language capabilities (Pearson, 2025). However, such tools currently exhibit limitations in capturing cultural nuance, emotional intelligence, and strategic judgment – skills intrinsic to complex negotiations and trust-building in global business (Ufier, 2014). Thus, companies face the challenge of balancing investments between human-driven language education and technology adoption to maximise overall communication effectiveness.

Additionally, learning and development (L&D) departments must navigate challenges such as content relevance, learner engagement, and training scalability, all of which impact language programme success. Emerging trends in digital and remote work environments demand innovative delivery methods, including virtual classrooms, mobile learning, and personalised content, which require both financial investment and organisational agility (Dominknow, 2025). Keeping learning programmes aligned with rapid changes in business priorities and technologies remains an ongoing difficulty.

In light of these complexities, firms that succeed in implementing business language education typically adopt a clear strategic framework aligning language initiatives with organisational goals. They use flexible, blended delivery models that combine instructor-led training with digital resources, promote leadership support and employee buy-in, and establish robust metrics to measure language proficiency gains alongside business outcomes (Preply, 2025). Moreover, addressing these challenges requires a holistic approach integrating language education with broader talent management, diversity and inclusion efforts, and internationalisation strategies to fully leverage its economic value.

5. Case Studies and Best Practices

Analysing real-world case studies offers clear evidence of how targeted business language education can drive significant economic benefits across various sectors. Several multinational companies have successfully embedded language training within their human capital strategies, demonstrating measurable improvements in global competitiveness, operational efficiency, and financial performance.

Siemens, a global engineering firm, has made substantial investments in workforce language training tailored to the needs of its international teams. This initiative has enhanced cross-border collaboration, reduced costly misunderstandings, and improved client relationships, contributing to more efficient project delivery and stronger market positioning (Pearson, 2025). Siemens' experience highlights how multilingual competence can support complex technical operations across diverse geographic locations.

Similarly, HSBC, a leading global banking and financial services group, offers comprehensive multilingual training to frontline staff and managers. These investments have enabled the bank to effectively penetrate emerging markets by overcoming linguistic barriers, thereby increasing customer satisfaction and trust – key factors in ensuring regulatory compliance and managing financial risk. HSBC credits language education as a strategic resource that bolsters its global outreach and competitive stance (ACTFL, 2025).

Adding further economic rigour, SAP, a global technology leader, provides a compelling recent example of quantifiable returns on language education investment. In 2024, SAP reported through a commissioned Forrester study that its multilingual training programmes resulted in a 12% increase in sales conversion rates within non-English speaking markets during the first year. Additionally, SAP achieved a 20% reduction in customer service costs due to fewer communication errors and faster resolution times. These outcomes translated into a staggering 309% return on investment (ROI) and nearly \$4.9 million net present value over three years (SAP SE, 2024). This case illustrates that strategic investment in language skills can yield substantial financial benefits, even in highly specialised and technical industries.

Best practices distilled from these organisations include aligning language training directly with business objectives such as market expansion and client engagement. Employing blended learning models – combining digital platforms with instructor-led sessions – increases accessibility and effectiveness. Furthermore, continuous programme evaluation through metrics and feedback loops is critical to measuring impact and ensuring ongoing alignment with evolving business needs. These examples demonstrate that well-designed language education initiatives provide not only improved communication but also significant economic dividends, enhancing human capital and global competitive advantage.

6. Recommendations

To maximise the economic benefits derived from business language education, organisations must adopt a strategic and integrated approach that aligns language training initiatives closely with overall business objectives. This begins with a comprehensive needs analysis designed to identify specific language requirements tied to critical target markets, client segments, and key operational functions. For example, firms expanding into Latin America may prioritise Spanish language training for their sales and customer service teams, while those operating in Asia might focus on Mandarin or Japanese language skills (Bridge Education, 2024). This targeted focus ensures that the educational investment is relevant, practical, and impactful.

A blended learning approach that combines digital platforms, live virtual sessions, and in-person instruction caters to the diverse learning preferences and busy schedules of employees. Such flexible delivery enhances participation rates and improves overall knowledge retention. Incorporating interactive multimedia content, role-play scenarios, and real-world business case studies into training programmes further enhances engagement and practical skill application (Preply, 2025).

Equally important is fostering leadership endorsement and organisational culture support for language education. Executives must actively champion language training as an essential element of talent development and business strategy, increasing buy-in at all levels and embedding multilingual competence as a core corporate value. Building a culture that values continuous learning and cross-cultural competence encourages employees to prioritise language acquisition and apply their skills confidently in professional contexts.

Assessing the effectiveness of language programmes requires a multi-dimensional evaluation framework. Traditional metrics such as language proficiency assessments (e.g., CEFR levels) provide a foundation, but organisations should also track engagement indicators including course completion rates, learner participation, and qualitative feedback on relevance and learning experience. More importantly, the ultimate test is the transfer of language skills to workplace performance, evaluated through improvements in customer communication, negotiation success rates, error reduction, and cross-departmental collaboration effectiveness (Bridge Education, 2024).

Connecting language training outcomes to broader business performance metrics is critical for demonstrating return on investment (ROI) and securing ongoing resources. These may include measurable improvements in sales figures, market share growth, customer satisfaction scores, operational efficiencies, and employee retention rates. Regular collection and analysis of this data enable organisations to refine and optimise language learning strategies, ensuring continuous alignment with evolving market demands (Preply, 2025).

Finally, investing in technology-enabled learning solutions such as AI-driven personalised learning platforms, mobile learning, and microlearning modules can magnify training reach and precision. Nonetheless, companies

should balance these technological tools with human instruction to capture nuances of culture and strategic communication skills that technology alone cannot replicate (Pearson, 2025).

In essence, organisations that intentionally align language training with strategic priorities, employ flexible and engaging delivery methods, and adopt transparent, multi-faceted evaluation practices stand best positioned to realise significant and sustainable economic returns on their business language education investments.

7. Conclusions

This paper has demonstrated that business language education delivers substantial economic value far beyond the facilitation of basic communication. Language competence stands out as a critical component of human capital, enhancing employability, workforce productivity, and innovation capacity – key drivers of sustained firm and economic growth. Multilingual skills enable firms to secure a comparative advantage by supporting market expansion, improving client relations, and reducing transaction costs within increasingly globalised business networks. Case studies from Siemens, HSBC, and SAP provide concrete evidence that strategic investments in language training yield measurable financial returns, including increased sales, cost savings, and heightened operational efficiency.

However, despite these compelling benefits, persistent challenges such as organisational resistance, resource constraints, and the evolving role of AI-based translation and communication tools must be acknowledged and carefully managed. Integrating business language education effectively into broader human capital development strategies requires clear evaluation metrics, active leadership involvement, and a corporate culture that embraces multilingual competence as a strategic asset. AI technologies, while offering cost efficiencies and scalability, cannot replicate the cultural nuance, relationship-building, and strategic judgment that human language skills uniquely provide – a critical consideration for firms relying on complex international negotiations and client engagement.

Looking ahead, further research is essential to deepen understanding of the heterogeneity of language education outcomes across industries, organisational sizes, regions, and economic contexts, particularly within developing markets where resource limitations and market structures differ significantly. Longitudinal studies examining the sustained impacts of language training investments and the interplay with emerging technologies will also enhance policy and practice. From a corporate policy standpoint, fostering a learning culture that values language skills as a core competency, investing in flexible and data-driven language education programmes, and leveraging technology judiciously will be central to achieving and sustaining competitive advantage in a rapidly evolving global landscape.

Ultimately, this study underscores that business language education transcends its traditional communication function to become a vital economic

resource that drives innovation, resilience, and growth. As firms and policymakers prioritise language education, they harness a powerful tool – one that bridges cultures, builds trust, and opens global markets – thereby contributing decisively to long-term economic prosperity.

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ИНТЕРКУЛТУРНАТА КОМУНИКАЦИЯ КАТО ФАКТОР ЗА УСПЕШНОТО УСВОЯВАНЕ НА БЪЛГАРСКИ ЕЗИК

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Абстракт: Настоящият доклад изследва ролята на интеркултурната комуникация като ключов фактор за ефективното обучение по български език като чужд. В условията на глобализация и засилена културна мобилност, способността за межкултурно взаимодействие се утвърждава като съществено умение не само за овладяване на езика, но и за успешна социална интеграция.

Докладът поставя акцент върху интеркултурната компетентност, разглеждана като съвкупност от езикови умения, културни знания, нагласи и ценности, които улесняват комуникацията между представители на различни култури. В теоретичната част са анализирани основни концепции и модели, представени от изследователи като Byram, Hall, Hofstede и Bennett, очертаващи рамката на интеркултурното обучение.

Специално внимание е отделено на особеностите при преподаването на български като чужд език в многоезичен контекст, където езиковите и културните бариери често се преплитат. Представени са ефективни педагогически практики, базирани на комуникативния и културно-ориентирания подход, използване на интерактивни методи, автентични материали и дигитални технологии. В този контекст са разгледани и добри примери от практиката на български университети.

В заключение, докладът аргументира необходимостта от цялостен и интегриран подход към обучението по български като чужд език, в чиято основа стои интеркултурната комуникация. Подобен подход е ключов за изграждането на толерантна, културно осъзната и многообразна образователна среда, в която езиковото обучение и културният обмен се възприемат като взаимно обогатяващи се процеси.

Ключови думи: интеркултурна комуникация, обучение по български език като чужд, интеркултурна компетентност, многоезичие, педагогически методи.

INTERCULTURAL COMMUNICATION AS A FACTOR FOR SUCCESSFUL BULGARIAN LANGUAGE ACQUISITION

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Abstract: *This report explores the role of intercultural communication as a key factor in the effective teaching of Bulgarian as a foreign language. In the context of globalization and increased cultural mobility, the capacity for intercultural interaction is affirmed as an essential competence not only for language acquisition but also for successful social integration.*

The paper places emphasis on intercultural competence, understood as a combination of language skills, cultural knowledge, attitudes, and values that facilitate communication between representatives of different cultures. The theoretical section analyzes key concepts and models presented by scholars such as Byram, Hall, Hofstede, and Bennett, which outline the framework of intercultural education.

Special attention is given to the specifics of teaching Bulgarian as a foreign language in a multilingual context, where linguistic and cultural barriers often intertwine. Effective pedagogical practices are presented, based on the communicative and culture-oriented approach, the use of interactive methods, authentic materials, and digital technologies. In this context, good practices from the experience of Bulgarian universities are also examined.

The review of the scientific literature outlines the main challenges related to cultural differences and offers guidance for the development of teaching skills, the adaptation of curricula, and the application of innovative digital resources.

In conclusion, the report argues for the necessity of a comprehensive and integrated approach to teaching Bulgarian as a foreign language, with intercultural communication at its core. Such an approach is essential for building a tolerant, culturally aware, and diverse educational environment in which language learning and cultural exchange are perceived as mutually enriching processes.

Keywords: intercultural communication, teaching Bulgarian as a foreign language, intercultural competence, multilingualism, pedagogical methods.

1. Въведение

В условията на глобализация и нарастваща межкултурна мобилност, интеркултурната комуникация придобива все по-централно място в съвременното чуждоезиково обучение. Способността за ефективно взаимодействие между представители на различни култури вече не е просто допълнение към езиковите умения – тя е основен компонент от успешното овладяване на нов език и интегрирането в нова социална среда (Byram, 1997). В този контекст, интеркултурната комуникация се разглежда не само

като инструмент за обмен на информация, а и като ключов фактор за изграждането на межкултурна компетентност, необходима за пълноценното участие в многоезичното и мултикултурно общество.

Особено актуален е този въпрос в сферата на обучението по български език като чужд. Българският език се отличава с комплексна граматика и специфичен културен контекст, които могат да представляват сериозни предизвикателства за чуждестранните обучаеми. Тези трудности често се задълбочават при липса на чувствителност към културните различия и адекватна педагогическа подкрепа. Поради това прилагането на интеркултурни подходи в обучението не само подпомага езиковото усвояване, но също така улеснява адаптацията и включването на обучаемите в българоезична среда (Падешка, 2010).

Настоящият доклад има за цел да изследва ролята на интеркултурната комуникация като фактор за ефективно изучаване на български език от чужденци. Акцентът се поставя върху идентифицирането на основните културни бариери пред обучаемите и на възможностите, които интеркултурната перспектива предлага за тяхното преодоляване. Изследователските въпроси, които се разглеждат, включват: Как интеркултурните фактори влияят върху процеса на езиково обучение? Кои културни различия най-често водят до неразбиране или комуникативни затруднения? Какви педагогически стратегии биха могли да подпомогнат преодоляването на тези предизвикателства?

Предложената рамка има не само теоретична стойност, но и практическо значение за преподавателите, ангажирани в чуждоезиковото обучение в България. Развитието на интеркултурна компетентност сред обучаемите създава условия за по-успешно усвояване на езика, по-добра социална адаптация и по-устойчиво професионално развитие в българския културен контекст (Стракова, 2010). Чрез фокусиране върху връзката между езика и културата, докладът предлага насоки за изграждане на по-ефективна и чувствителна към различията образователна среда.

2. Теоретични основи

Интеркултурната комуникация представлява процес на обмен на информация и смисъл между представители на различни култури, като обхваща както вербалните, така и невербалните аспекти на взаимодействието (Gudykunst & Kim, 2003). Тя се фокусира върху начина, по който културните ценности, норми и модели влияят на комуникацията и разбирането между хората. В съвременния свят, характеризиращ се с повишена глобализация и миграция, умениято да се осъществява ефективна интеркултурна комуникация става все по-важно във всички сфери на живота, включително в образованието и по-специално в обучението по чужди езици. Концепцията за интеркултурна компетентност се отнася до способността на индивида да разбира, толерира и ефективно взаимодейства с хора от

различни културни среди, като включва познавателни, емоционални и поведенчески компоненти (Byram, 1997). Развитието на интеркултурната компетентност дава възможност да се изграждат мостове между различни култури и се превръща в ключов фактор за успешното функциониране на многоезичното и мултикултурно общество.

Свързано с това, многоезичието се явява важен социално-културен феномен, който обозначава владенето и използването на повече от един език (García, 2011). В контекста на чуждоезиковото обучение, многоезичието предоставя богата основа за развиване на интеркултурни умения, тъй като езиците са неразривно свързани с културата, в която са вплетени. Когато обучаемите владеят няколко езика, те имат по-голяма възможност да разбират различните културни рамки и да приспособяват комуникацията си според тях.

Сред основните теоретични рамки за разглеждане на интеркултурната комуникация са моделите, разработени от Едуард Хол, Герт Хофстеде, Майкъл Бенет и Майкъл Байрън. Моделът на Хол (Hall, 1976) прави разграничение между висококонтекстни и нискоконтекстни култури. Висококонтекстните култури предават значително количество информация чрез контекста и невербалните канали, докато нискоконтекстните - се осланят предимно на директни вербални послания. Този модел помага за разбирането на различията в комуникационните стилове и образователните подходи при работа с обучение от различни културни среди.

Изследванията на Хофстеде (Hofstede, 1980) се фокусират върху анализ на културата чрез различни измерения като индивидуализъм – колективизъм, дистанция до властта и избягване на несигурността. Тези измерения предоставят инструментариум за разбиране на културните характеристики, които влияят върху поведението и взаимоотношенията в обучителния процес.

Моделът на Бенет (Bennett, 1993) представя етапите в развитието на интеркултурната чувствителност, преминаващи от етноцентризъм към етнорелативизъм. Тази концепция описва процеса, чрез който обучаемите постепенно развиват способността да виждат културите през перспективата на другите и да приемат културното разнообразие като нещо ценно.

Според Байрън (Byram, 1997), интеркултурната компетентност в чуждоезиковото обучение включва знания за културните различия, умения за межкултурна комуникация, критична рефлексия и положителни нагласи към други култури. Тези компоненти трябва да бъдат интегрирани в образователния процес, за да се развие цялостна осъзнатост и умения сред обучаемите.

В съвременната методика на чуждоезиковото обучение интеркултурната комуникация вече не се разглежда отделно от лингвистичното обучение, а се интегрира като неразделна част от учебния процес. Обучението включва използване на автентични културни материали, стимулиране

на дискусии и критичен анализ на културните различия, както и проекти, насърчаващи межкултурния диалог (Kramsch, 1993). Този подход не само развива езиковите умения, но и подпомага социалната адаптация на обучаемите.

В контекста на обучението по български език като чужд език, интегрирането на интеркултурната комуникация е от особена важност поради комплексността на езика и културните особености, свързани с него. Преподавателите са предизвикани да приложат интеркултурни методи и стратегии, които подпомагат както езиковото обучение, така и социалната интеграция на чуждестранните обучаеми (Падешка, 2010).

В заключение, теоретичните модели и понятия, разгледани в този раздел, предоставят здрава основа за разбиране на интеркултурната комуникация и нейната роля в чуждоезиковото обучение. Те позволяват формирането на ефективни педагогически практики, които да подпомогнат успешното усвояване на българския език и интеграцията в мултикултурна среда.

3. Интеркултурната комуникация в обучението по български език

Обучението по български език като втори или чужд език в многоезикова среда е специфичен и комплексен процес, който изисква задълбочено разбиране на интеркултурните аспекти в комуникацията и преподаването. Българският език се характеризира със своята граматическа сложност, богатата система от падежи, особености в синтаксиса и лексиката, които често представляват сериозно предизвикателство за чуждестранните обучаеми. Тези езикови трудности, обаче, не съществуват изолирано – те са преплетени с културните и социални контексти, в които езикът функционира и се усвоява (Падешка, 2010).

При преподаването на българския в многоезична среда ключова роля играе разбирането и вниманието към културните различия между обучаемите. Тези различия често засягат не само езиковите аспекти, но и начина, по който учащите възприемат и реагират на учебния материал, на методите на преподаване и комуникацията в класната стая. Културните бариери могат да възпрепятстват ефективната комуникация, като предизвикват недоразумения, затруднения в усвояването на езика и дори психологически блокове. Например, различията в проявата на уважение и йерархия, ролята на учителя, увереност в изразяването, стиловете на учене и отношенията между обучаемите могат да влияят значително върху учебния процес (Byram, 1997).

Един конкретен пример за интеркултурна разлика, която влияе върху усвояването на българския, е различното разбиране за директност и индиректност в комуникацията. В някои култури, например източноазиатските, е прието да се избягват директните критики и откритото противопоставяне, което може да доведе до неразбиране на българския директен стил на изразяване. Обратно, обучаеми от култури, където директната комуникация

е норма, могат да възприемат българската учтива или завоалирана реч като недостатъчно ясна или объркваща (Hall, 1976).

Друг пример е влиянието на системите за образование и социални отношения в родната култура на обучаемия. В страни с колективистки култури, където груповата хармония е приоритет, обучаемите могат да избягват активно участие в дискусии или дебати, което е често изискване в българските езикови курсове за развитие на комуникативни умения. Такава културна особеност може да се отрази на мотивацията и скоростта на напредък (Hofstede, 1980).

Също така, езиковите интерференции, произлизащи от различните лингвистични структури на родния език и българския, са значимо предизвикателство. Например, при говорещите славянски езици често се отбелязва по-лесно усвояване на граматични категории, докато носители на езикови семейства с коренно различна структура (например унгарски или китайски) срещат по-сериозни трудности. Тези различия не са само лингвистични, а са обвързани с културните когнитивни модели, които формират начина на мислене и възприемане на езика (Garcia, 2011).

В многоезичната учебна среда успешното преподаване на български език изисква съчетаване на езикови умения с развиването на интеркултурна комуникация. Педагогическите подходи трябва да бъдат гъвкави, като се обхванат както знания за културата и ценностите на обучаемите, така и специфичните предизвикателства в усвояването на българския език. Използването на мултикултурни и автентични материали, съчетано с межкултурни дискусии и задачи, насърчава по-добро разбиране и интеграция.

В заключение, обучението по български език в многоезична и културно разнообразна среда е процес, изискващ специално внимание към интеркултурните аспекти. Преодоляването на културните бариери и осъзнаването на интеркултурните различия са ключови за успешното овладяване на езика и социалната интеграция на чуждестранните обучаеми в българоезична среда.

4. Педагогически подходи и добри практики

Обучението по български език като чужд в многоезична и мултикултурна среда изисква прилагане на иновативни педагогически подходи, които акцентират както върху езиковата компетентност, така и върху културното разбиране и комуникация. Комуникативният подход е водеща методика в съвременното чуждоезиково обучение, като поставя езика в контекста на реалната комуникация и стимулира активното използване на езиковите умения в разнообразни социални ситуации (Richards & Rodgers, 2014). Той осигурява рамката, в която обучаемите могат да развиват както вербални, така и невербални умения, необходими за успешното межкултурно взаимодействие. В допълнение, културно-ориентираният подход допринася за разбирането на езика като израз на културни ценности,

традиции и социални норми, които са интегрална част от комуникацията (Byram, 1997). Тези подходи заедно повишават чувствителността към културните различия и подготвят обучаемите за ефективно включване в българското езиково и социално пространство.

Интерактивните методи, насочени към межкултурния обмен, са ключов инструмент за успешна практика в езиковото обучение. Дискусии, ролеви игри, симулационни ситуации и съвместни проекти позволяват на учащите да изследват културните различия на практика, като развиват критично мислене и емпатия (Deardorff, 2009). Например, в рамките на съвместни интеркултурни проекти студентите могат да представят своите култури, обичаи и традиции, което спомага за изграждане на мостове между различните културни общности и повишава мотивацията за учене.

Използването на автентични материали в обучението дава на обучаемите възможност да се сблъскат с действителния език и култура. Текстове от медии, песни, филми, реклами и други мултимедийни продукти предоставят не само езиково, но и културно съдържание, което подпомага формирането на по-широка езикова и социална перспектива (Tomlinson, 2012). Тези материали правят учебния процес по-реален и приложим, като малко по малко затвърдяват интеркултурната компетентност.

С интеграцията на дигитални технологии в образованието се откриват нови възможности за межкултурен обмен и езиково обучение. Онлайн платформи, мобилни приложения и виртуални класни стаи позволяват взаимодействие между носители и учаци по целия свят. Това обогатява обучението с различни гледни точки и подпомага изграждането на комуникативни умения в реално време. Дигиталните ресурси дават възможност на студентите да участват в симулации, видеоконференции и мултимедийни упражнения, които са важна част от съвременния учебен процес.

В рамките на обучението по български език като чужд в България, значителен принос дава подходът, приложен в Стопанска академия „Димитър А. Ценов“ – Свищов. Курсовете тук са структурирани така, че да отговарят на разнообразните нужди на международните студенти, като предлагат гъвкави формати—индивидуални уроци, малки групи и специализирани курсове за конкретни цели, провеждани както онлайн, така и присъствено. Програмата е съобразена с Общата европейска езикова рамка (CEFR) и поставя акцент върху комуникативната компетентност и практическото използване на езика още от началните нива (Узунова, 2023).

Ключово предимство на тази методика е интегрирането на межкултурната комуникация в обучението. Преподаването включва езикови задачи, поставени в автентични бизнес и социални контексти, което, по думите на Узунова (2023), развива не само езиковите умения на студентите, но и тяхната межкултурна осъзнатост. Този подход подпомага преодоляването на културните различия, стимулира развитието на ефективни комуникативни стратегии и улеснява социалната интеграция на обучаемите.

В същото време преподавателите в академията работят активно с предизвикателствата, произтичащи от многообразието на националности, религии и езикови бекграунди, както и с различията в мотивацията и времевите възможности на студентите. За справяне с тези трудности те прилагат комуникативни упражнения, визуални материали и създават подкрепяща и мотивираща учебна среда, съобразена с принципите на ефективната интеркултурна комуникация (Узунова, 2023).

Този иновативен, интегриран подход е пример за успешна практика, която потвърждава значението на интеркултурната комуникация като основополагащ фактор за ефективното усвояване на български език и успешната социална интеграция на чуждестранните студенти.

Великотърновският университет „Св. св. Кирил и Методий“ интегрира културни модули и автентични материали в учебните си програми по български език като чужд. Обучението включва специализирани лекции и семинари, които акцентират върху интеркултурната комуникация и културната адаптация на студентите. Чрез използване на мултикултурни и автентични учебни ресурси университетът създава условия за по-ефективно овладяване на езика и насърчава успешната социална интеграция на чуждестранните обучаеми. Този подход е в съответствие с европейските стандарти за чуждоезиково обучение и изискванията на българското законодателство. В допълнение, Великотърновският университет предлага и магистърска програма по „Интеркултурна комуникация“, която подготвя специалисти в областта на межкултурния диалог и езиковата педагогика, като допълнително подпомага развитието на тези компетенции в академичния контекст (Великотърновски университет „Св. св. Кирил и Методий“, 2023) (Великотърновският университет „Св. св. Кирил и Методий“, 2011).

Софийският университет „Св. Климент Охридски“ активно интегрира модерни дигитални платформи в обучението по чужди езици, включително български като чужд език, като съчетава дистанционни и присъствени форми на обучение. В рамките на редица съвместни национални и международни проекти университетът разработва и прилага иновативни образователни програми, които стимулират културния обмен и повишават езиковите умения на студентите чрез използване на гъвкави дигитални ресурси и платформи (Софийски университет „Св. Климент Охридски“, 2022). Сред ключовите инициативи е проектът „МОДЕРН-А: Модернизация в партньорство чрез дигитализация на Академичната екосистема“, който подкрепя създаването на дигитални класни стаи и електронни ресурси, осигуряващи интерактивност и межкултурен обмен, като по този начин допринася за по-добра организация на учебния процес и усъвършенстване на интеркултурната комуникация. Тези усилия са в съответствие с европейските тенденции за дигитализация на образованието и насърчават активното включване на студентите в многоезична и мултикултурна учебна

среда, като същевременно подпомагат социалната интеграция и езиковото овладяване чрез международни партньорства и съвместни обучителни проекти.

Департаментът за езикова и специализирана подготовка на чуждестранни студенти в Пловдивския университет осигурява обучение по български език, което включва както традиционни езикови курсове, така и културно-ориентирани дейности и използване на дигитални ресурси. Обучението се провежда според учебни планове, съобразени с нуждите на различните специалности и международни студенти. Курсовете се провеждат в малки групи и включват интерактивни и мултимедийни елементи, които осигуряват активно включване на студентите в межкултурна комуникация и успешна интеграция (Пловдивски университет „Паисий Хилендарски“, 2024). В допълнение, Пловдивският университет развива и дигитална учебна платформа – „Пловдивски електронен университет“, която предлага стандартизирани електронни учебни материали и ресурси, подходящи за обучение на различни нива и специалности. Тази платформа подпомага качествено дистанционно и присъствено обучение, улеснява комуникацията и обмена между студентите и преподавателите и стимулира межкултурния обмен. В този контекст от значение са и взаимодействията с чуждестранни партньори и участието в международни проекти, които подпомагат ефективния межкултурен обмен.

Международните практики също подкрепят интегрирането на комуникативния и културно-ориентиран подход с интерактивни и дигитални методи. Програми в САЩ, Великобритания и Германия демонстрират как използването на межкултурни семинари, мултимедийни ресурси и съвместни проекти с чуждестранни обучаеми спомага за езиковото и културното обогатяване (Kramsch, 1993); (Deardorff, 2009).

В обобщение, педагогическите модели, които комбинират комуникативност, културна чувствителност, интерактивни методи и дигитални технологии, създават оптимални условия за ефективно обучение по български като чужд език. Тези добри практики не само повишават езиковите компетенции, но и развиват ключовата интеркултурна компетентност, необходима за успешното функциониране в съвременното многоезично и мултикултурно общество.

5. Заключение

В заключение, интеркултурната комуникация заема централно място в обучението по български език като чужд, като е ключов фактор както за езиковото овладяване, така и за успешната социална интеграция на обучаемите. Анализът на публикуваните изследвания подчертава значението на интеркултурната компетентност – съчетание от езикови умения, културни знания, нагласи и ценности, които улесняват ефективното общуване между представители на различни култури.

Въпреки културните и езикови предизвикателства, подходи, които съчетават комуникативна методика с културна ориентация, интерактивни дейности, автентични материали и дигитални ресурси, се доказват като особено ефективни. Те не само улесняват изучаването на езика, но и насърчават межкултурния диалог и адаптацията към културното многообразие.

За да се отговори на нуждите на съвременната многоезична и мултикултурна среда, е необходимо целенасочено развитие на преподавателски компетенции в областта на интеркултурната комуникация, въвеждане на интеркултурни образователни модули и активно използване на иновативни технологични решения. Само чрез интегриран, системен подход обучението по български като чужд език може да осигури както езикови умения, така и пълноценно културно приобщаване.

Този модел на преподаване допринася за изграждане на толерантно, културно осъзнато и глобално мислещо общество, в което езиковото многообразие и културният обмен се възприемат като ценни ресурси за развитие и взаимно обогатяване.

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ЕЗИКОВА КОМПЕТЕНТНОСТ И ОБРАЗОВАТЕЛНИ ИЗИСКВАНИЯ КЪМ ПЕРСОНАЛА В ТУРИСТИЧЕСКИТЕ ПРЕДПРИЯТИЯ

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Резюме: *Качеството на човешките ресурси в туризма е определящ фактор за конкурентоспособността на дестинациите и предприятията. Сред основните компоненти на професионалната подготовка на персонала се открояват езиковата компетентност и образователните изисквания, които осигуряват ефективна комуникация с туристи от различни държави и култури, високо качество на обслужването и устойчиво развитие на сектора.*

Докладът представя систематизиран анализ на изискванията към езиковите умения и образователната подготовка на персонала във всички категории туристически обекти и предприятия, регламентирани от действащото законодателство. Специален акцент се поставя върху необходимостта от владение на английски език като основно средство за международна комуникация, както и на втори или трети чужд език, съобразно спецификата на туристическите пазари и динамиката на глобалната мобилност. Изискванията са диференцирани според категориите персонал – фронт офис служители, екскурзоводи, обслужващ персонал, специалисти по маркетинг и продажби, както и управленски кадри.

Наред с езиковите умения се разглеждат и образователните изисквания – необходимостта от формално образование в областта на туризма и свързаните сектори, както и ролята на допълнителните квалификации, вътрешнофирмени обучения и непрекъснато професионално развитие. Подчертава се значението на межкултурната компетентност, дигиталните умения и способността за адаптиране към разнообразните потребности на туристите.

В заключение, докладът аргументира, че съчетаването на езикова компетентност, образователна подготовка, дигитална грамотност и практически опит е ключов фактор за повишаване на качеството на услугите и за укрепване на конкурентните предимства на туристическите предприятия.

Ключови думи: туристически бизнес, езикова компетентност, межкултурна компетентност

JEL: L83

LANGUAGE COMPETENCE AND EDUCATIONAL REQUIREMENTS FOR STAFF IN THE TOURISM ENTERPRISES

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Abstract: *The quality of human resources in tourism is a determining factor for the competitiveness of destinations and enterprises. Among the main components of the professional training of personnel, language competence and educational requirements stand out, which ensure effective communication with tourists from different countries and cultures, high quality of service and sustainable development of the sector.*

The report presents a systematic analysis of the requirements for language skills and educational training of personnel in all categories of tourist sites and enterprises, regulated by current legislation. Special emphasis is placed on the need to master English as the main means of international communication, as well as a second or third foreign language, in accordance with the specifics of the tourist markets and the dynamics of global mobility. The requirements are differentiated according to the categories of personnel - front office employees, tour guides, service personnel, marketing and sales specialists, as well as management personnel.

Along with language skills, educational requirements are also considered - the need for formal education in the field of tourism and related sectors, as well as the role of additional qualifications, in-house training and continuous professional development. The importance of intercultural competence, digital skills and the ability to adapt to the diverse needs of tourists is highlighted.

In conclusion, the report argues that the combination of linguistic competence, educational background, digital literacy and practical experience is a key factor in increasing the quality of services and strengthening the competitive advantages of tourism enterprises.

Keywords: tourism business, language competence, intercultural competence

Въведение

Качеството на човешките ресурси в туризма е определящ фактор за конкурентоспособността на дестинациите и предприятията. Сред основните компоненти на професионалната подготовка на персонала се открояват езиковата компетентност и образователните изисквания, които гарантират ефективна комуникация с туристи от различни държави и култури, високо качество на обслужването и устойчиво развитие на сектора. Езикът е

истинско проявление на културата и ценностните системи на хората. Владенето на множество чужди езици е основна предпоставка за успешна комуникация в туризма, особено в съвременните условия на глобализация, подобрена транспортна свързаност и разширена речева и визуална комуникация от планетарен мащаб чрез ресурсите на интернет и социалните мрежи. Досегът и смесването на хора от различни култури създават в областта на туризма необходимост от обучен персонал с висока езикова и мултикултурна компетентност.

Според Общата европейска езикова рамка комуникативната езикова компетентност се разглежда като ключова компетентност както по отношение на познаването и способността за използване на езикови ресурси за формиране на добре структурирани съобщения (езикова компетентност), така и по отношение на притежаването на знания и умения за подходяща употреба на езика в социален контекст – при разбирането на чужди култури (социолингвистична компетентност) (Canale & Swain, 1980; Bagarić & Djigunović, 2007). В тази връзка особено значение придобива въпросът доколко изискванията към езиковата компетентност на персонала в туристическите обекти са транспонирани в нормативната рамка на националното законодателство и каква е връзката им с образователната и професионалната квалификация и с межкултурната компетентност.

Целта на изследването е да се анализират основните изисквания към езиковата компетентност и образователната подготовка на персонала в туристическите предприятия и да се очертаят насоки за тяхното усъвършенстване в съответствие със съвременните предизвикателства пред сектора.

Обект на изследването са човешките ресурси, заети в туристическите предприятия, които осъществяват пряк и непряк контакт с туристите.

Предмет на изследването са езиковата компетентност, образователните изисквания и межкултурните умения на персонала като ключови фактори за качеството на туристическите услуги.

Основните задачи могат да се формулират по следния начин:

- да се систематизират нормативните изисквания към езиковата компетентност и образователната квалификация на персонала в туристическия сектор;
- да се идентифицират предизвикателствата, свързани с практическата реализация на тези изисквания;
- да се оцени ролята на интеркултурната компетентност в комуникацията с туристи от различни държави и култури;
- да се предложат възможни насоки за усъвършенстване на подготовката и квалификацията на персонала с оглед на устойчивото развитие и конкурентоспособността на туристическите предприятия.

Основни изисквания към езиковата компетентност на персонала в туристическите предприятия

Към различните категории персонал, ангажиран в туристическите обекти и предприятия на територията на България, има законово определени изисквания за минималните езиковите умения, образователната (респективно професионална) подготовка и трудов стаж. Тези изисквания не са посочени в един единствен нормативен акт, а са регламентирани в различни закони и наредби, свързани с туристическите обекти. Тук се отнасят: Закон за туризма (ЗТ), Закон за лечебните заведения (ЗЛЗ), Закон за висшето образование (ЗВО), Закон за професионалното образование и обучение (ЗПОО), Наредба № 04-14 от 9 октомври 2019 г. за условията и реда за сертифициране на „Балнеолечебен (медицъл СПА) център“, „СПА център“, „Уелнес център“ и „Таласотерапевтичен център“ (Наредба БСУТ), Наредба № 1 от 5 януари 2016 г. за образованието, практическата подготовка и професионалната квалификация, необходими за придобиване на правоспособност за упражняване на професията „екскурзовод“ (Наредба Екскурзовод), Наредба № 16-1399 от 11 октомври 2013 г. за изискванията за местоположението, пригодността и оборудването на помещението за извършване на туроператорска и/или туристическа агентска дейност и за образованието, езиковата квалификация и стажа на персонала, който ще бъде зает в осъществяването на туристическата дейност. (Наредба ТТА) и Наредба за изискванията към категоризираните места за настаняване и заведения за хранене и развлечения, за реда за определяне на категория, както и за условията и реда за регистриране на стаи за гости и апартаменти за гости (Наредба МНЗХ). Наличните нормативни изисквания могат да се обобщят по категории персонал по следния начин:

- **Клас 1 – Ръководители.** Изискванията към ръководителите на туристическите обекти са най-значими и най-подробно разписани, тъй като тяхната компетентност и професионална подготовка (образование, професионална и езикова квалификация, трудов стаж) имат съществено значение за туристическия обект, в т.ч. и за определянето на неговата категория (чл. 14, ал. 1 от Наредба МНЗХ). Най-високи изисквания – за владеење на български и най-малко *един чужд език с ниво C1* от Общата Европейска Езикова Рамка (ОЕЕР), са поставени пред мениджърите на туроператорските фирми и/или на агенциите, които се занимават с туристическа дейност (Наредба ТТА). Задължителното владеење на поне *един чужд език* (без постановяване на нивото) е изискване към управителите на хотели, мотели, апартаментни туристически комплекси, вилни туристически селища (Прил. 1 към чл. 14, ал. 1, т. 1 от Наредба МНЗХ), семейни хотели, хостели, пансиони, почивни станции, бунгала и къмпинги (Прил. 2 към чл. 14, ал. 1, т. 2 от Наредба МНЗХ), и в заведенията за хранене и развлечения (Приложение 3 към чл. 14, ал. 1, т. 3 от Наредба МНЗХ), спа и уелнес центрове (Наредба БСУТ). *Минимални познания по*

чужд език се изискват за управителите на вили (Приложение 1 към чл. 14, ал. 1, т. 1 от Наредба МНЗХ). Пред управителите на по-ниските категории туристически обекти (с 1 или 2 звезди), както и към управителите на Балнеолечебните (медикул СПА) и Таласотерапевтичните центрове **не се поставят изисквания за владение на чужд език**. По отношение на **образованието и трудовия стаж** най-високи изисквания се поставят към **управителите на туристическите обекти със статут на лечебни заведения** (Балнеолечебен (медикул СПА) и Таласотерапевтичен център), които трябва да отговарят на изискванията на Закона за лечебните заведения. Те трябва да притежават образователно-квалификационна степен „магистър“ по **медицина** и квалификация по **здравен мениджмънт** или образователно-квалификационна степен „магистър“ по **икономика** и управление и придобита образователна и/или научна степен, специалност или преминато обучение за повишаване на квалификацията (чл. 43 от ЗВО) в областта на **здравния мениджмънт** (чл. 63, ал. 1 от ЗЛЗ). Ръководителите на лечебните дейности в тези обекти трябва притежават призната медицинска специалност по **физикална и рехабилитационна медицина** (Наредба БСУТ). **Управителите на СПА центрове** трябва да притежават висше образование (бакалавър или магистър) в професионално направление „Медицина“, „Фармация“, „Обществено здраве“, „Здравни грижи“, „Туризъм“ и „Спорт“ и най-малко 3 години опит в областта на предоставяне на услуги, насочени към здравето и/или красотата на човешкото тяло (Наредба БСУТ). **Управителите на уелнес центрове** трябва да имат висше образование в професионално направление „Медицина“, „Фармация“, „Обществено здраве“, „Здравни грижи“, „Туризъм“, „Спорт“, „Администрация и управление“, „Икономика“ или „Право“ и най-малко 3 години опит в областта на предоставянето на услуги, насочени към здравето и/или красотата на човешкото тяло и към възстановяване и подобряване на психо-физическото и емоционалното състояние на личността (Наредба БСУТ). **Управителите на туроператорска или туристическа агенция** трябва да притежават висше образование по специалност от професионално направление "Туризъм" с най-малко 1 година стаж в туризма или висше образование с най-малко 3 години стаж в туризма. **Управителите на хотели**, мотели, апартаментни туристически комплекси, вилни туристически селища, семейни хотели, хостели, пансиони, почивни станции, бунгала и къмпинги и в заведенията за хранене и развлечения с 4 или 5 звезди трябва да имат висше образование, а за заведенията с 1, 2 и 3 звезди се изисква само средно образование ((Наредба МНЗХ). Изискванията за трудов стаж са свързани с категорията на туристическия обект: при 3 звезди е необходим 1 година стаж в туризма, за 4 звезди е необходим 4 години стаж в туризма и за 5 звезди – 5 години стаж в туризма ((Наредба МНЗХ).

• **Клас 2 – Специалисти.** Специалистите, заети в туристически обекти включват основно кинезитерапевти, рехабилитатори и медицински

сестри в Балнеолечебни (медикул СПА), СПА, Уелнес и Таласотерапевтични центрове. Изискването към тяхната езикова квалификация включва познания по *поне един чужд език* без да се указва нивото на владеење, като те следва да са получили съответните образователно-квалификационни степени „бакалавър“ или „магистър“ в акредитирани висши училища (Наредба БСУТ).

- **Клас 3 – Приложни специалисти.** В тази група най-високи изисквания към езиковата компетентност има за лицата от персонала, които осъществяват дейности (функции) по продажбата на самолетни билети. Те трябва да владеят най-малко *един чужд език с ниво B2* по ОЕЕР, да имат висше образование или средно образование и придобита професионална квалификация в областта на туризма, както и сертификат, удостоверяващ квалификацията им от Международна асоциация за въздушен транспорт (Наредба ТТА). Лицата, ангажирани с организацията на туристическата дейност на туроператорите или туристическите агенции, трябва да владеят *поне един чужд език с ниво B1* по ОЕЕР, да имат висше образование по специалност от професионално направление „Туризм“ или друго висше образование; или средно образование и придобита професионална квалификация в областта на туризма (Наредба ТТА). Фитнес инструкторите в СПА и Уелнес центрове трябва да владеят *поне един чужд език* без да се поставят изисквания към нивото и да притежават професионална квалификация по смисъла на ЗПОО в лицензиран център за професионално обучение (Наредба БСУТ).

- **Клас 4 – Помощен административен персонал.** Изискванията към помощния административен персонал касаят заемащите длъжност *рецепционист* в Балнеолечебен (медикул СПА), СПА, Уелнес или Таласотерапевтичен център. Те трябва да владеят *поне един чужд език* без изискване за ниво по ОЕЕР, да имат завършено поне средно образование и професионална квалификация в туризма.

- **Клас 5 – Персонал, зает с услуги за населението, търговията, сигурността и охраната.** В тази група персонал най-съществени изисквания се поставят към *екскурзоводите* в случай, че те ще предоставят съответните екскурзоводски услуги на език, различен от българския. Изисква се владеење на съответният *чужд език с ниво B2* по ОЕЕР. Те трябва да притежават придобито висше образование по специалност от професионални направления "История и археология", "Религия и теология", "Социология, антропология и науки за културата", "Туризм" от области на висше образование "Хуманитарни науки" и "Социални, стопански и правни науки"; или придобито висше образование и придобита трета или четвърта степен на професионална квалификация по професия "Екскурзовод" по смисъла на ЗПОО; или придобито средно образование и придобита четвърта степен на професионална квалификация по професия "Екскурзовод" по смисъла на ЗПОО; или придобито средно образование и придобита трета

степен на професионална квалификация по професия "Екскурзовод" по смисъла на ЗПОО и най-малко 1 година трудов стаж в туризма ((Наредба Екскурзовод). За немедицински специалисти в Балнеолечебните (медикул СПА), СПА, Уелнес и Таласотерапевтичните центрове (като изпълнител на термални процедури, здравен асистент, масажист, козметик, воден спасител) е поставено изискването за владеење на поне *един чужд език*. Те трябва да са придобили професионална квалификация по смисъла на ЗПОО след обучение в лицензиран център за професионално обучение, а за водният спасител се изисква минимум средно образование с квалификация и правоспособност за воден спасител (Наредба БСУТ).

Прегледът на нормативните изисквания относно езиковата компетентност показва, че най-високи изисквания са предвидени за управителите на туристическите обекти, както и за служителите с пряк контакт с клиентите, при които използването на чужд език е най-вероятно в рамките на служебните задължения – рецепционисти, екскурзоводи, служители по продажба на самолетни билети. Въпреки това дори и тези изисквания трудно могат да се определят като високи, тъй като в повечето случаи се поставя условие за владеење на само един чужд език, а изискванията за културна или межкултурна езикова компетентност са заложиени единствено при екскурзоводите.

Особено съществен е въпросът за съответствието между нормативните изисквания и реалните потребности на туристическата практика. Нормативната рамка в България, заложиена в Закона за туризма и съпътстващите наредби, в повечето случаи изисква от персонала владеење на „поне един чужд език“, без да се уточнява нивото на компетентност по Общата европейска езикова рамка. Например, управителите на места за настаняване или заведения за хранене трябва да владеят един чужд език, но без дефинирано минимално ниво на владеење. Аналогично, за рецепционисти или обслужващ персонал в балнео- и СПА центрове се изисква познаване на чужд език, но без конкретизация дали това е базова комуникация или професионално владеење.

В практиката обаче нуждите са значително по-високи. Международните стандарти и пазарните очаквания предполагат владеење поне на английски език на ниво **B2–C1**, позволяващо свободно водене на преговори, обработка на резервации, решаване на проблеми и управление на конфликти. Освен това редица туристически предприятия, работещи с многонационални клиенти, изискват от своите служители втори или дори трети чужд език (например немски, руски или румънски в зависимост от целевия пазар). Това ясно показва разминаване между формално заложените минимални изисквания и реалната пазарна логика.

Подобен дисбаланс създава рискове за качеството на услугите и конкурентоспособността на предприятията. Докато нормативната база

допуска минимални стандарти, практиката доказва, че ефективната комуникация в туризма изисква многоезична и културно чувствителна подготовка. Това поставя необходимост от актуализиране на нормативната уредба и от по-тясно сътрудничество между образователните институции и бизнеса за гарантиране на кадри, отговарящи на реалните изисквания на сектора.

Най-важните езикови компетенции и умения необходими за добро обслужване на клиентите и получаване на качествено обслужване в туризма са свързани със слушането; междуличностната комуникация; вербалната и писмената комуникация (Sisson & Adams, 2013). В хотелиерския и ресторантьорския бизнес нивото на комуникация е от съществено значение, тъй като то е пряко свързано с качеството на обслужването и удовлетвореността на клиентите. Английският език е най-често използваният инструмент за международна комуникация, следван от испански, немски, френски, мандарин, руски и арабски. Това прави владенето му задължително условие за служителите на първа линия. Развитието на езиковата компетентност в тази сфера подобрява координацията, намалява риска от недоразумения и повишава качеството на предлаганите услуги.

В туроператорската и туристическата агентска дейност езиковите умения са ключови за успешната комуникация с международни партньори, воденето на преговори и представянето на туристически пакети. Тук се изисква не само владене на чужд език, но и умения за професионално водене на делова кореспонденция и договори.

В балнеолечебните, спа, уелнес и таласотерапевтичните центрове владенето на чужди езици е необходимо за осигуряване на персонализирана грижа и изграждане на доверие с клиентите, често търсещи специфични медицински или възстановителни услуги. За специалистите в тези обекти езиковата компетентност е свързана както с обслужването, така и с безопасността и ефективността на предоставяните процедури.

В културния и събитийния туризъм владенето на чужди езици има особено значение за представянето на културно-историческото наследство и за осигуряване на пълноценен достъп до културни ресурси и събития. Тук изискванията за межкултурна компетентност са от първостепенно значение, тъй като екскурзоводите и аниматорите са пряко ангажирани с предаването на знания и интерпретацията на културни ценности.

Въз основа на направения преглед, може да се обобщи, че езиковата компетентност представлява неразделна част от професионалния профил на персонала в туризма. Тя се утвърждава като ключов елемент за постигане на ефективна комуникация, изграждане на доверие с клиентите и поддържане на високо качество на туристическите услуги. Но тъй като светът, в който живеем, съдържа редица от взаимосвързани култури без да е налице някакъв унифициран културен модел, то не е възможно да се постигне адекватна комуникативна компетентност без да се осъзнаят културните измерения при употребата на езика. В процеса на изучаване на нов език винаги се намесват

и неговите културни аспекти, тяхното разбиране и познаване подпомага обучаваните да усвоят определен език и в допълнение да оценят и неговата културна ценност (Williams & Burden, 1999; Ellis, 2005; Luka, 2007). Межкултурната компетентност включва отношения, знания, интерпретация и свързаните с тях умения за комуникация, критично осъзнаване на културата и образование (Byram, 2000; Luka, 2007). Когато развитието на межкултурната компетентност в рамките на обучението по чужд език включва межкултурно обучение и межкултурен обмен на идеи, това допринася значително за подобряване качеството на кадрите и потенциално – за развитието на туристическите предприятия и на туризма като цяло.

Предизвикателства пред езикови компетенции и умения в контекста на туристическото обслужване

В контекста на туризма способността за ефективна комуникация с представители на различни култури придобива съществено значение. Межкултурната компетентност следва да се разглежда като неразривно свързана с основните езикови умения, тъй като успешното взаимодействие изисква не само комуникативна езикова способност, но и разбиране на културните специфики (Byram, 2000; Luka, 2007). Разширяването на културния спектър е непрекъснат процес, в рамките на който се изгражда уменията да се разпознават, уважават и ценят културните различия, да се отчита богатството на регионалното и социалното разнообразие, както и влиянието на националните стереотипи. Това води до повишаване на културната чувствителност в туризма, разширява възможностите за идентифициране на различията и насърчава прилагането на адекватни стратегии за контакт с клиенти от разнообразни културни общности.

Следователно, за туристическите предприятия е важно не само персоналът да владее чужд език и да познава неговата граматика и лексика, но и да притежава знания и разбиране за социално-културния контекст на употребата му. Само така може да се предотвратят културни недоразумения и да се осигури ефективна и пълноценна комуникация с носителите на езика (Williams & Burden, 1999; Ellis, 2005; Luka, 2007).

Разглеждането на езиковата и интеркултурната компетентност в туризма показва, че ефективната комуникация е многопластов процес, който изисква интеграция на езикови, културни и професионални умения. Усвояването на чужд език само по себе си не е достатъчно, ако не се съчетава с разбиране на културните различия, дигитална грамотност и способност за адаптация към нови форми на общуване. Именно тук се очертават редица предизвикателства пред подготовката на персонала в туристическия сектор.

За да бъдат преодолените тези предизвикателства, е необходимо системно реструктуриране на образователните програми, квалификационните изисквания и практическото обучение. Таблица 1 обобщава основните

проблемни зони и съответните решения, които биха могли да осигурят по-високо качество на езиковата и межкултурната подготовка на туристическия персонал.

Таблица 1. Предизвикателства и необходими промени в подготовката на туристическия персонал

Предизвикателства	Необходими промени в образователната квалификация и компетентност
Ограничаване на езиковата подготовка само до базови умения и един чужд език.	Разширяване на езиковото обучение чрез въвеждане на втори и трети чужд език; повишаване на минималното изисквано ниво (от B1 към B2/C1 по ОЕЕР).
Недостатъчно развита интеркултурна компетентност на персонала.	Интегриране на дисциплини по межкултурни комуникация; симулации на реални ситуации, ролеви игри и казуси; стимулиране на студентска и професионална мобилност.
Трудности в комуникацията с туристи от различни култури и риск от културни недоразумения.	Обучение за културна чувствителност и преодоляване на стереотипи; въвеждане на курсове по културен мениджмънт и адаптивна комуникация.
Дигитализация на комуникацията и липса на подготовка за онлайн обслужване (чат, социални мрежи, видеоконферентна връзка).	Обучение за работа с дигитални платформи и резервационни системи; комбиниране на езикови умения с дигитална грамотност.
Разнообразен профил на туристическия персонал, различни нива на владеење на езици и културен опит.	Въвеждане на вътрешнофирмени обучения за постигане на единни стандарти; сертификационни програми за езикови и културни умения.
Очаквания на туристите за бързо и културно съобразено обслужване чрез различни канали.	Развитие на умения за многоезична и мултимодална комуникация – устна, писмена, онлайн и невербална; акцент върху клиентски ориентиран подход.
Недостатъчно сътрудничество между образователните институции и бизнеса.	Създаване на партньорства между университети, професионални гимназии и туристически предприятия; разработване на съвместни стажове и практически програми.

Предизвикателствата пред езиковата и интеркултурната компетентност на туристическия персонал са многопластови и изискват

системен подход за преодоляване. Те произтичат от динамичната среда, в която функционира туризмът – глобализация, мобилност на туристите, дигитализация на комуникацията и нарастващо културно разнообразие.

На първо място се откроява **разминаването между нормативните изисквания и практическите потребности**. Законодателството обикновено предвижда минимално владение на един чужд език без уточнено ниво по Общата европейска езикова рамка. Това създава риск от формално изпълнение на критериите, без да се гарантира реална способност за ефективна комуникация. В практиката обаче туристическият сектор изисква значително по-високи стандарти – владение на поне един чужд език на ниво B2–C1, както и втори или трети език според спецификата на туристическия пазар. Така например работата с немски или румънски туристи често предполага многоезична подготовка, която не е нормативно изисквана, но е реално наложителна.

Вторият сериозен проблем е **недостатъчно развитата интеркултурна компетентност**. В условия на културно многообразие не е достатъчно персоналът да познава граматиката и речника на един език. Успешното обслужване изисква умения за разпознаване и уважаване на културните различия, преодоляване на стереотипи и адаптиране на комуникацията към специфичните нагласи и ценности на клиентите. Липсата на подобна подготовка може да доведе до културни недоразумения, които подкопават доверието и удовлетвореността на туристите.

Трето, **дигитализацията на комуникацията** поставя нови изисквания към туристическия персонал. Все по-голям дял от взаимодействията се осъществява чрез онлайн резервационни системи, социални мрежи, чатботове или видеоконферентни връзки. Това предполага съчетаване на езикови умения с дигитална грамотност, а също и с умения за адаптивно изразяване в среда, в която липсват невербални сигнали. Тук се откроява необходимостта от изграждане на хибридни компетенции – интеграция на езикови, дигитални и межкултурни умения като стратегически ресурс за конкурентоспособността на предприятията.

Четвърти аспект е свързан с **разнообразния профил на туристическия персонал**. В хотели, ресторанти, туроператорски компании или спа центрове работят служители с различен произход и неравномерни нива на езикова подготовка. Това създава несъответствия в качеството на обслужването и изисква целенасочени вътрешнофирмени обучения, програми за сертификация и въвеждане на единни стандарти.

Наред с това се откроява и проблемът с **недостатъчното взаимодействие между образователните институции и бизнеса**. Университетите и професионалните гимназии осигуряват основата на подготовката, но често тя остава откъсната от практическите потребности на пазара. Липсата на

ефективни партньорства ограничава възможностите за стажове, практически програми и реални казуси, които да развият адаптивността на кадрите.

Решенията, очертани в таблицата, показват пътя към **системна трансформация**. Необходима е актуализация на образователните програми чрез включване на втори и трети чужд език и повишаване на минималното изискуемо ниво; интегриране на дисциплини по межкултурна комуникация и културен мениджмънт; обучение по дигитална грамотност и работа с професионални платформи. Допълнително трябва да се насърчи мобилността на студентите и младите специалисти, както и да се изграждат партньорства между университети, гимназии и туристически предприятия.

Преодоляването на тези предизвикателства изисква цялостен подход, който да обедини езиковата, интеркултурната и дигиталната подготовка. Само така може да се осигури устойчиво качество на туристическите услуги, да се намали рискът от комуникационни недоразумения и да се укрепи конкурентоспособността на туристическите предприятия в динамичната глобална среда.

Заклучение

Туризмът е сред индустриите с най-бърза динамика на развитие в глобален мащаб, което води до непрекъснато нарастване на потребността от квалифициран персонал. В условията на засилена мобилност и интензивни имиграционни процеси в Европа и по света, необходимостта от добре образовани кадри, способни да откликнат на специфичните нужди на клиентите по културно адекватен начин и чрез използването на подходящ език, се превръща в стратегически приоритет.

Езиковите умения, и в частност владението на повече от един чужд език, се очертават като решаващ фактор за професионална реализация и успех в туристическия сектор. Това е особено валидно за хотелиерството и ресторантьорството, където ежедневният контакт с туристи от различни националности поставя високи изисквания към способността за ясна, бърза и културно съобразена комуникация.

Езикът обаче не бива да се разглежда единствено като техническо средство за общуване, а като стратегически инструмент за управление на бизнеса и за пълноценно включване в многоезичната социална и професионална среда. Самите езикови компетенции остават недостатъчни, ако не са съчетани с познания за културните особености на туристите и с умения за адаптивно взаимодействие с представители на различни културни общности.

В този контекст устойчивото развитие и конкурентоспособността на туристическите предприятия зависят в значителна степен от системната

подготовка на персонала, която интегрира езикови, културни и професионални компетенции. Тази интеграция е предпоставка за предлагането на качествени услуги, за изграждането на доверие с клиентите и за утвърждаването на туризма като водещ сектор в глобалната икономика.

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МНОГОЕЗИЧИЕТО КАТО СРЕДСТВО ЗА ПО-ДОБРА ИНТЕРКУЛТУРНА КОМУНИКАЦИЯ

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Резюме: Настоящата разработка разглежда многоезичието като стратегически ресурс за изграждане на ефективна интеркултурна комуникация, със специален акцент върху туризма, местното управление и европейските политики. Многоезичието се интерпретира не само като езикова компетентност, а и като културен и социален капитал, който допринася за устойчивото развитие и конкурентоспособността на туристическите дестинации. Теоретичните основи (Aronin & Singleton, 2012; Cenoz & Gorter, 2015) подчертават връзката между езиковите умения и интеркултурната компетентност, като се акцентира върху факта, че комуникацията в туризма изисква както езикова точност, така и културна чувствителност (Byram, 1997; Kramsch, 1998).

Особено внимание е отделено на ролята на туристическите информационни центрове (ТИЦ), които функционират като посредници между туристите, бизнеса и местните власти. Теоретичният анализ показва, че ТИЦ чрез многоезичните си услуги и адаптираното представяне на информацията имат потенциал да изграждат позитивен имидж на дестинациите и да улесняват диалога между различни култури. Сравнителният преглед на добри практики от европейски държави като Швейцария, Австрия, Унгария, Словения и Испания очертава различни подходи към интегрирането на многоезичието – от национални езикови политики и образователни стратегии до регионална адаптация и комбинация на глобални и локални езици.

В заключение, изследването аргументира, че преодоляването на съществуващите предизвикателства, свързани с ограничена езикова подготовка и липса на интеркултурна чувствителност, изисква целенасочени действия в посока разширяване на езиковото покритие, внедряване на дигитални решения и засилено партньорство между местната власт, туристическия бизнес и образователните институции. Многоезичието, в съчетание с интеркултурната комуникация, се определя като ключов фактор за повишаване качеството, конкурентоспособността и устойчивостта на туристическите дестинации в международен мащаб.

Ключови думи: многоезичие; интеркултурна комуникация; туризъм; туристически информационни центрове

JEL: L83

MULTILINGUALISM AS A MEANS OF BETTER INTERCULTURAL COMMUNICATION

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Abstract: *This paper examines multilingualism as a strategic resource for building effective intercultural communication, with a special emphasis on tourism, local government and European policies. Multilingualism is interpreted not only as linguistic competence, but also as cultural and social capital, which contributes to the sustainable development and competitiveness of tourist destinations. Theoretical foundations (Aronin & Singleton, 2012; Cenoz & Gorter, 2015) emphasize the connection between language skills and intercultural competence, emphasizing the fact that communication in tourism requires both linguistic accuracy and cultural sensitivity (Byram, 1997; Kramsch, 1998).*

Particular attention is paid to the role of tourist information center's (TICs), which function as intermediaries between tourists, businesses and local authorities. The theoretical analysis shows that TICs, through their multilingual services and adapted presentation of information, have the potential to build a positive image of destinations and facilitate dialogue between different cultures. The comparative review of good practices from European countries such as Switzerland, Austria, Hungary, Slovenia and Spain outline different approaches to the integration of multilingualism – from national language policies and educational strategies to regional adaptation and a combination of global and local languages.

In conclusion, the study argues that overcoming the existing challenges related to limited language training and lack of intercultural sensitivity requires targeted actions towards expanding language coverage, implementing digital solutions and strengthened partnership between local authorities, tourism businesses and educational institutions. Multilingualism, combined with intercultural communication, is defined as a key factor for increasing the quality, competitiveness and sustainability of tourist destinations on an international scale.

Key words: multilingualism; intercultural communication; tourism; tourist information centers

"Ако говорите с някого на език, който той разбира, ще достигнете разума му. Ако говорите с него на собствения му език, ще достигнете сърцето му."

Нелсън Мандела (Mandela, as cited in Prodnovska-Poposka & Neshkovska, n.d.)

Въведение

XXI век е период, в който държавните граници в Европа стават все по-условни, а свободното движение на хора, стоки и услуги е основен принцип на интеграционните процеси. Нарастващите възможности за пътуване, образование и професионална реализация извън родината превръщат изучаването на чужди езици в жизненоважна необходимост. В този контекст многоезичието се утвърждава не само като културен капитал, но и като стратегическа цел на Европейския съюз (European Parliament, 2023).

Европейската езикова политика се основава на разбирането, че овладяването на повече от един чужд език е предпоставка за ефективна интеркултурна комуникация и за приемане на културните различия. Това схващане е залегнало в *Общата европейска езикова референтна рамка за езиците: учене, преподаване, оценяване* (Council of Europe, 2001), която акцентира върху езиковото и културното многообразие като общ ресурс, подлежащ на съхранение, развитие и надграждане.

Целта на изследването е да се анализира ролята на многоезичието като инструмент за межкултурна комуникация, със специален акцент върху туризма, местното управление и европейските политики.

За постигане на тази цел са формулирани следните основни **задачи**:

1. Да се изследват теоретичните основи на многоезичието и неговата връзка с интеркултурната комуникация.
2. Да се анализира значението на многоезичието за туристическата индустрия, с акцент върху ролята на туристическите информационни центрове и местните власти.
3. Да се представят европейските политики и стратегически документи, насочени към насърчаване на езиковото разнообразие.
4. Да се обобщят добри практики от България и други държави – членки на ЕС, доказващи значението на многоезичието за устойчивото развитие на туризма и обществото.
5. Да се формулират изводи и препоръки за по-ефективно прилагане на многоезичието като средство за усъвършенстване на интеркултурната комуникация.

Обект на изследването е многоезичието като социално и културно явление, проявяващо се в контекста на туризма, образованието и публичното управление.

Предмет на изследването са конкретните проявления и функции на многоезичието като средство за ефективна интеркултурна комуникация, със

специален акцент върху неговата роля за туристическите информационни центрове, местните власти и участниците в туристическата индустрия.

1. Многоезичие и интеркултурна комуникация в туризма

Многоезичието е многопластово явление, което може да бъде разглеждано както на индивидуално, така и на обществено равнище. На индивидуално равнище то е способността на един човек да използва повече от един език в ежедневието си, докато на обществено равнище представлява съществуването и взаимодействието на множество езици в рамките на една държава или регион. Според Aronin и Singleton (2012) многоезичието е „комплексна социална и индивидуална реалност, включваща използването на повече от един език в ежедневната комуникация“. Cenoz и Gorter (2015) подчертават, че то следва да се разглежда в по-широк контекст, като част от културното разнообразие и социалната динамика, а не единствено като техническо владение на чужди езици.

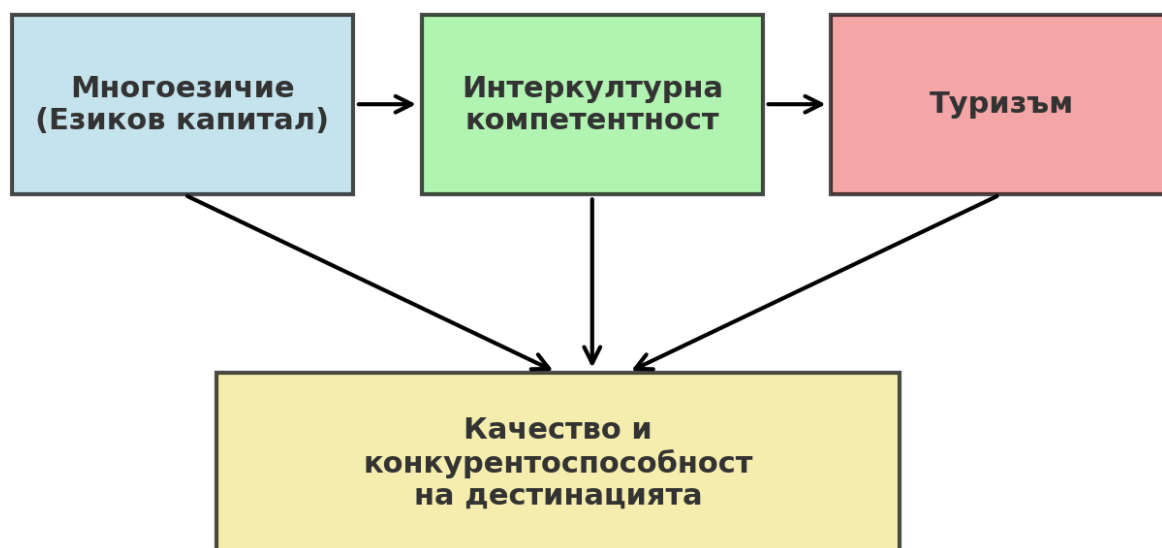
Езиковата компетентност е от особено значение в туризма, тъй като комуникацията в този сектор е натоварена с повече очаквания и отговорности, отколкото в други сфери на услугите. Туристът не търси само услуга, а цялостно преживяване, в което комуникацията с местните хора, институциите и бизнеса играе ключова роля. Тя е основата на директния контакт с потребителите и определя не само качеството на туристическото преживяване, но и имиджа на дестинацията като цяло (Кабакчиева, 2019). В този смисъл способността за комуникация на чужд език се превръща в стратегически актив, който може да увеличи конкурентоспособността както на отделните предприятия, така и на регионите (Hudson & Hudson, 2017).

Ефективната комуникация в туризма обхваща всички участници в процеса – от местната администрация и туристическите предприятия до посредниците и самите туристи. Това означава, че институциите и бизнесът не само трябва да предлагат информация на различни езици, но и да развиват интеркултурна компетентност – способността да разбират и уважават чуждите културни норми, ценности и модели на мислене, както и да ги прилагат в реални взаимодействия (Хубенова, 2017; Byram, 1997).

Интеркултурната комуникация се дефинира като процес на обмен на значения между хора с различен културен и езиков произход. Според Мина Хубенова (2017) тя включва вербална и невербална комуникация, знания и емоционални преживявания, като предполага не само съ-съществуване, а активно приемане, уважение и готовност за адаптация към „другостта“.

Byram (1997) доразвива концепцията чрез теорията за интеркултурната комуникативна компетентност, която изисква интеграция на езикови знания, нагласи на толерантност и умения за интерпретация на културни различия. Kramsch (1998) подчертава, че езикът е не просто инструмент за общуване, а носител на култура; изучаването му е неразривно свързано с

опознаването на ценностите, идентичността и социалните практики на дадена общност.



Фиг. 1. Връзка между многоезичие, интеркултурна компетентност и туризъм

Фигурата визуализира логическата последователност и взаимната обвързаност между многоезичието, интеркултурната компетентност и туризма, като подчертава, че именно тяхната интеграция води до високо качество и конкурентоспособност на туристическите дестинации. Многоезичието се явява отправната точка, осигуряваща езиковия капитал, необходим за осъществяване на пълноценна комуникация с международните посетители. То не е само технически инструмент, а стратегически ресурс, който прави туристическите услуги по-достъпни и разбираеми.

Върху тази база се надгражда интеркултурната компетентност, която добавя измерение отвъд езиковите умения. Тя включва знания и нагласи, свързани с културните ценности, социалните норми и очаквания на туристите, и позволява изграждането на доверие и създаването на положителни взаимоотношения. Без интеркултурна чувствителност, владението на чужд език често остава ограничено и формално, докато в комбинация с културно разбиране се превръща в мощен инструмент за ефективна комуникация.

Туризмът е полето, в което тези два елемента намират своята практическа реализация. Многоезичните умения и интеркултурната компетентност се проявяват в начина, по който се предоставят услугите, изгражда се цялостното преживяване и се формира впечатлението за дестинацията. Именно тяхното взаимодействие води до по-висока удовлетвореност на туристите, до формиране на лоялност и желание за повторни посещения, както и до укрепване на международния имидж на дестинацията.

В центъра на фигурата е поставен резултатът от тази взаимовръзка – качеството и конкурентоспособността на туристическите райони. По този начин схемата ясно показва, че езиковата подготовка сама по себе си не е достатъчна. Тя трябва да бъде интегрирана с интеркултурна компетентност и приложена в туристическия контекст, за да се постигне устойчиво развитие и високо ниво на международна конкурентоспособност.

В контекста на туризма интеркултурната комуникация означава не само обслужване на туриста на неговия език, но и разбиране на културния код, който формира неговите очаквания и поведение. Например, за германския турист е важна точността и формалността, докато за японския – уважението и спазването на етикета. Познаването на тези културни кодове позволява на туристическите служители да изграждат доверие, да създават положителни емоции и да стимулират повторни посещения (Deardorff, 2006).

Следователно, многоезичието и интеркултурната комуникация са взаимосвързани и заедно изграждат основата на устойчивото развитие на туристическите дестинации. Те не само улесняват преодоляването на езикови бариери, но и допринасят за културното обогатяване и за пълноценното преживяване на туриста. В този процес особено важна роля играят туристическите информационни центрове (ТИЦ). Те са не просто посредници между туриста и местната общност, а ключови канали за многоезична и интеркултурна комуникация. Чрез предоставянето на информация на различни езици, чрез персонал с чуждоезикова компетентност и чрез адаптиране на съдържанието към културните особености на туристите, ТИЦ превръщат теоретичните връзки, очертани във фигурата, в практическа реалност. Те обединяват институциите, бизнеса и посетителите в обща комуникационна среда, като по този начин пряко влияят върху качеството на туристическото преживяване и конкурентоспособността на дестинацията.

2. Ролята на ТИЦ и местната власт

Туристическите информационни центрове (ТИЦ) са ключово звено за реализиране на многоезичието и интеркултурната комуникация в практиката. Те изпълняват не само информационна, но и маркетингова функция, тъй като чрез многоезичните си услуги допринасят за утвърждаването на позитивния образ на дестинацията и за нейното устойчиво позициониране на международния туристически пазар (UNWTO, 2019). В съответствие с Наредба № 2 от 26 октомври 2015 г. единствено сертифицираните центрове имат право да използват абривиатурата „ТИЦ“. Сертифицирането е гаранция за спазването на стандарти в обслужването, включително и по отношение на езиковата подготовка на персонала.

Данните сочат, че 98% от сертифицираните ТИЦ в България обслужват посетители, 80% работят с туроператори, 73% – с хотели и други места за

настаняване, а 78% – с местните власти (Попова, Балтова, Маринов & Спасова, 2014). В 78% от центровете работи поне един служител с чуждоезикова компетентност, а в 41% – специалисти с образование в сферата на туризма (Министерство на икономиката и енергетиката, 2014). Въпреки това анализите показват, че в редица райони нуждите от многоезично обслужване надвишават наличния капацитет, особено по отношение на по-малко разпространените, но стратегически езици за българския туризъм – румънски, турски и гръцки (Министерство на туризма, 2022).

Ролята на ТИЦ обаче не се изчерпва само с предоставяне на информация. Те са посредници между туриста, местния бизнес и администрацията, като насърчават партньорствата и координацията между тези страни. Например в редица български общини – Велико Търново, Варна и Русе – ТИЦ функционират като центрове за събития, обучения и културни инициативи, в които се използват многоезични материали и дигитални технологии. Тази практика демонстрира, че успешният туристически център трябва да бъде не само източник на информация, но и активен участник в изграждането на интеркултурна комуникационна среда.

В Европа съществуват редица успешни модели на прилагане на многоезичието в туризма, които могат да послужат за ориентир и на българските дестинации.

- **Швейцария** е пример за държава, в която многоезичието е национална политика – четири официални езика (немски, френски, италиански и реторомански) се използват в администрацията, образованието и туризма. ТИЦ в различните кантони предлагат обслужване на минимум три езика, а в курортите – на четири или повече. Успехът на този модел се дължи не само на равнопоставеността на езиците в държавната политика, но и на развитието на персонализирани дигитални услуги – мобилни приложения, виртуални гидове и интерактивни платформи (Vavrus, 2017).

- **Австрия**, като силно развита туристическа дестинация в Централна Европа, прилага интегрирани стратегии за езиково обучение в туризма. Професионалните училища и университетите по туризъм включват задължителни езикови модули, което гарантира владенето на поне два чужди езика от бъдещите кадри. В големите градове като Виена, Залцбург и Инсбрук ТИЦ предлагат услуги на пет и повече езика, като комбинират традиционното обслужване с многоезични дигитални аудиогидове и онлайн платформи (Richards, 2018).

- **Унгария** и **Словения** адаптират туристическите си услуги към регионалните пазари. В Балатонския регион унгарските ТИЦ предоставят информация на немски и английски, но също и на словашки и хърватски, за да улеснят туристите от съседните страни (UNWTO, 2019). В Любляна, например, ТИЦ интегрира дигитални киоски с информация на четири езика и предлага туристически пакети, съобразени с културните особености на различни групи посетители.

- **Испания** също предоставя добър пример – туристическите центрове в Барселона и Мадрид поддържат многоезични уебсайтове и мобилни приложения, които включват не само информация, но и културни препоръки, адаптирани за туристи от различни държави (Fernández, 2020).

В **България** вече съществува национална нормативна рамка (Наредба № 2/2015), която въвежда стандарти за сертифицираните ТИЦ. Най-често използваните езици са английски, немски и руски, но се откроява недостиг в обслужването на стратегически важните румънски, гръцки и турски език – предизвикателство, тъй като именно тези пазари имат най-голямо значение за трансграничния туристически поток. Добра практика е партньорството между ТИЦ, местната власт и бизнеса, но остава необходимост от по-широко езиково покритие и по-активна дигитализация.

От представените примери може да се обобщи, че швейцарският модел демонстрира силата на националната езикова политика; австрийският – значението на образователната подготовка; унгарският и словенският – ролята на регионалната адаптация; испанският – успешната комбинация между глобални и локални езици; а българският – необходимостта от надграждане на вече съществуващата нормативна база. Общото между всички примери е, че ТИЦ функционират като посредници, които превеждат езиковото многообразие в реални услуги и така допринасят за изграждането на позитивен международен имидж на дестинациите.

Предизвикателства и възможности

Сред ключовите предизвикателства за ефективното прилагане на многоезичието в туризма се открояват ограничената езикова подготовка на персонала и недостатъчният практически опит в реални интеркултурни ситуации. Макар че в редица туристически предприятия и информационни центрове се изисква владение на поне един чужд език, често това остава на формално ниво и не е подкрепено с методическа подготовка за работа с представители на различни култури. Както отбелязва Hubenova (2017), обучението в класна среда нерядко използва фиктивни сценарии и симулирани диалози, които не отразяват комплексността и динамиката на автентичните межкултурни контакти. В резултат, при среща с реални туристи служителите изпитват затруднения да реагират адекватно в непредвидими ситуации, които изискват не само езикови знания, но и културна чувствителност.

Допълнително предизвикателство представлява дисбалансът между популярните международни езици (английски, немски, руски) и регионално значимите езици (румънски, турски, гръцки, сръбски), които често са пренебрегвани в подготовката на кадрите. Това води до пропуснати възможности за по-добро обслужване на основните трансгранични пазари, от които България и други европейски държави черпят значителен туристически поток.

В същото време обаче многоезичието, съчетано с интеркултурната комуникация, отваря редица възможности за подобряване на качеството на туристическите услуги и за укрепване на конкурентоспособността на дестинациите. Използването на автентични материали – литература, медийно съдържание, филми, дигитални ресурси – в езиковото обучение позволява на обучаемите да се докоснат до културната специфика на езика и да изградят по-реалистична представа за контекста на неговата употреба.

Иновативните обучителни подходи като симулации, ролеви игри, виртуални реалности и дигитални приложения предоставят възможности за преживелищно учене и изграждане на интеркултурна компетентност. Организирането на културни събития, фестивали, обменни програми и общински инициативи, в които се включват както местни жители, така и туристи, насърчава активния диалог и културния обмен. Така се създават условия за по-пълноценно туристическо преживяване, което надхвърля чисто информационната функция и се превръща в средство за изграждане на доверие, уважение и устойчиви отношения.

В този контекст местната власт и ТИЦ играят съществена роля – чрез насърчаване на партньорства с образователни институции, чрез инвестиции в обучения и чрез въвеждане на дигитални технологии те могат да превърнат езиковото и културното многообразие в реален конкурентен ресурс. По този начин многоезичието престава да бъде предизвикателство и се превръща във възможност за устойчиво развитие и позитивен международен имидж на туристическите дестинации.

В контекста на очертаните предизвикателства е необходимо България да предприеме целенасочени стъпки за превръщане на многоезичието в устойчив ресурс за туристическо развитие. Туристическите информационни центрове следва постепенно да разширяват обхвата на предлаганите езици, като особено внимание се обърне на румънски, гръцки и турски, които са стратегически важни за трансграничния туристически поток. Това може да се постигне чрез целенасочено наемане на персонал и чрез системни обучения. Паралелно с това е необходимо да се внедрят повече дигитални решения – многоезични уебсайтове, мобилни приложения, виртуални гидове и интерактивни киоски, които да улеснят достъпа на туристите до информация. Допълнителна стъпка е разработването на тематични пакети – културни маршрути и събитийни програми – представени на няколко езика и съобразени със специфичните културни особености на основните туристически групи.

Местната власт може да играе ключова роля като посредник и координатор на усилията между ТИЦ, общинските администрации и туристическия бизнес. Чрез съвместни програми за обучение и развитие на кадри, както и чрез подкрепа за инициативи в сферата на културния обмен и интеркултурния диалог, общините могат да допринесат за изграждането

на по-позитивен и конкурентоспособен образ на дестинацията. Интегрирането на езиковата и интеркултурната политика в общинските планове за развитие на туризма би гарантирало устойчивост и системност на тези усилия.

Не на последно място, университетите и професионалните училища по туризъм трябва да разширят обучението по регионално значими езици и да го обвържат с реални практики в туристическия сектор. Въвеждането на методики за преживелищно учене, симулации и реални контакти с международни туристи ще позволи на обучаемите да придобият необходимия практически опит. Развиването на интердисциплинарни програми, които обединяват езиковото обучение с културология и управление на туризма, ще подготви специалисти с по-висока степен на адаптивност и интеркултурна чувствителност.

По този начин се очертава път за преодоляване на съществуващите предизвикателства и за превръщане на многоезичието в стратегически актив, който да подпомага устойчивото развитие и международната конкурентоспособност на българските туристически дестинации.

Заклучение

Многоезичието е не просто лингвистичен феномен, а стратегически ресурс за развитието на туризма и изграждането на ефективна интеркултурна комуникация. В контекста на глобализацията и свободното движение на хора в рамките на Европейския съюз, владееенето на повече от един чужд език се превръща в основна предпоставка за пълноценното участие на дестинациите в международния туристически пазар.

Изследването показва, че ролята на туристическите информационни центрове и местната власт е ключова за трансформирането на езиковото многообразие в реални конкурентни предимства. ТИЦ се явяват посредници между туристите, бизнеса и администрацията, като чрез многоезични услуги, дигитални решения и културно съобразени инициативи допринасят за повишаване качеството на туристическото преживяване и за изграждането на положителен имидж на дестинацията.

Сравнителният анализ на добрите практики от Швейцария, Австрия, Унгария, Словения и Испания показва различни подходи – от интегрирани национални политики и образователни стратегии до регионална адаптация и комбинация на глобални и локални езици. Въпреки различията между моделите, общото между тях е осъзнаването, че многоезичието е неразделна част от конкурентоспособността и устойчивостта на туризма.

За България основните предизвикателства остават ограничената подготовка на персонала по регионално значими езици и недостатъчното използване на интеркултурни методики в обучението. В същото време съществуват значителни възможности: разширяване на езиковото покритие в ТИЦ, внедряване на дигитални решения, активна роля на местната власт и

по-тясно партньорство с образователните институции. Чрез целенасочени усилия многоезичието може да бъде превърнато в стратегически актив, който не само ще улесни комуникацията с туристите, но и ще издигне имиджа на България като отворена, достъпна и културно богата дестинация.

В заключение, многоезичието, съчетано с интеркултурната комуникация, е ключът към изграждането на конкурентоспособни и устойчиви туристически райони. То е мост между местната власт, бизнеса и посетителите, който свързва различни култури и превръща туристическото преживяване в средство за взаимно разбиране, доверие и дългосрочно сътрудничество.

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ВЛИЯНИЕ НА ДИГИТАЛНАТА ТРАНСФОРМАЦИЯ НА РИТЕЙЛ БИЗНЕСА ВЪРХУ МОДЕЛИТЕ НА ПОВЕДЕНИЕ НА ПОТРЕБИТЕЛИТЕ ОТ ЕВРОПЕЙСКИЯ СЪЮЗ

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Резюме: *Дигиталната трансформация в ритейл бизнеса значително променя начините, по които предприятията взаимодействат със своите клиенти. Развитието на нови технологии, включително мобилни приложения, уебсайтове, маркетплейси и системи за електронен обмен на данни (EDI), както и глобализацията на онлайн търговията, водят до сериозни промени в моделите на поведение на потребителите. Тази трансформация оказва сериозно влияние върху поведението на потребителите, които все по-често предпочитат онлайн покупки и взаимодействие с търговци чрез различни платформи и технологии. Това изложение разглежда как тези промени се проявяват в контекста на ритейл бизнеса в Европейския съюз (ЕС), като акцентът е върху различията в потребителските нагласи и предпочитания при покупка.*

Ключови думи: ритейл бизнес, дигитална трансформация на ритейл бизнеса, модели на поведение на потребителите, европейски потребители, онлайн покупки

JEL: L81, L31

THE IMPACT OF DIGITAL TRANSFORMATION IN THE RETAIL BUSINESS ON CONSUMER BEHAVIOUR MODELS IN THE EUROPEAN UNION

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Abstract: *Digital transformation in the retail business significantly changes the ways in which companies interact with their customers. The development of new technologies, including mobile applications, websites, marketplaces, and electronic data interchange (EDI) systems, as well as the globalization of online commerce, leads to substantial changes in consumer behavior models. This transformation has a profound impact on consumer behavior, as customers increasingly prefer online shopping and interaction with retailers through various platforms and technologies. This paper examines how these changes manifest in the context of the retail business in the European Union*

(EU), with a focus on differences in consumer attitudes and purchasing preferences.

Key words: retail business, digital transformation of the retail business, consumer behavior models, European consumers, online shopping

Въведение

Дигиталната трансформация на ритейл бизнеса е процес, който се характеризира с интегрирането на нови технологии и дигитални канали в бизнес практиките, както и промените в самия начин, по който се осъществява търговията. Дигитализацията променя моделите на поведение на потребителите в Европейския съюз, като се вземат предвид специфични фактори, които определят тези изменения. Все по-често се наблюдава интеграция на онлайн и офлайн канали, което осигурява на потребителите безпроблемно преживяване и подобрена достъпност до продукти и услуги. Според изследване на (Cargemini 2020), 70% от европейските потребители използват поне един цифров канал, когато пазаруват, независимо дали става въпрос за мобилни приложения, уебсайтове или социални мрежи.

1. Дигиталната трансформация на ритейл бизнеса и новите възможности за потребителите

.Разработването на уебсайтове и електронни платформи за търговия значително променя динамиката на ритейл индустрията, като прави пазаруването по-удобно, бързо и персонализирано. Когато потребителите имат възможност да разглеждат продукти онлайн, те не само спестяват време, но и могат лесно да сравняват цени, функции и отзиви за продукти. Данни от изследване на (McKinsey 2021) показват, че 63% от европейските потребители смятат, че дигиталните платформи предоставят значителни предимства в процеса на вземане на решения за покупка, като им помагат да намерят по-добри оферти и да открият нови продукти.

Основни канали за е-търговия:

В съвременния ритейл сектор, бизнесите използват разнообразни е-търговски канали, като уебсайтове, мобилни приложения, маркетплейси и системи за електронен обмен на данни. Тези канали се използват с цел да предоставят нови възможности за потребителите, които предпочитат удобството и ефективността на онлайн пазаруването.

- **Уебсайтове като основна платформа за е-търговия** - През последните години, ритейл бизнесите започват да използват уебсайтовете си не само за продажби, но и за маркетингови цели, персонализиране на потребителското изживяване и оптимизация на навигацията. Уебсайтовете остават водещ канал за ритейл продажби, особено за компании, които искат да имат пълен контрол върху клиентското изживяване и брендирането.

- **Мобилни приложения и тяхната роля в е-търговията** - Тези приложения предлагат на потребителите удобен начин за пазаруване по всяко време и от всяко място, като същевременно интегрират иновации като мобилни плащания и geo-targeting (пазаруване на база местоположение). Мобилните приложения са втората основна платформа за ритейл търговия.

- **Маркетплейси и тяхната роля в е-търговията** - Маркетплейсите като Amazon, Alibaba и eBay играят също важна роля в ритейл сектора, като предлагат на търговците голяма аудитория и възможност да достигнат нови клиенти без необходимостта от разработване на собствени платформи. Конкуренцията на маркетплейсите е изключително интензивна, което налага бизнесите да се адаптират към правилата и алгоритмите на платформите, както и да инвестират в стратегически маркетинг, за да останат конкурентоспособни.

- **Електронен обмен на данни (EDI) и оптимизация на веригата на доставки** - Системите за електронен обмен на данни (EDI) също започват да се използват широко в ритейл бизнеса, като помагат за автоматизиране на процесите, свързани с поръчки, фактури и товарителници. Търговците могат с EDI да намалят времето за обработка на поръчки, което води до по-ефективна и бърза доставка на стоките.

2. Промени в моделите на поведение на потребителите при покупка

Моделите на поведение на потребителите са в процес на динамични промени, в контекста на дигиталната трансформация на ритейл бизнеса. Потребителите в Европейския съюз все по-често се ориентират към онлайн пазаруването, което е свързано с определени характеристики и предпочитания. Една от най-съществените последици от дигиталната трансформация е промяната в моделите на поведение на потребителите, което води до нови потребителски нагласи, предпочитания и очаквания при покупките.

- **Онлайн покупки и мобилни приложения:** С нарастващата популярност на мобилни устройства и приложения, все повече потребители предпочитат да пазаруват през смартфоните си. Процесът на пазаруване вече не е ограничен до физическите магазини, а се осъществява изцяло или частично онлайн. Според изследване на (Statista (2022)), 59% от европейските потребители правят редовни покупки през мобилни приложения, което показва не само прехода към дигитализация, но и ролята на мобилните технологии в процеса на покупка.

- **Персонализирано преживяване:** Дигитализацията позволява на търговците да използват данни за поведението на потребителите с цел персонализиране на предложенията. Според (Schindler и Dube 2021), когато потребителите изпитват персонализирано изживяване на онлайн платформи, те са по-склонни да правят покупки, тъй като чувстват, че предложенията са по-подходящи за техните нужди. Според изследване на (Deloitte

2020), 57% от европейските потребители са по-склонни да пазаруват от онлайн платформи, които предлагат персонализирани препоръки и оферти.

- **Бързо пазаруване и удобство:** Социалните медии играят също значителна роля в промяната на потребителските нагласи и модели на поведение. Потребителите търсят възможности за бързо и удобно пазаруване, като използват дигитални платформи, които предлагат лесен и бърз процес на поръчка и доставка. Платформи като Amazon, eBay и други ритейл мрежи предлагат интуитивни интерфейси, които правят процеса на покупка лесен и ефективен. Според изследване на (PwC 2021), 72% от потребителите в ЕС ценят възможността за бърза доставка като основен фактор при вземането на решение за покупка.

3. Детерминанти на моделите на поведение на потребителите при покупка

Моделите на поведение на потребителите се формират под въздействието на различни фактори. В процеса на покупка ключова роля имат различни детерминанти. Тези детерминанти могат да бъдат категоризирани в икономически, демографски, психологически и социални аспекти, като всеки от тях има различен ефект върху поведението на потребителите.

Икономически детерминанти

Икономическите фактори са сред основните детерминанти, които влияят на решенията на потребителите при покупка. Те включват разполагаемите доходи на домакинствата, разходите, както и икономическата стабилност на дадената страна или регион.

- **Разполагаеми доходи:** Разполагаемият доход влияе върху покупателната способност и е един от основните икономически фактори. Според изследване на (Manning et al. 2019), увеличаването на доходите води до покачване на потребителските разходи, което може да стимулира търсенето на по-скъпи стоки и услуги.

- **Цени и разходи:** Ценовите промени, както и възможността за спестявания, също оказват влияние върху покупките. Повишаването на цените води до намаляване на потребителската покупателна способност, докато намаляването на цените може да насърчи допълнителни покупки (Wells & Gough, 2021).

Демографски детерминанти

Демографските фактори като пол, възраст, образование, заетост и семейно положение също имат сериозно значение за поведението на потребителите.

- **Пол и възраст:** Различията в пол и възраст водят до различия в потребителските предпочитания. Жените, например, често отдават по-голямо значение на емоционалните аспекти при покупките, докато мъжете

са по-ориентирани към практическите аспекти (Keller et al., 2020). Младите потребители пък са склонни да предпочитат иновациите и технологиите, докато по-възрастните хора са по-склонни към традиционните форми на пазаруване.

- **Образование и заетост:** Потребителите с по-висок образователен статус често проявяват по-висока осведоменост за възможностите на дигиталната търговия и по-често използват онлайн платформи за покупка. В същото време, заетостта и професионалната категория също влияят върху покупките, като хората с по-висока доходност и по-големи работни ангажименти са по-склонни да пазаруват онлайн заради удобството, което предлага електронната търговия (Niu & Lee, 2021).

Психологически детерминанти

Психологическите фактори, като мотивацията, възприятията и нагласите, също играят основна роля в покупателното поведение.

- **Мотивация и възприятия:** Мотивацията на потребителите за покупка често е свързана с потребността от удовлетворяване на основни нужди, като комфорт, статус или социална идентификация. Психологическите теории на мотивацията, като моделите на Маслоу за йерархия на нуждите, обясняват как различните нива на потребности водят до различни покупателни нагласи (Chaudhuri & Stocchi, 2020).

- **Нагласи и поведение:** Нагласите на потребителите към определени продукти, марки или магазини могат да бъдат формирани от минали преживявания или от рекламни кампании. Нагласите играят роля в формирането на устойчиви модели на поведение, като например лоялност към брандове или предпочитание към определени категории стоки (Farquhar & Hinson, 2021).

Социални и културни детерминанти

Социалните и културни фактори също оказват съществено влияние върху покупателното поведение на потребителите, включително култура, субкултура и социални групи.

- **Култура и субкултура:** Културните различия често водят до различия в предпочитанията за продукти и услуги. Например, в западните страни, където индивидуализмът е водеща ценност, потребителите може да предпочитат персонализирани или уникални продукти, докато в азиатски култури със силен акцент върху колективизма, потребителите могат да предпочитат продукти, които са популярни сред социалната група (Triandis, 2018).

- **Социални групи и влияние:** Потребителите често се влияят от социалните групи, към които принадлежат. Хората имат тенденция да вземат решения за покупка, като се опират на препоръки и социални сигнали от приятели, семейства или колеги. Социалните медии също играят важна

роля в този процес, като предлагат платформите, чрез които потребителите могат да обменят мнения и препоръки (Zhang et al., 2020). Изследванията на (European Commission 2021) показват, че в някои държави потребителите предпочитат традиционни форми на пазаруване, докато в други страни, като например в Северна Европа, онлайн пазаруването е много по-разпространено и предпочитано.

4. Изследване на пазара на Европейския съюз

Европейският съюз се характеризира с разнообразие в културите и икономическите условия, което оказва влияние върху начините, по които потребителите взаимодействат с дигитализирания ритейл бизнес. Процесите на глобализация и технологични иновации създават нови условия, при които потребителите взаимодействат с търговците, което оказва сериозно влияние върху техните навици за покупка и предпочитания към различни платформи за пазаруване.

- **Технологична осведоменост и умения:** Високото ниво на технологична осведоменост и умения е ключов фактор за по-честото използване на дигитални платформи. Потребителите, които са по-компетентни в използването на технологиите, са по-склонни да използват онлайн канали за пазаруване и да се възползват от новите възможности за взаимодействие.

- **Поверителност и сигурност:** Безопасността на личните данни и сигурността на транзакциите са сред основните притеснения на потребителите, когато пазаруват онлайн. Изследванията на (McKinsey & Company 2020) показват, че 58% от европейските потребители се съмняват в безопасността на своите данни, което често води до отказ от покупка или отказване от регистрация на платформи за електронна търговия. Въпреки това, на ниво ЕС се наблюдава тенденция на нарастваща интеграция на различни платформи за електронна търговия и онлайн услуги, което предоставя възможности за преодоляване на географските и културни бариери в процеса на пазаруване

Според изследване на (European Commission. 2022), страните от Северна Европа, като Швеция, Финландия и Дания, са лидерите в използването на онлайн канали за пазаруване, докато в източните и южните части на ЕС, дигитализацията на търговията все още среща бариери, свързани с иновациите и инфраструктурата. Проучвания показват, че около **72%** от европейските потребители вече предпочитат да пазаруват онлайн, а **60%** от тях използват мобилни устройства, за да правят покупки (Statista, 2023). Уебсайтовете на ритейл бизнесите продължават да бъдат основни канали за онлайн продажби в ЕС, особено в страни като Германия, Великобритания и Франция. Потребителите в тези региони показват висок интерес към интерактивни и персонализирани онлайн изживявания, като използват цифрови платформи за сравняване на продукти, четене на отзиви и извършване на директни покупки (European Commission, 2021).

Заклучение

Дигиталната трансформация на ритейл бизнеса не само предлага нови канали за продажби, но и създава нови възможности за взаимодействие с потребителите. Уебсайтовете, мобилните приложения, маркетплейсите и електронният обмен на данни (EDI) са само част от инструментите, които променят потребителските поведения и очаквания. Ритейл бизнесите трябва да се адаптират бързо към тези промени, за да останат конкурентоспособни на нарастващия глобален онлайн пазар.

Използването на дигитални канали, онлайн платформи и мобилни приложения е в постоянен растеж, като потребителите търсят удобство, бързина и персонализирани преживявания. Въпреки че съществуват различия в различните региони на ЕС, общият тренд сочи към нарастваща интеграция на дигитални технологии в ритейл индустрията, което предоставя нови възможности за бизнесите. Ритейл бизнесите трябва да продължат да адаптират своите маркетингови и търговски стратегии в съответствие с променящите се нужди и предпочитания на потребителите, като инвестират в нови технологии и се фокусират върху устойчивото и персонализирано потребителско изживяване. Потребителите на ЕС са информирани, чувствителни към цените и силно ориентирани към технологиите, което създава нови възможности и предизвикателства за ритейл индустрията.

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