



КРЪГЛА МАСА

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

Свищов, 11 октомври 2024 г.

СБОРНИК С ДОКЛАДИ



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**БИЗНЕС ЛИНГВА - АКТУАЛНИ  
ПРОБЛЕМИ НА ЧУЖДООЗИКОВОТО  
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Сборник с доклади



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

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КАТЕДРА „ЧУЖДООЗИКОВО ОБУЧЕНИЕ“

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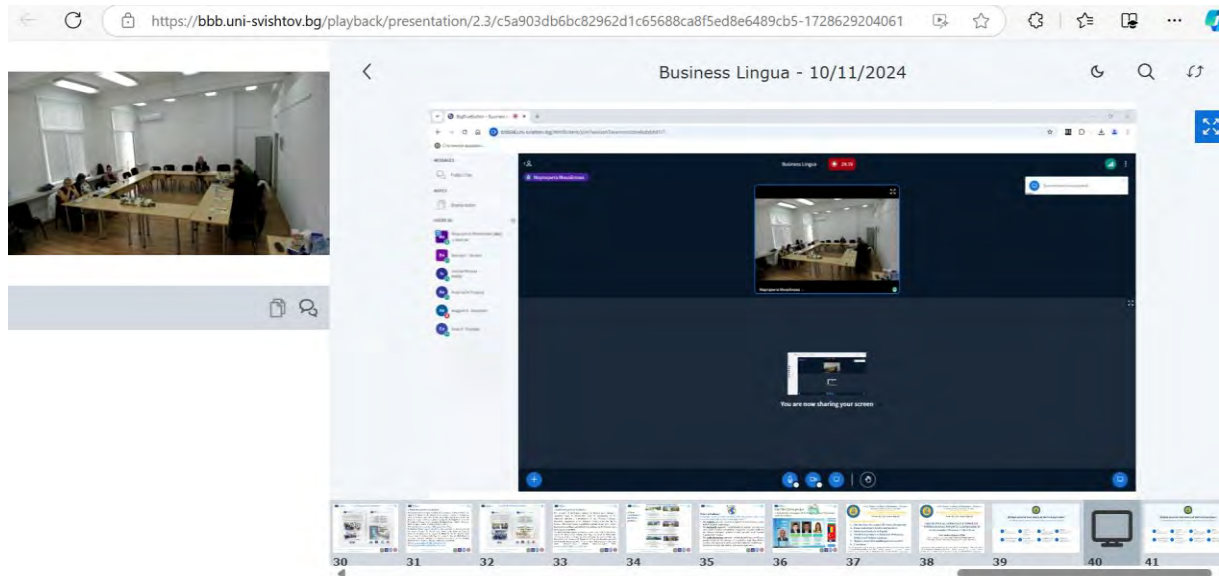
*Сборникът съдържа доклади от четвъртото издание  
на кръглата маса на катедра „Чуждоезиково обучение“.*

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

Кръглата маса се провежда присъствено и виртуално чрез видео-конферендна връзка на адрес:

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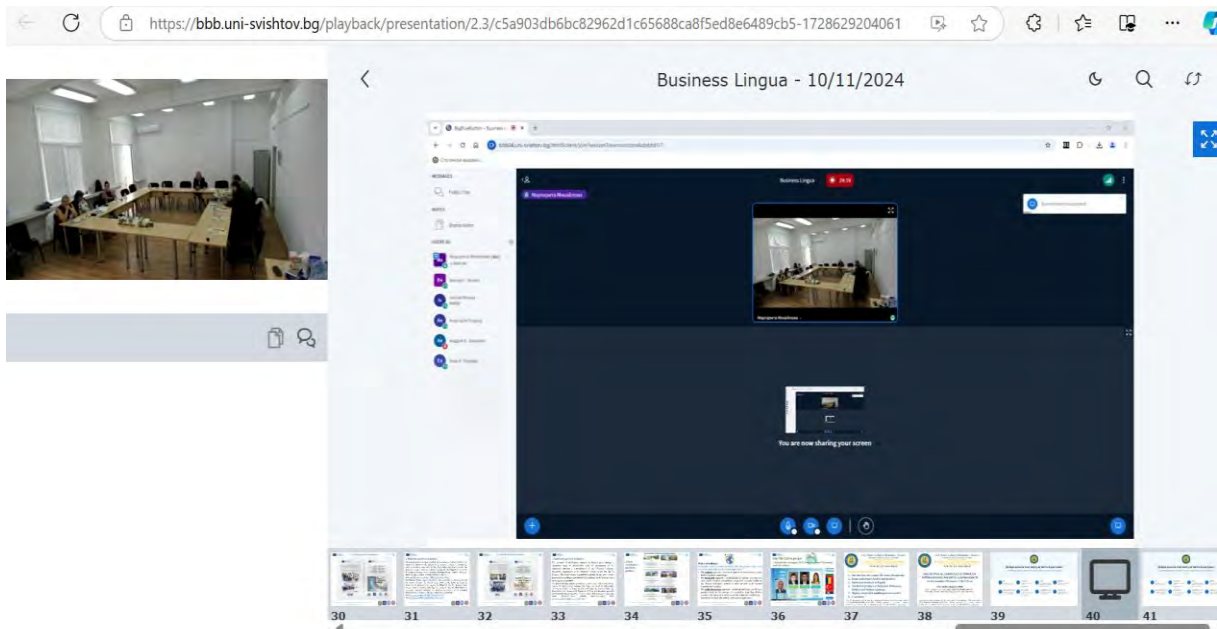
**FOURTH ROUND TABLE  
BUSINESS LINGUA – RELEVANT PROBLEMS OF FOREIGN  
LANGUAGE TEACHING AND MULTILINGUALISM**

**October 11<sup>th</sup>, 2024 – Svishtov, Bulgaria**

**Working languages: Bulgarian, English.**

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

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





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From the press report:

On the 11<sup>th</sup> of October 2024, the Department of Foreign Language Teaching at the Dimitar A. Tsenov Academy of Economics held its annual round table „Business Lingua – Relevant Problems of Foreign Language Teaching and Multilingualism“.



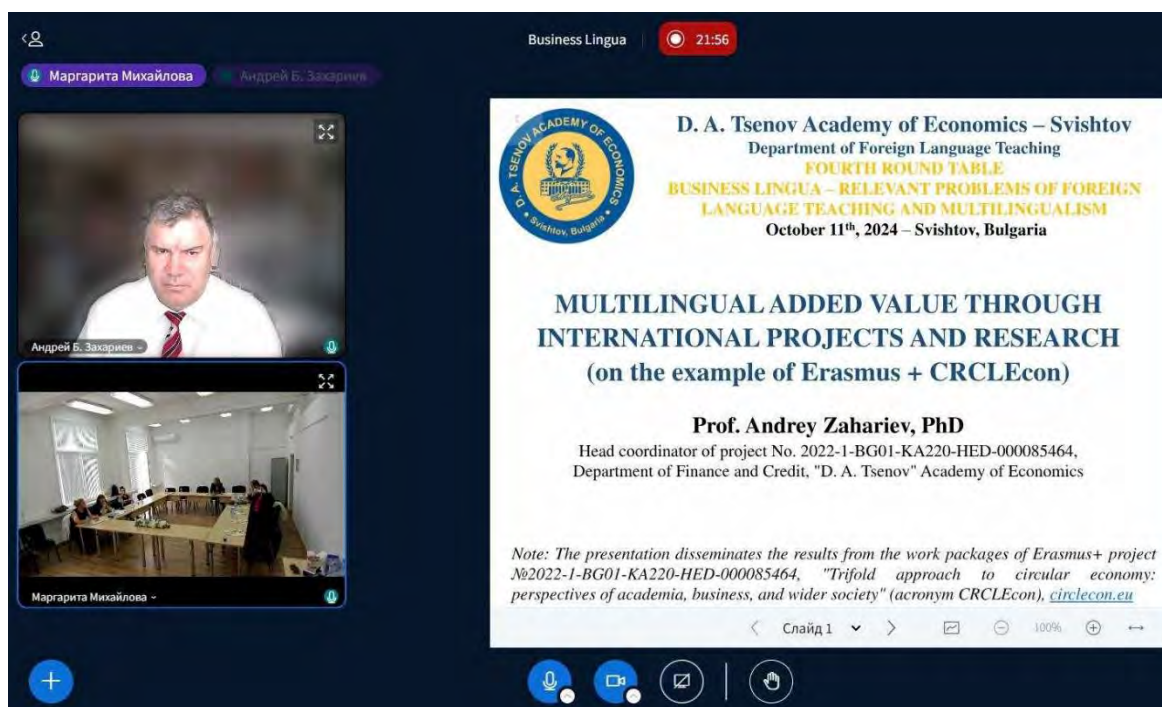
The official guest of the round table was the Rector of D.A. Tsenov Academy of economics, Assoc. Prof. Marin Marinov, who wished success to the forum and productive discussions on its topic.



In the official part of the event, greetings and addresses were also presented by Prof. Atanas Atanasov, Vice-Rector for Research Activity and Staff Development, Assoc. Prof. Zdravko Lyubenov, Vice-Rector for International Cooperation, Student Policy, Institutional Communications, and Continuing Education, Assoc. Prof. Plamen Yordanov, PhD - Head of the Department of Insurance and Social Affairs, Assoc. Prof. Krasimira Slaveva - Chairman of the Union of Scientists in Bulgaria – Branch Svishtov.



Papers were discussed on topics such as: the creation of multilingual added value through international projects and research, the usage of pedagogical stylistics in integrated teaching of language and literature to university students, professional communication expert-philology with representatives of English-speaking countries, opportunities and challenges for enhancing foreign-language learning through AI, the cognitive benefits and challenges of language-mixing, self-directed learning challenges in English learning development, forensic linguistics as a branch of modern applied linguistics, benefits and challenges of incorporating inclusive language into Business English instruction, the third revolution in foreign language teaching, multimodality and multimodal literacy in the process of teaching a foreign language, learning management systems in higher education, foreign language learning and cultural intelligence, opportunities and challenges in integrating artificial intelligence in educational practice and challenges teachers face nowadays in teaching English as a lingua franca.



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



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



The access point to the scientific event at the host website is:

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All materials and discussions can be viewed in the presentation mode.

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

Предишни издания на кръгла маса „Бизнес лингва – актуални проблеми на чуждоезиково обучение и многоезичието“:



Трета кръгла маса „Бизнес лингва – актуални проблеми на чуждоезиково обучение и многоезичието“



Кръгла маса на тема „Бизнес лингва 2022 – актуални проблеми на чуждоезиково обучение и многоезичието”



Кръгла маса “Бизнес лингва 2021 - проблеми на чуждоезиково обучение и многоезичието”

# THE USAGE OF PEDAGOGICAL STYLISTICS IN INTEGRATED TEACHING OF LANGUAGE AND LITERATURE TO UNIVERSITY STUDENTS

**Professor, DSc, Nataliia Saienko**

**Kharkiv National Automobile and Highway University, Ukraine**

**Abstract.** *The major components of a person's speech culture are the correctness of language as well as the ability to appropriately select linguistic means and freely operate them in accordance with stylistic norms. Since poor knowledge of stylistic norms is one of the main reasons for a significant number of errors in students' oral and written speech, finding ways to increase their stylistic competence is an important task of teaching languages. The purpose of the study is to analyse the scientific basics of the methodology for teaching stylistics at university and to optimise the technology for developing students' stylistic skills based on literary texts. Recently, there has been a growing interest in literature as a rich resource for language learning and expanding students' horizons. Literary texts can be used to evoke a wide range of responses in students, and to help develop their analytical skills and critical thinking. This study tries to answer the following questions: how to integrate literature into the programmes of language studies at university, by what criteria authentic literary texts should be selected, how the work with them should be organised, what stylistic skills the students are expected to acquire after reading literary texts.*

**Key words:** university students, learning foreign languages, stylistics, literary texts.

One of the compulsory components of an individual's speech culture is the correctness of language and the ability to accurately and appropriately select linguistic means depending on the goals of communication and freely operate them according to stylistic norms. These requirements for speech presuppose the acquisition of basic stylistic knowledge and the formation of solid stylistic skills.

As a rule, the study of the basic concepts of stylistics when learning a foreign language (FL) in a higher education institution (HEI) is carried out on coherent texts of different styles and genres. The selection of these texts, considering their content focus and language design, creates conditions not only for improving the culture of speech but also for expanding students' horizons and developing their cognitive abilities and analytical and critical thinking.

Since poor knowledge of stylistic norms is one of the main reasons for many stylistic errors in students' oral and written works, finding ways to improve their stylistic training is one of the essential tasks of teaching FL. The study aims to analyse the scientific foundations of the methodology for teaching stylistics in

HEI and optimise, on their basis, the technology for developing stylistic knowledge and skills in teaching FL.

Stylistics is a branch of language science that studies the functional styles of language and the means of speech used by a specific style. The object of the stylistic analysis is texts belonging to different stylistic systems, reflecting the processes of linguistic development in a particular historical period.

The main goal of studying the stylistics of FL at universities is to learn the stylistic norms of a language, acquire knowledge about the peculiarities of functional styles, develop the skills and abilities to select stylistic resources according to the communication situation and develop the skills of communicatively justified use of language tools (Khodanich, 2021).

We believe that as a result of studying stylistics, the student should acquire knowledge about the peculiarities of FL speech styles and stylistic norms, distinguish the main genres and characteristic language means, evaluate the text from the point of view of its content, form, and linguistic design; select language means depending on the intention of the statement, style and genre of speech; perform a stylistic analysis of the text; choose samples of literary pieces of various functional styles from open resources; carry out business communication, draw up documents; perform self-control, self-assessment, and self-correction; analyse literary works, mass media texts, and speeches of prominent people to reveal the peculiarities of the author's style.

Students' stylistic skills and abilities are based on the theoretical principles of stylistics, which include such basic language styles as the belles-lettres, publicistic, newspaper, scientific, official, confessional, artistic, and conversational styles, which are represented by specific language resources.

Undoubtedly, vocabulary, phraseology, and syntax have the most significant stylistic potential due to the variety of lexical and stylistic meanings of words and the multiple colours of syntactic constructions. However, according to Banzeruk (2008), every section of the FL course at the university is suitable for stylistic analysis. For example, phono stylistics can be organically woven into the study of sound composition, that is, a section of stylistics that studies the stylistic possibilities of the sound structure of the language, such as sound anaphora, epiphora, assonance, alliteration, rhyme, rhythm, etc.

Lexical stylistics differentiates the vocabulary of the language into stylistically neutral and stylistically coloured units; determines the types of colouring (emotional or functional, bookish or conversational); analyses the expressive possibilities of archaisms, historicisms, neologisms, terms, dialecticisms, colloquial and slang vocabulary etc. in texts of various styles and genres.

Numerous tropes of quality and quantity present lexical and syntactical devices.

Training materials on phraseology can be analysed by clarifying the lexical meanings of phraseological units, determining their sources (a vernacular language, a professional and industrial sphere, myths of Ancient Greece, phraseological

units of biblical origin, catchphrases of prominent people, proverbs, sayings, etc.). It is appropriate to augment the theoretical information with exercises to provide phraseological equivalents in the native language.

Stylistic syntax focuses on how the arrangement of words and phrases can influence the style of a text. It often involves manipulating sentence structures, such as inversion, repetition, parallelism, nominative and elliptical sentences, asyndeton, chiasmus, parenthesis, etc., to achieve artistic effects.

The development of students' stylistic skills depends on the organization of the teaching process, i.e., the teacher's competence in pedagogical stylistics, which, as Saito (2015) notes, has rapidly expanded its territory into the field of teaching foreign languages since the 90s, in response to the globalization of English.

Pedagogical stylistics considers employing stylistic analysis in teaching to enable students to understand literature and language better and improve their language acquisition (Burke et al., 2012). Recently, it has become an essential tool in teaching English as a second language. As some authors state (Rugaiyah et al., 2024), using stylistics in language teaching can help students understand the nuances of the language and appreciate the beauty of literature.

The authors highlight the main approaches to studying stylistics: tropic-figurative, functional-stylistic, language-level, and communicative-pragmatic (Popovich, 2016).

With the tropic-figurative approach, the primary attention is focused on tropes and figures of stylistic syntax. The functional-stylistic approach is distinguished since the central concept of stylistics is the functional style. Undoubtedly, the language-level approach is dominant because stylistics affects all levels of the language system (phonetic, morphological, lexical, grammatical, syntactic, etc.).

Today, the communicative-pragmatic approach to studying stylistics has become relevant, as stylistics „keeps in view not only language but also speakers: those who speak and those who are spoken to” (Matsko et al., 2003, p. 71).

Thus, pedagogical stylistics is focused on the assimilation of stylistic norms by students during the study of all sections of the FL course, taking into account the factors of identification of basic stylistic phenomena, selection of resources for stylistic analysis, stages in the formation of the essential stylistic skills. The method of stylistic analysis is recognised as the primary method of teaching stylistics, as it allows students to draw attention to the stylistic richness and diversity of the expressive means of language.

We share the opinion of some authors (Skuratyvsky et al., 2001) that students should develop stylistic skills primarily on a communicative-active and functional-stylistic basis being able to: 1) identify linguistic means of stylistics in the text, recognize their stylistic colouring; 2) characterise speech styles taking into account the literary norms of the language; 3) replace words with appropriate synonyms (taking into account their stylistic colouring) depending on the style of



speech and communicative situation; 4) conduct a stylistic analysis of the text; 5) create texts of different styles and genres; 6) edit and improve texts of various types.

An analysis of literary sources that deal with the organization of work on stylistics (Skuratyvsky et al., 2001; Matsko et al., 2003; Popovich, 2016; Rugaiyah et al., 2024) and our own experience show that, as a rule, stylistics in educational institutions is studied in parallel and in a dispersed manner, and can be divided into such stages as propaedeutic (theoretical familiarization with the basic stylistic concepts and development of initial stylistic skills); practical (improving stylistic skills); and deepening and expanding the stylistic practice.

Among the methods of teaching stylistics, we would highlight the following methods: a method of communicating stylistic information, a stylistic analysis of forms and constructions, independent work to identify the stylistic characteristics of language means, creation of the text in a specific stylistic manner; and the following techniques: comparison, juxtaposition, synonymous replacement, modelling, reviewing, self-editing.

The system of stylistic exercises includes a) exercises aimed at demonstrating the functioning of phonetic, lexical, and grammatical resources of the language; b) exercises aimed at recognising stylistic devices in specially selected material; c) exercises in which students themselves select texts of various stylistic belonging, characterise them, and explain their appropriateness; d) exercises on the use of stylistic devices by students in their speech; e) exercises for editing.

The tasks of stylistic exercises may be the following: detection and analysis of stylistic means of vocabulary, grammar, phraseology, and stylistic figures in fiction or other text; clarification of the appropriateness of their use; study of stylistic notes in explanatory, synonymous, phraseological and other dictionaries and examples of the use of language means given in dictionaries that have a certain stylistic belonging; selection of words with given stylistic properties; comparison of speech patterns that are optimal from the point of view of solving communication problems; analysis of texts belonging to different functional styles, indicating those means that create a specific stylistic colouring of the text; the use of language means that have stylistic functions in the students' own speech in a coherent text; composing students' own texts in a specific stylistic manner; detection of stylistic mistakes in texts and their correction.

The following formulation of tasks can be suggested: 1. Read a selection of texts. Which of them are expressively neutral, and which are the most emotional? How is expressiveness related to style? 2. To which speech style does the statement belong if it reports on the results of research, provides knowledge from a certain field of science, includes terms, the presentation of the material is logical, accurate, and well-founded, and sentences are mostly complex? 3. Write a small text of a specific style. 4. Determine the stylistic (phonetic, lexical, morphological, grammatical, syntactic) means used in the text. 5. Name the document that records

the place, time, purpose, and results of meetings and conferences, the content of the reports, messages, and speeches that were heard, and the decisions made on the discussed issues. 6. Perform a stylistic analysis of the text. 8. Edit the sentences.

Stylistics can be integrated into English language courses in several ways (Benzoukh, 2017). It is seen as a powerful tool that can help students cope with difficult texts and increase their motivation and interest in learning the language. It can be used to teach literature and language to non-native English speakers by creating integrated English language and literature courses that combine literary and language studies (McCarthy, 1991).

Recently, there has been a growing interest in fiction as a rich resource of materials for language learning and the application of pedagogical stylistics. Some researchers (Cushing, 2018) even suggest integrating stylistics, namely the study of linguistic and expressive elements of language, into foreign language learning curricula. This approach presupposes an integrated study of language and literature, which involves students in analytical activities based on the literary text.

The above-described methods of pedagogical stylistics can also be used to analyse literary texts, which help students identify and understand the language structures and devices used by fiction writers (Amara & Omar, 2018). They help students develop critical thinking skills by encouraging them to analyse and interpret the language and structures used in literary texts. Researchers support the idea of using literature in FL teaching based on the fact that it represents a huge mass of created texts and can become an activator of reading-based classroom activities (Carter & McRae, 1996).

Many teachers consider reading fiction as an element of students' aesthetic development. Educators from different countries have recently noted that students cannot convey their feelings and emotions about the texts they read. They cannot analyse what they have read at the proper level due to their lack of analytical reading skills. There is also a general decrease in interest in reading and insufficiently developed verbal communication skills. Teachers are faced with the question: in what form and in what volumes should students read fiction, including classical literature, especially in non-linguistic faculties, since it is the language of fiction that makes it possible to understand the picture of the world?

Despite the development of information technology, people should not forget about such a world heritage as books, because they contribute to the spiritual development, teach the principles of morality. It is believed that the secondary school in which learners have to read fiction, whether they want it or not, forms the value of classical literature but does not form an interest in reading.

Researchers are alarmed that the number of book lovers on Earth is only decreasing. There are many reasons for this, but first of all, these are problems in educating young people and the emergence of other means of obtaining information. And even the possibility of reading the books of great writers

completely free of charge, downloading them from the Internet, does not save the situation.

Educators complain that youngsters have stopped reading books and spend all their free time in front of the gadget screen. The relevance of the problem is due to fundamental changes in the information and media interests of the readers. Young people do not read serious literature, having traded books for computer games, social networks, and smartphones. The situation is getting worse exponentially since each subsequent generation learns from the example of their parents. Research shows that serious fiction is losing its former intellectual role in society. This makes us talk about the „primitivization” of reading and the emergence of a generation that „does not read.” (Khilobchenko, 2013).

Only time will show how the lack of interest in literature will affect the spirituality of the younger generation, though it is very unlikely that these changes will be for the better. Therefore, teachers need to look for ways of resolving this problem today, integrating literature into education in any possible way, including teaching FL.

Such respected organizations as the Council of Europe or the Modern Language Association recommend combining literature and language learning to promote the formation of translingual and transcultural competence, which contributes to the development of a holistic personality (Piasecka, 2013).

Literature that can elicit a wide range of responses from students has been described as „an open window” into the target language culture, helping students better understand the „other” and also enhancing their intercultural competence (Moneer, 2020).

Al-Alami (2012) summarizes the pedagogical approaches to literary texts as follows: a) literary texts should be relevant to the interests, concerns, and age of the learners; b) teaching literature in the context of foreign language learning should aim to elicit learners’ responses to the text and create conditions for their personal discoveries; c) literary texts should be viewed as a resource and an excellent opportunity for enhancing the learners’ educational level and personal growth.

When it comes to organizing work with fiction, the selection of texts is of paramount importance. Linguistically complex texts can demotivate students and discourage them from reading literature in a foreign language for an extended period. Therefore, the topics of the selected texts and plots should be exciting and personally significant to the students. The genre can vary, including short stories, poetry, excerpts from novels and plays.

The language of the selected texts should correspond to the level of the students’ language proficiency. With all due respect to the classical literature of previous centuries, the language of its texts is quite complex, as it abounds in archival vocabulary. Therefore, it is much more rational to choose more modern texts that include vocabulary and phraseological units of the contemporary language.

For the better acquisition of FL and the development of the general culture of students, it is crucial to consider the socio-cultural component of a literary work. By reading stories and novels by famous writers, students deepen their knowledge of the language, develop artistic taste, learn to analyse and generalise what they have read, and argue their point of view. As educators, we play a significant role in this process, as we guide students in their literary journey. That is why so-called home reading remains an important component in acquiring linguistic and cultural knowledge. Texts for home reading can be of different styles, each of which is characterised by its own features. But in any case, for home reading and subsequent language practice, it is advisable to choose texts with an entertaining plot, emotional, figurative and related in theme to the life experience and interests of students.

Modern students read mainly short informational texts, blogs, etc., since most spend much time on social networks. Due to the established habit of exchanging short messages online, young people increasingly choose small-format texts for reading and communication. Therefore, it is advisable to select either short stories or excerpts from literary works to introduce students to the cultural heritage of humanity and to develop the skill of constantly reading and discussing the works of well-known writers.

When selecting authentic foreign-language texts and organising work with them, the teacher faces several problems, namely, what criteria should be used when choosing the material for reading, what factors should be taken into account for selection, and what skills students will acquire after reading the text. The teacher must analyse the degree of linguistic accessibility of the text, that is, the ability of students to overcome linguistic difficulties in the process of reading. For example, when reading a text from classical literature that contains an excessive number of archaisms and complex stylistic constructions, interest in home reading may decrease. To avoid this, the text should be provided with appropriate explanations and made accessible to students.

As research shows (Meshkova et al., 2020), the most effective way to teach the integrated course of FL and literature is to use works by 20-21st century authors, as they are chronologically closer to our time, arouse more significant interest in students and encourage them to participate in discussions of what is being described. However, a reasonable balance should be found between texts by classical and modern authors without ignoring the former. Critical criteria for selecting texts are the correspondence of the lexical complexity of the text to the level of language proficiency of students, as well as the effective interaction of the text with the interest of the student reader.

Another criterion for text selection is the variety of texts, e.g., narrative texts, descriptive texts, and argumentative texts. The structure of a narrative text (novel, short story, essay, or excerpt from a book) is rich in descriptions, enumerations, and paraphrases. From a stylistic point of view, descriptive texts are characterized by such figures as comparisons, metaphors, hyperboles, and

connotations. In an argumentative text, the author defends a position on a particular issue, building a chain of arguments using logical connections, thematic vocabulary, connotations, repetitions, and exaggerations to enhance the impact of arguments.

Stylistic exercises based on a literary text are usually divided by methodologists into three types: before reading activities, during reading activities and after reading activities. Before reading activities focus on students' background knowledge of the topics of a narration; students can be asked several questions about the author of the work, the period of history in which he or she wrote, and given some introductory information about the story or excerpt that is to be read and discussed.

During or while-reading reading activities include reading a piece in class (if it is not done as homework) for subsequent interpretation and analysis.

Aydinoglu (2012) states that while-reading activities aim to help students comprehend the text, get the meaning, practice its lexical items, and study its literary features.

During the first reading, the student should understand the text as a whole and be able to answer questions such as „Who?“, „What?“, „Where?“, „When?“, „Why?“, etc. At this stage, students answer the teacher's questions about the content of the text, summarise it, and do multiple choice exercises or true/false activities to check their understanding of what they read.

Studies show (Meshkova et al., 2020) that using open and closed questions to check reading material is very effective and significantly saves class time when checking the assimilation of reading material. Closed questions aim to understand the text's general content and require a short answer. An open question requires a detailed explanation and shows how much a particular fact or statement helps the student explain and comment on the text.

After reading activities include a stylistic analysis of the text, which can be carried out using the following exercises: determine the types and functions of phonostylistics, read the famous poem, and determine the types of cohesion and the language means of their realisation; give your variant of translation; determine the types and stylistic functions of lexical units which belong to the literary layer; determine the types and functions of grammatical transpositions; match the idioms with their actual meaning; analyse the examples of secondary nomination; determine the types and functions of tropes of quality and quantity; indicate the cases of metaphor (metonymy, epithet, antonomasia, oxymoron etc.); determine the types and functions of syntactical expressive means based on redundancy in the following sentences; characterise the lexical and syntactical means which contribute to the effect of suspense, etc.

Practical after-reading tasks include cloze tests from the linguistically rich paragraphs, as they help students test their abilities in terms of vocabulary items. Conducting a cloze procedure in a language class will help students predict lexical collocations, which will help them gain important information about the grammar

and vocabulary of a language. When students spot which item collocates with which, they develop their language awareness about vocabulary items (Mohammadzadeh, 2015).

To check the correct understanding of a specific word, expression, phrase, or text fragment, the authors (Meshkova et al., 2020) suggest using paraphrases, periphrases, selection of synonyms, considering the context, etc. To teach reasoned statements based on the text, it may be adequate to offer a task to fill in tables using quotes from the text read that confirm (arguments „for”) or refute (arguments „against”) a particular statement, fact, etc.

To sum up, the integration of FL stylistics and literature teaching in modern schools is gaining more and more importance, as, on the one hand, it expands the linguistic and cultural horizons of students through the acquisition of new stylistic knowledge, and, on the other hand, improves their practical communicative skills in various types of speech activity.

Teaching such an integrated course covers a variety of methods, including short lectures, interactive lessons and group discussions, which involve students in various activities and contribute to the development of their speaking skills.

Literary texts, which are rich and varied, can evoke a wide range of responses in students and help develop their analytical skills and critical thinking.

A rational level of difficulty of the exercises, a clear orientation to the final result, and a variety of didactic materials are essential conditions for stimulating and maintaining interest in the stylistic analysis of literary works during the integrated study of FL and literature.

However, stylistics is wider than the study of literary language since any text can be subjected to stylistic analysis, allowing students to appreciate a FL richness and diversity. Further development of methods is needed to form and develop students' stylistic skills when working on various genres and styles.

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# MULTILINGUAL ADDED VALUE THROUGH INTERNATIONAL PROJECTS AND RESEARCH (on the example of Erasmus + CRCLEcon)

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**Abstract:** *In the 2022 Erasmus+ competition, a team from the „D. A. Tsenov“ Academy of Economics, with representatives from the „Finance and Credit“ and „Foreign Language Teaching“ departments, submitted a project proposal in the field of the circular economy<sup>1</sup>. The project brought together three partner universities from the Balkans: Artifex University of Bucharest (Romania), Istanbul Esenyurt University (Türkiye), and the University of Niš (Serbia). Despite strong competition, the project was successfully approved for funding and commenced in early 2023 under the title „Trifold Approach to Circular Economy: Perspectives of Academia, Business, and Society“ (No. 2022-1-BG01-KA220-HED-000085464). The project, structured around five work packages, involved a collaborative effort between universities, departments, and researchers. It included six workshops, four transnational partner meetings for project administration, and two final conferences. The culmination of these efforts resulted in the publication of three books in five languages (English, Bulgarian, Romanian, Turkish, and Serbian): Reference Book on Circular Economy for Teachers, Repertory on Circular Economy for Students, and Handbook on Circular Economy Challenges for Business and Society. These publications, created by international teams of authors, are available in both print and digital formats on the website [www.circlecon.eu](http://www.circlecon.eu), and are designed to serve the needs of educators, students, business professionals, and the broader community. The project's outcomes contributed to the creation of multilingual scientific resources, addressing the critical issue of environmental protection through circular economy principles and technologies. The success of this initiative underscores the importance of educating and training future generations in sustainable practices. By participating in eco-focused projects like this, the universities ensure the integration of contemporary advancements in circular economy concepts into academic curricula. Moreover, the project enabled a comparative analysis of national policies, best practices, and gaps in environmental protection and circular economy implementation across the four Balkan partner countries.*

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<sup>1</sup> Note: This publication disseminates the results from the work packages of Erasmus+ project №2022-1-BG01-KA220-HED-000085464, „Trifold approach to circular economy: perspectives of academia, business, and wider society“ (acronym CRCLEcon), [circlecon.eu](http://circlecon.eu)

**Key words:** Circle Economy, Reference book for Teachers, Repertory for Students, Handbook for Business and Society

**JEL:** G18, Q26, Q51, Q58

## **Introduction**

The project „Trifold Approach to Circular Economy: Perspectives of Academia, Business, and Wider Society“ (No. 2022-1-BG01-KA220-HED-000085464), also known by its acronym CRCLEcon, was developed by a team from the Faculty of Finance at the „D. A. Tsenov“ Academy of Economics. Partner universities included Artifex University of Bucharest (Romania), Istanbul Esenyurt University (Türkiye), and the University of Niš (Serbia). The project was organized into five work packages. The first work package focused on project management, including four transnational meetings for administrative coordination. The next three work packages centered on the development of key intellectual outputs by international teams of authors, each supported by two workshops. These efforts resulted in the publication of three primary outputs in English: a textbook for teachers (Zahariev, et al., 2024a), a manual for students (Zahariev, et al., 2024b) and a monograph aimed at business and society (Zahariev, et al., 2024c). The final, fifth work package dealt with dissemination and promotion activities. As part of these efforts, the author teams voluntarily decided to translate the intellectual outputs into four additional languages – Bulgarian, Romanian, Turkish, and Serbian – and publish them with corresponding ISBNs. This resulted in the production of five textbooks, five manuals, and five monographs across these languages. All of the publications, along with their digital counterparts, are available on the project website, [www.circlecon.eu](http://www.circlecon.eu), and are aimed at three primary target groups: teachers, students, and the business community (Angelov & Mihaylova, 2023). Based on the above, this report will present a chronological and organizational overview of how multilingual added value was created through project activities and international academic collaboration within the CRCLEcon project under the Erasmus+ program.

### **1. From workshops to intellectual products**

According to the project budget and activity plan for the second, third, and fourth work packages, six workshops were organized and held as part of the CRCLEcon project – one in Bulgaria, two in Romania, one in Turkey, and two in Serbia. The working method employed by the four partners involved discussing the content of each book during the first workshop. The content was structured into four chapters, with each partner responsible for assigning specific sections to their scholars. The original content created by the scholars was then submitted to the respective country coordinator for review and further development.

After the scholars submitted the finalized content to the project contractor and main coordinator, the review process began. This review was led by Prof. Tadija Djukic, Dean of the Faculty of Economics at the University of Niš

(currently Vice-Rector), and Prof. Dr. Stoyan Prodanov, Head of the Master’s program „Financial Management in the Public Sector“ at the „D. A. Tsenov“ Academy of Economics.

*Table 1. Organization of project tasks in work packages*

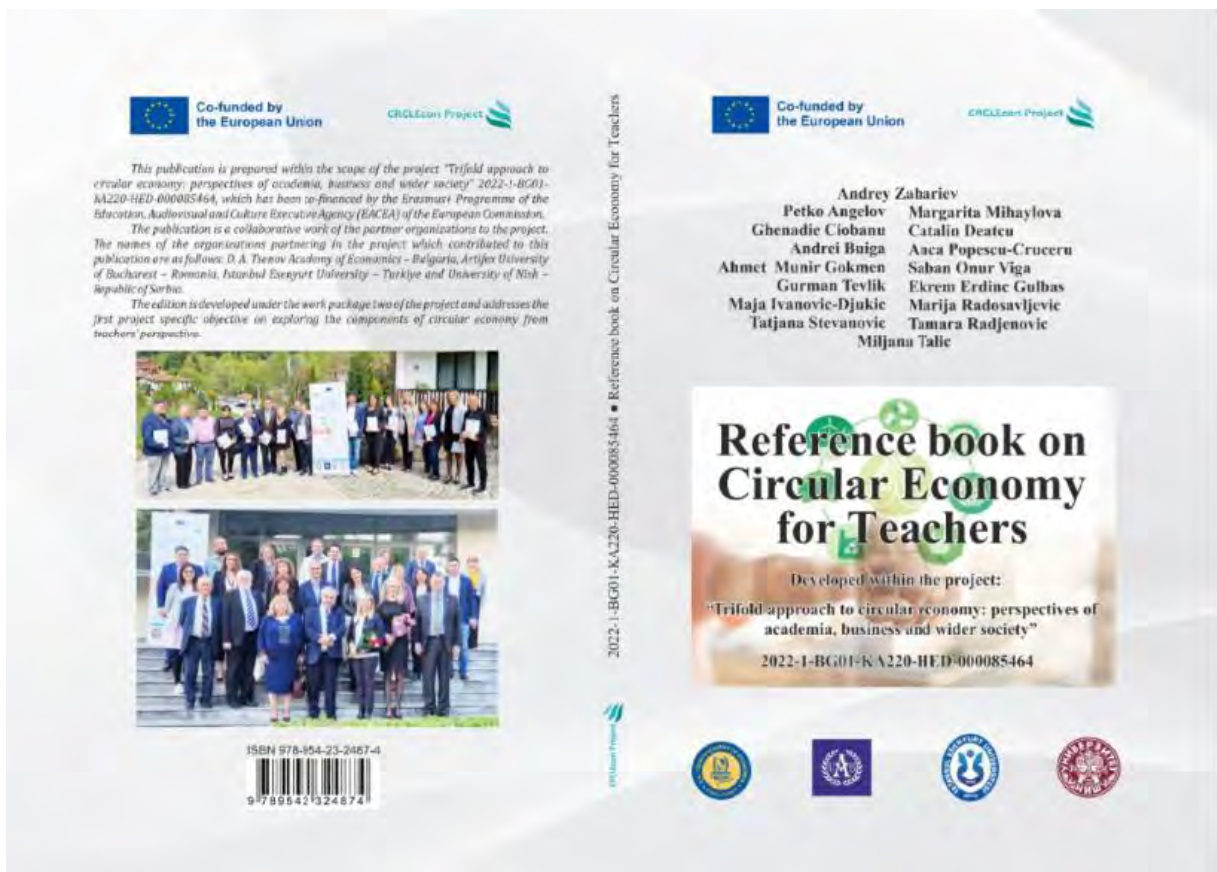
| <b>Second work package: Circular Economy and Teachers’ perspective</b>  |   |
|---|---|
|  <p><b>AGENDA</b></p> <p>of the First workshop on applicable methodology in teaching circular economy of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>30.04. – 02.05.2023<br/>Chirpik, Trosan municipality, Bulgaria</p> |  <p><b>AGENDA</b></p> <p>Second workshop on Branch specifics in circular economy of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>18.05. – 20.05.2023, Bucharest, Romania</p>                  |
| <b>Third work package: Circular Economy and Students` perspective</b>   |   |
|  <p><b>AGENDA</b></p> <p>of the Third Workshop on the nature and challenges of circular economy of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>21.08. – 23.09.2023, Nis, Serbia</p>                                    |  <p><b>AGENDA</b></p> <p>of the fourth Workshop on competence set vital for circular economy of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>11.01. – 13.01.2024, Istanbul, Turkey</p>       |
| <b>Fourth work package: Circular Economy, Business and Society</b>  |   |
|  <p><b>Agenda</b></p> <p>of the Workshop on main challenges to business and society of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>09.05. – 11.05.2024, Targu Jiu, Romania</p>  |  <p><b>Agenda</b></p> <p>of the Workshop on competitive advantages to business and benefits in society of Erasmus+ KA220-HED project</p> <p>“Trifold approach to circular economy: perspectives of academia, business and wider society”</p> <p>Project number: 2022-1-BG01-KA220-HED-000085464</p> <p>24.03. – 26.06.2024, Nis, Serbia</p> |

Source: (Zahariev, et al., 2024c)

## 2. Creation of intellectual products in English

The creation of intellectual products in English underwent a mandatory proofreading stage, overseen by a representative from the „Foreign Language Education“ department at the Faculty of Finance, „D. A. Tsenov“ Academy of Economics, as part of the contractor’s commitment. After proofreading, the final version was published digitally on the open science platform ResearchGate and submitted for printing by AI „Tsenov“ with the issuance of an ISBN.

The **first intellectual output** was published as a textbook for teachers: Zahariev, A., Angelov, P., Mihaylova, M., Gokmen, A.M., Viga, S.O., Tevlik, G., Gulbas, E.E., Ciobanu, G., Deatcu, C., Buiga, A., Popescu-Cruceru, A., Ivanovic-Djukic, M., Radosavljevic, M., Stevanovic, T., Radjenovic, T., Talic, M. (2023) *Reference book on Circular Economy for teachers*. Tsenov Academic Publishing House, 157 pages, ISBN 978-954-23-2487-4, E-ISBN 978-954-23-2435-5, DOI: [www.doi.org/10.13140/RG.2.2.34487.91046](http://www.doi.org/10.13140/RG.2.2.34487.91046).



The **second intellectual output** was published as a manual for students: Zahariev, A., Angelov, P., Mihaylova, M., Manole, A.–L., Deatcu, C., Cucu, V., Ciobanu, G., Vasile, V., Gokmen, A.M., Sarici, Y., Viga, S.O., Gulbas, E.E., Ivanovic-Djukic, M., Radosavljevic, M., Stefanovic, S., Krstic, B., Talic, M. (2024) *Repertory on Circular Economy for Students*. Tsenov Academic Publishing House, Svishtov, 168 pages, ISBN 978-954-23-2490-4, E-ISBN 978-954-23-2479-9, DOI: <https://www.doi.org/10.13140/RG.2.2.28495.91044>).

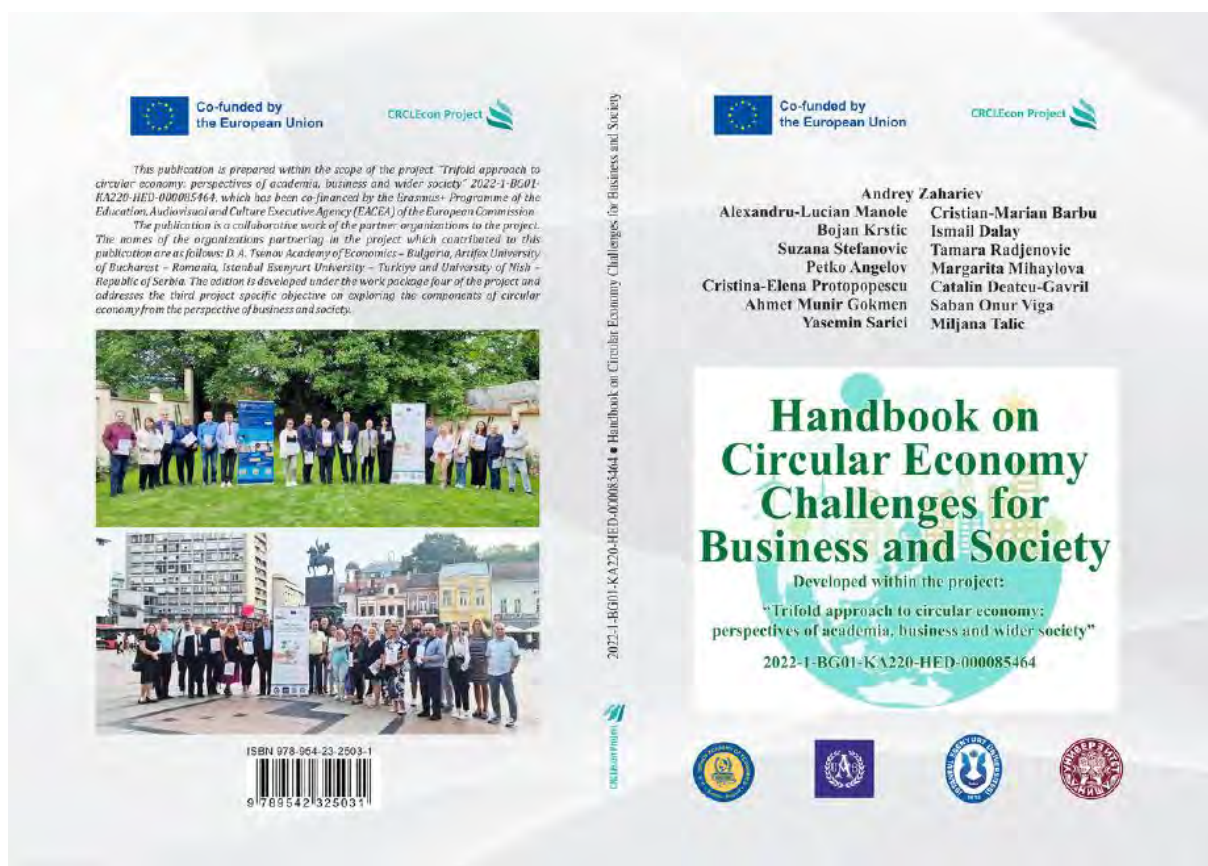


The **third intellectual output** was published as a monographic book for the society and the business: Zahariev, A., Manole, A.-L., Barbu, C.-M., Krstic, B., Dalay, I., Stefanovic, S., Radjenovic, T., Angelov, P., Mihaylova, M., Protopopescu, C.-E., Deatcu-Gavril, C., Gokmen, A.M., Viga, S.O., Sarici, Y., Talic, M. (2024) *Handbook on circular economy challenges for business and society*. Tsenov Academic Publishing House, Svishtov, 150 pages, ISBN 978-954-23-2503-1, DOI [www.dx.doi.org/10.13140/RG.2.2.16372.77445](http://www.dx.doi.org/10.13140/RG.2.2.16372.77445), DOI [www.rgdoi.net/10.13140/RG.2.2.16372.77445](http://www.rgdoi.net/10.13140/RG.2.2.16372.77445).

The team of authors from the four Balkan countries and partnering higher education institutions include:

**First, from D. A. Tsenov Academy of Economics, Svishtov, Bulgaria:**

- Prof. Dr. Andrey Zahariev, author
- Chief Assist. Prof. Dr. Petko Angelov, author
- Sen. Lecturer Dr. Margarita Mihaylova, author and proofreader
- Prof. Dr. Stoyan Prodanov, reviewer



**Second, from Artifex University of Bucharest, Romania:**

- Prof. Dr. Alexandru-Lucian Manole, author
- Prof. Dr. Cristian-Marian Barbu, author
- Prof. Dr. Anca Popescu-Cruceru, author
- Assoc. Prof. Dr. Catalin Deatcu-Gavril, author
- Assoc. Prof. Dr. Andrei Buiga, author
- Assoc. Prof. Dr. Cristina-Elena Protopopescu, author
- Assoc. Prof. Dr. Virginia Cucu, author
- Lecturer Dr. Ghenadie Ciobanu, author
- Lecturer Dr. Veronica Vasile, author

**Third, from Istanbul Esenyurt University, Turkiye:**

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- Assist. Prof. Dr. Ahmet Munir Gokmen, author and proofreader
- Assist. Prof. Dr. Saban Onur Viga, author and proofreader
- Assist. Prof. Dr. Yasemin Sarici, author and proofreader
- Assist. Prof. Dr. Ekrem Erdinc Gulbas, author and proofreader
- Assist. Prof. Dr. Gurman Tevlik, author

**Fourth, from Economic Faculty of University of Nis, Serbia:**

- Prof. Dr. Tadija Djukic, reviewer
- Prof. Dr. Maja Ivanovic Djukic, author and proofreader

- Prof. Dr. Marija Radosavljevic, author and proofreader
- Prof. Dr. Suzana Stefanovic, author
- Prof. Dr. Bojan Krstić, author
- Assoc. Prof. Dr. Tamara Radjenovic, author
- Research Assistant Miljana Talic, author

### 3. Creation of intellectual products in Bulgarian, Romanian, Turkish and Serbian languages

The decision to create authorized versions of the intellectual products in the national languages of the project partners was made as part of the commitment to promote and disseminate the project's results (Zahariev, Mihaylova, Monev, & Dikov, 2021). Through the intensive efforts of the individual teams, the three main books were translated and published in Bulgarian, Serbian, Romanian, and Turkish, each with its own ISBN. This multilingual approach ensured broader accessibility and impact across the partner countries.



### 4. Creation of digital content with multilingual interactivity

The creation of digital content with multilingual interactivity was outsourced to a specialized digital marketing firm. As a result, the project's five-language portal ([www.circlecon.eu/](http://www.circlecon.eu/)) is fully accessible and functional. The multilingual interactivity is applicable in each of the three base modules (Zahariev, Ivanova, Angelov, & Zaharieva, 2021): Drag and Drop; Quizzes, Fulfil the mission.



### Drag and Drop in English

- Drag and Drop - Unit 1
- Drag and Drop - Unit 2
- Drag and Drop - Unit 3
- Drag and Drop - Unit 4

### Quizzes in English



### Fulfil the mission in English

- FM 1
- FM 2
- FM 3



## 5. Holding joint closing conferences

The final joint closing conferences were hosted by „D. A. Tsenov“ Academy of Economics in Bulgaria and Istanbul Esenyurt University in Türkiye. At both events, the project’s target audience – comprising over 50 administrators, teachers, professors, students, and pupils – was successfully engaged.



Co-funded by the European Union



**First joint final conference of Erasmus+ KA220-HED project**  
 Trifold approach to circular economy: perspectives of academia, business and wider society  
 2022-1-BG01-KA220-HED-00085464



20.09.2024 / Hotel - restaurant Ivanoff, 15 Petar Angelov str, Svishtov, Bulgaria / <https://circlecon.eu/>



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 2022-1-BG01-KA220-HED-00085464



04.10.2024 / Istanbul TÜRKİYE/ <https://circlecon.eu/>







### **Conclusion**

The project activities have generated significant multilingual scientific value, addressing the pressing issue of environmental protection through the principles and technologies of the circular economy. The success of this mission hinges on the training and education of future generations. By involving higher education institutions in similar environmentally focused projects (Zahariev, Ivanova, Angelov, & Zaharieva, 2021), the integration of contemporary advancements in circular economy concepts into educational curricula is effectively facilitated. Additionally, the four Balkan universities conducted a professional

comparative analysis of national achievements, best practices, and shortcomings in national policies related to environmental protection and the implementation of circular economy initiatives.

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# PROFESSIONAL COMMUNICATION EXPERT-PHILOLOGY WITH REPRESENTATIVES OF ENGLISH-SPEAKING COUNTRIES

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**Abstract.** *The article deals with the issue of studying the culture of professional communication of a philologist with representatives of English-speaking countries. Negotiation is a process of communication between two or more parties in order to reach a mutually acceptable agreement or settle a particular issue or matter. Negotiations can take place in a variety of areas, including business, politics, international relations and personal relationships. The culture of professional communication of a philologist is a set of norms, models of behavior and practices that regulate the interaction of a philologist with people from English-speaking countries in a professional environment. This culture emphasizes the importance of effective communication, mutual understanding and respect for cultural differences. It requires a deep understanding of the English language, including its grammar, syntax and vocabulary, as well as an understanding of the nuances of English-speaking cultures. In addition to language proficiency, a philologist must possess strong interpersonal skills, including active listening, empathy and cultural sensitivity. He should also be able to adapt his communication style to different contexts and audiences, for example, formal or informal, and to adjust his tone and pace to the needs and preferences of the interlocutors. In general, the culture of professional communication of a philologist with representatives of English-speaking countries attaches great importance to effective communication, cultural awareness and mutual respect, which are essential qualities for building successful professional relationships in a globalized world. The results of the analysis allow us to say that negotiations often involve a certain degree of concessions, compromises and bargaining as each party tries to maximize its benefits while minimizing losses. Successful negotiations require effective communication skills, active listening, creativity and the ability to manage emotions and conflicts.*

**Keywords:** business etiquette, communication, conflicts, negotiations, communication, philologist, agreement.

**Statement of the problem.** One of the main problems faced by philologists in their professional communication with representatives of English-speaking countries is the cultural gap that exists between different linguistic and social communities. This gap can manifest itself in various forms, such as differences in communication styles, values, attitudes and norms, which can lead to misunderstandings, misinterpretations and even conflicts. For example, a linguist from

a non-English-speaking country may have a different approach to communication than their English-speaking counterpart, which can lead to a breakdown in communication or failure to achieve a common goal. Likewise, cultural differences in non-verbal communication, such as body language, gestures and facial expressions, can lead to unwanted messages or signals.

Another problem with professional communication culture is the lack of familiarity with the cultural context of English-speaking countries, which can create difficulties in understanding and interpreting cultural references, idioms, humor and other forms of implicit communication. This can be particularly challenging for linguists working in fields such as literature, media or the arts, where cultural sensitivity and awareness are essential skills.

The problem of professional communication has been attracting the attention of philologists for a long time [1; 2; 3]. One of its most interesting aspects is overcoming these challenges, namely, philologists need to develop a culture of professional communication that takes into account the cultural diversity of their interlocutors, as well as their own cultural background and communication style. This requires a deep understanding of the cultural context, as well as strong interpersonal skills such as active listening, empathy and adaptability.

**Analysis of recent research and publications.** The culture of professional communication of a philologist with representatives of English-speaking countries as one of the most controversial and important areas of our time is studied and has been studied by many researchers, such as Volkova N. P., Babych N. D., Koval A. P., Tkachenko V. A., Botvina N. V., Samovar L. and others. However, the relevance of the article is more significant than ever, because in today's globalised world, where communication and cooperation between people with different cultural backgrounds are becoming more and more common, the ability to communicate effectively and respectfully across language and cultural boundaries is a vital skill, especially for philology professionals. As businesses, governments and academic institutions continue to expand their presence internationally, the demand for linguists with strong intercultural communication skills is also growing. In addition, the development of digital technologies and social media has made it easier to connect and collaborate with people from different countries and cultures, further emphasizing the need for a professional communication culture that is inclusive, empathetic and culturally sensitive.

In addition, the ongoing COVID-19 pandemic has accelerated the trend towards remote work and virtual communication, which has further emphasized the importance of effective communication skills as people need to collaborate across geographical and cultural boundaries without being able to communicate face-to-face.

Thus, the relevance of the culture of professional communication of a philologist with representatives of English-speaking countries is very important in today's globalised and interconnected world, and is likely to become even more

important in the future as the pace of globalization and digitalization continues to accelerate.

**The purpose of the article is** to promote effective and respectful communication between people from different linguistic and cultural backgrounds. This involves the development of a set of skills, knowledge and attitudes that enable a specialist linguist to communicate effectively with representatives of English-speaking countries and to navigate cultural differences and similarities.

The main goal of a culture of professional communication is to build positive relationships between individuals and groups from different cultural backgrounds, improve mutual understanding and facilitate successful cooperation. Effective communication is particularly important for linguists, who often work in fields such as literature, media or the arts, where cultural sensitivity and awareness are essential skills. Philologists need to be able to interpret and communicate cultural nuances and understand the cultural context of their interlocutors in order to successfully achieve their professional goals. By developing a culture of professional communication, linguists can also improve their career prospects and expand their professional network, as they will be better prepared to interact and collaborate with English-speaking people on a global scale.

In general, the purpose of the culture of professional communication between a philologist and representatives of English-speaking countries is to promote successful communication, build positive relationships, cultural understanding and cooperation.

**Summary of the main material.** Communication culture is an important aspect of human interactions, as it determines how we build relationships, resolve conflicts, reach mutual understanding and maintain mutual respect. Communication culture plays an important role in: 1) creating a positive impression: (politeness, attention to detail and adherence to etiquette allow you to create a positive impression of yourself or your organization. This is especially important in a professional environment, where the first impression can determine the further course of cooperation), and 2) conflict prevention: (a culture of communication helps to avoid misunderstandings and conflicts. For example, if a person knows how to express his or her opinion diplomatically and respectfully, it helps to peacefully resolve possible disagreements), and 3) support for effective communication: (a good communication culture ensures clarity and comprehensibility in the exchange of information. It helps to avoid ambiguities and misunderstandings, which is especially important in business or intercultural communications), and 4) building trust and respect: (when people follow the norms of communication culture, it creates an atmosphere of trust and mutual respect. They feel heard and understood, which helps to build stronger relationships), and 5) reflecting the level of education and upbringing: (communication culture is an indicator of the level of a person's general culture. It demonstrates how well educated a person is, how well mannered he or she is, and his or her ability to adapt to different social situations), and 6) adaptation in intercultural

communications: (in a globalised world, communication culture is key to effective mutual understanding between people from different cultures. The ability to take into account cultural differences helps to avoid cultural barriers and succeed in international interactions), and 7) improving the efficiency of interaction: (the ability to build communication correctly allows you to reduce the time for resolving issues, reduce the number of errors and increase the efficiency of joint work. This is important both in business and personal relationships), and, of course, the development of emotional intelligence: (communication culture includes the ability to recognize the emotions of the interlocutor and respond appropriately to them. This contributes to building more harmonious relationships and better mutual understanding).

Thus, communication culture is an important component of successful interaction, which affects the quality of our relationships, professional growth and the ability to function effectively in modern society.

Thus, in all countries of the world, communication culture is important in both personal and professional life. Negotiation is an important tool for resolving conflicts, achieving goals and building relationships, and it requires a combination of strategic thinking, interpersonal skills and cultural awareness.

There are some differences between countries and regions, although there are some general rules of professional communication culture that are widely followed in most countries of the world by language professionals, including: using appropriate language, where one should be mindful of the level of formality appropriate to the situation and the person with whom one is speaking, for example, in a formal business setting it is important to use more formal language and avoid slang or everyday language; showing respect, it is important to treat other people with respect, their beliefs and It is important to avoid making assumptions about people based on their background and always treat others with dignity and respect; active listening, as active listening is key to effective communication. This means paying attention to what the interlocutor is saying, asking questions and answering them appropriately; using appropriate body language, body language can convey a lot of information, you need to be aware of body language and how it can be perceived by others; brevity, for example, in English-speaking countries people usually prefer concise communication that gets to the point quickly. You should avoid verbosity or digressions; punctuality, which is important in all countries of the world, especially in a business environment; avoiding interruptions that may be perceived as rude or disrespectful. Remember to wait until the other person has finished speaking before responding; using appropriate humor, as humor can be a great way to break the ice or build rapport, but it is important to use appropriate humor that is respectful and not offensive; being open-minded, open-minded and willing to learn from others. English-speaking countries have a wide variety of cultures and perspectives, and being open to new ideas and ways of thinking can lead to better communication and stronger relationships; the last general rule of thumb is to be

aware of cultural differences, remember that English-speaking countries have diverse cultures and it is important to be aware of cultural differences that may affect communication. Some cultures may place more importance on indirect communication, while others value directness [4].

The most important rules of cultural communication in England include several important cultural norms of communication that should be kept in mind, such as:

1. Politeness: Politeness is highly valued in England and people often use polite words such as 'please' and 'thank you' in their everyday communication.

2. Queuing: In England, it is customary to queue up when waiting for something, such as a bus or ordering food.

3. Small talk: Small talk is often used to make contact and connect with other people. Topics such as the weather, sports and popular culture are common conversation starters.

4. Respect for personal space: In England, people tend to value their personal space and may feel uncomfortable if someone stands too close to them or touches them without permission.

5. Directness: While politeness is important, English communication is often direct and to the point. People tend to say what they mean without using overly elaborate language.

6. Humor: Humor is an important part of English communication and people often use sarcasm, irony and dry wit in their conversations.

7. Time management: Punctuality is highly valued in England, so it is important to be on time for appointments.

8. Apology: In English culture, people often apologize for something, even if they are not directly responsible for it. Saying 'I'm sorry' acknowledges the other person's inconvenience or discomfort.

9. Tolerance: English culture values tolerance and inclusiveness. People tend to be understanding of people from different backgrounds, religions and lifestyles.

10. Non-verbal communication: Non-verbal communication, such as eye contact, facial expressions and body language, can convey a lot of meaning in English communication. It is important to be aware of these signals and how they can be interpreted by others [5].

In turn, the cultural norms of communication in the United States have their own important cultural communication norms that should be kept in mind when communicating in the United States. These include:

1. Informality: In general, communication in the US is more informal than in many other countries. People often use first names and may use slang or casual language in everyday conversation.

2. Directness: As in England, Americans tend to have a direct style of communication. They often say what they mean without using excessive ornate language.

3. Individualism: Americans value individualism and self-expression. People are encouraged to express their thoughts and ideas openly.

4. Time management: punctuality is highly valued in the US, so it is important to be on time for meetings.

5. Non-verbal communication: Non-verbal communication, such as eye contact, facial expressions, and body language, can convey a lot of meaning in American communication. It is important to be aware of these signals and how they can be interpreted by others.

6. Positive reinforcement: Americans tend to use positive reinforcement and praise to motivate and encourage others.

7. Equality: Americans value equality and may be offended by discrimination based on gender, race, religion, or sexual orientation.

8. Small talk: As in England, small talk is often used to make contact and connect with other people. Topics such as the weather, sports and popular culture are common conversation starters.

9. Multiculturalism: The United States is a diverse country and people are generally accepting of different backgrounds, religions and lifestyles.

10. Assertiveness: Americans are assertive and can express their opinions if they feel strongly about something. It is important to listen to the opinions of others and be open to feedback [6].

Considering the culture of professional communication of a philologist with representatives of English-speaking countries, it is necessary to note the difference between cultural communication in the USA and England, which has several key differences between the two countries, including: directness, although both Americans and English tend to be direct in communication, Americans tend to be more direct and assertive than the British; formality, communication in the USA is usually more informal than in England. For example, Americans often use first names even when meeting for the first time, while the British may prefer titles and surnames until the relationship is established; individualism versus collectivism, Americans tend to value individualism and self-expression, while the British may place more emphasis on collective values and social hierarchy; humor, while humour is important in both cultures, the British are known for their dry wit and sarcasm, while Americans tend to use more overt, crude humor; time management, punctuality is highly valued in both cultures, but the British may be more lenient with lateness than Americans; small talk, both Americans and British use small talk to make contacts and establish connections, but the topics of conversation may differ. Americans may focus more on personal interests and accomplishments, while the British may prefer to discuss current events or cultural topics; non-verbal communication, non-verbal cues such as eye contact, facial expressions and body language, can be interpreted differently in each culture [7].



In general, despite some differences in cultural communication between the US and England, both cultures prefer straightforwardness, politeness and respect for personal space.

When it comes to business etiquette in England, it is considered essential for establishing and maintaining professional relationships and has some key points to keep in mind: dress code in England tends to be more formal, especially in the financial and legal sectors. Suits, ties and conservative dress are often expected; handshakes are the most common form of greeting in a business environment; punctuality is highly valued in England, so be sure to be on time for meetings and appointments; it is customary to exchange business cards in England; meetings in England tend to be formal and structured. Agendas are usually prepared in advance and notes are taken during the meeting; English business communication is generally polite and indirect, with an emphasis on building and maintaining relationships. Be aware of non-verbal cues such as eye contact and body language as they can convey a lot of meaning; it is not customary to give gifts in a business setting in England, especially in government or other formal settings. It may be appropriate to send a small gift or a thank you note after a successful business transaction; food etiquette in England is formal and in line with traditional European customs [8].

However, business etiquette in the US is important for establishing and maintaining professional relationships, when a person keeps in mind the following key points dress codes in the US tend to be less formal than in many other countries, especially in the technology and creative industries; a handshake is the most common form of greeting in a business environment; punctuality is highly valued in the US, so be sure to be on time for meetings and appointments; it is customary to exchange business cards in the US; meetings in the US tend to be more informal and collaborative than in some other countries. It is customary to share ideas and discuss problems openly; American business communication tends to be direct and to the point, with an emphasis on efficiency and results; gift-giving in a business setting is not common in the US, especially in government and other formal settings; table etiquette in the US varies by region and company culture, but in general it is important to be polite and follow the host or hostess [8].

In general, by following these rules of business etiquette, you can always build strong relationships in English-speaking countries and demonstrate your professionalism.

As for business negotiations in English-speaking countries, it should be noted that any negotiations require an understanding of the business culture and customs of the country to which they relate:

1. Build relationships: English-speaking business culture values building relationships before getting down to business.
2. Be direct: directness and getting straight to the point are valued. Avoid beating around the bush or using indirect language.

3. Be prepared: English-speaking business culture values good preparation for meetings and negotiations. Make sure that you have thoroughly researched your partner, their company and the market in which you will be negotiating.

4. Be polite and respectful: courtesy and respect are highly valued, so be aware of your tone and body language.

5. Be confident: the English-speaking business culture values confidence and assertiveness. Speak clearly and confidently and be prepared to defend your position.

6. Focus on the long term: Long-term relationships are valued over short-term gains. Keep this in mind during negotiations and look for opportunities to build relationships that will last beyond the current negotiation.

7. Respect time: English-speaking business culture values punctuality and respect for other people's time. Make sure you are on time for meetings and do not waste time on small talk or irrelevant topics.

8. Be patient: be prepared for negotiations to take longer than you expected and do not pressure your partners to make decisions quickly.

9. Negotiate in person: face-to-face, telephone or email negotiations are valuable. Whenever possible, try to negotiate in person.

10. Be flexible and creative: Look for opportunities to find creative solutions that benefit all parties.

11. Take a win-win approach: the English-speaking business culture values finding solutions that benefit all parties. Look for opportunities to create win-win solutions that meet everyone's needs [7].

By following these tips, any negotiation will be successful in all English-speaking countries and build strong, long-term relationships with partners. It is also important to note that these are generalisations and that people may differ greatly in their approach to business negotiations. It is important to be aware of and respect cultural differences when negotiating in a cross-cultural environment.

At the same time, it is important to remember that appropriate business negotiation attire can help to make a good impression and demonstrate professionalism and respect for the other party. Here are some tips on how to dress appropriately for business negotiations: dress appropriately for the formal setting. If the negotiation is taking place in a formal setting, such as a boardroom, wear formal business attire, such as a suit and tie or a dress and jacket. If the negotiation is in a less formal setting, such as a lunch or casual office setting, you may want to wear business casual, such as a collared shirt and slacks; be aware of the cultural norms of the country or region where the negotiation is taking place. In some cultures, conservative dress is expected, while in others, more casual attire is acceptable. Research the dress code and customs of the country or region in advance to ensure that you dress appropriately; pay attention to the details of your outfit. Make sure your clothes are clean, ironed and in good condition. Avoid clothes with bright patterns or graphics that may be distracting; dress in a way that makes you feel confident and comfortable. Choose clothes that fit well. Make sure

you feel comfortable in your attire so that you can focus on the negotiation and not be distracted by discomfort; avoid wearing excessive jewellery or accessories that may distract or create noise during the negotiation [9].

Remember that appropriate business negotiation attire is an important aspect of professional communication, and it can help to make a positive impression and build rapport with the other party.

**Conclusion.** Negotiations can be complex and difficult, but with the right approach, you can always increase your chances of success by following general negotiation tips: be prepared to study the other party, its interests and goals, and market conditions before starting negotiations. Set your own goals, priorities, and limitations. Anticipate possible objections or counterarguments and prepare responses; establish rapport, building trust and understanding with the other party can help create a positive atmosphere for negotiations. Start with small talk and try to find common ground. Actively listen to the needs and concerns of the other party and try to understand their point of view; communicate effectively, clear and effective communication is key to successful negotiations. Be concise and clear in your messages, avoid being confrontational and aggressive. Ask open-ended questions to gather information and avoid assumptions; be flexible, negotiations involve mutual concessions, so be prepared to make concessions and find creative solutions that meet the needs of both parties. Keep your priorities and goals in mind, but also be open to compromise; keep your emotions in check, negotiations can be emotionally charged, but it is important to keep your emotions in check. Avoid defensiveness or anger, instead focus on finding common ground and reaching a mutually beneficial agreement; document the agreement, once an agreement is reached, make sure to document it in writing to avoid misunderstandings or disputes in the future.

Remember that negotiation is a process, and it is important to approach it with a positive attitude and a willingness to work together to solve the problem. With practice and the right approach, you can always improve any negotiation skills and achieve better results [10].

Thus, to summarize, professional communication with representatives of English-speaking countries requires compliance with certain standards and cultural nuances. Here are some tips that can help in this process: 1) maintaining politeness and formality (start and end letters and messages with polite phrases such as „Dear” and „Best regards”; use formal structures in the first contact or with strangers); 2) directness and clarity: (for example, in English-speaking countries, directness is valued, so it is important to clearly formulate your thoughts, but at the same time remain polite; express your requests or suggestions clearly and without unnecessary complexity); 3) differences in communication style: (for example, the British tend to be more diplomatic and use polite phrases, even when it comes to criticism. Americans can be more direct and open in their statements); 4) observance of business etiquette: (pay attention to formal aspects, such as the use of titles (Mr., Ms., Dr.), especially during the first contact; during

video or telephone conferences, follow a clear agenda and try not to deviate from the topic); 5) cultural differences: (research the cultural characteristics of the countries you are dealing with. For example, in some English-speaking countries, „small talk” is important before serious discussions begin; 6) feedback: (feel free to ask about expectations or offer constructive criticism, but do so carefully and with respect for the other person); 7) working with time zones: (keep time differences in mind when scheduling meetings or expecting responses).

Establishing successful professional communication with English-speaking partners requires attention to detail and respect for cultural differences. Using these tips will help you establish strong and effective relationships with colleagues and partners.

It should also be noted that a philologist working with representatives of English-speaking countries should have a number of key knowledge and skills that will allow them to communicate and work effectively in an international environment. The main aspects that are worth paying attention to include: deep knowledge of the language and cultural nuances: (high level of English proficiency). A philologist must have a high level of both written and spoken language. This includes grammar, vocabulary, stylistics, as well as knowledge of specific professional terminology; understanding of cultural peculiarities: (cultural aspects are of great importance in communication). A philologist should know how to correctly interpret language structures, sign language, and how to avoid cultural stereotypes; intercultural communication: (adaptation to cultural differences). Representatives of different English-speaking countries may have different approaches to communication and it is necessary to keep this in mind; emotional intelligence: (the ability to recognize the emotions and reactions of the interlocutor, as well as to adapt the style of communication according to the situation); high level of written communication: (business correspondence), where it is necessary to be able to compose official letters, e-mails, reports and other documents, following the standards of business etiquette; correctness and clarity: (professional correspondence should be clear, structured and comply with the rules of grammar and usage of English). Errors in letters can create a negative impression; translation and interpretation skills: (high-quality translation). The ability to accurately translate texts from one language into another, taking into account cultural and contextual nuances; interpreting, where a philologist must be able to interpret during business meetings, conferences or negotiations, which requires speed and accuracy; professional ethics and communication skills: (listening and responding skills). A philologist should be an attentive listener and be able to respond to the interlocutor's requests in accordance with cultural and linguistic expectations; ethics in communication: (adherence to professional ethics in correspondence, meetings and translation is the key to successful cooperation); flexibility and readiness to learn: (adaptation to new knowledge). The language is constantly evolving, so it is important for a philologist to keep abreast of new trends, words and expressions and, of course, self-education: (continuous

improvement of professional skills and knowledge of current topics in the English-speaking world).

All this knowledge and skills will help a specialist-philologist to work successfully in professional communication with English-speaking countries, as well as to increase the effectiveness of intercultural communication.

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# ENHANCING FOREIGN LANGUAGE LEARNING THROUGH AI: OPPORTUNITIES AND CHALLENGES

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**Abstract:** *This study investigates the role of Artificial Intelligence (AI) in enhancing foreign language learning, examining its potential benefits, challenges, and broader implications. Through a comprehensive review of existing literature and analysis of current trends in AI-driven language learning platforms, this paper explores how AI technologies personalize learning experiences, provide immediate feedback, and adapt to individual learner needs. Additionally, the paper highlights the importance of balancing AI with traditional methods to ensure comprehensive language proficiency and cultural understanding. Overall, this research contributes to a deeper understanding of the evolving landscape of language education in the context of AI integration.*

**Keywords:** Artificial Intelligence (AI), Foreign Language Learning (FLL), Technology in Language Education, AI-driven Platforms, Language Proficiency, Cultural Understanding.

## Introduction

In recent years, the integration of technology into education has transformed the way we teach and learn, with particular implications for language education. With the rapid advancement of Artificial Intelligence (AI) technology, educators and researchers are increasingly exploring its potential to enhance foreign language learning experiences. This paper provides an overview of the evolving landscape of language education, highlights the growing importance of AI in this context, and sets the stage for exploring the opportunities, challenges, and implications of using AI to enhance foreign language learning.

## Main content

Language learning has long been recognized as a complex and multifaceted process, requiring learners to acquire not only linguistic knowledge but also cultural understanding, communicative and intercultural competences. Traditionally, language instruction has relied on conventional teaching methods and resources, including textbooks, classroom lectures, and language laboratories. While these methods have been effective to some extent, providing structured frameworks for learning, they often lack personalization and fail to accommodate the diverse needs and learning styles of individual learners. Additionally, they frequently miss the dynamic and interactive elements necessary to fully engage today's students.

In the current landscape, there has been a paradigm shift in language education, driven by advances in AI technology. AI-powered language learning platforms leverage machine learning algorithms to provide personalised learning experiences, adaptive feedback, and immersive language practice opportunities. These platforms use a combination of natural language processing, speech recognition, and data analytics to assess learner performance, identify areas for improvement, and tailor instruction to meet individual learning goals.

Despite the potential benefits of AI in language learning, there remains a need for empirical research to evaluate its effectiveness, address potential challenges, and explore its broader implications for language education. Specifically, we seek to:

1. Review the existing literature on AI-driven language learning platforms and their impact on learner outcomes.
2. Identify the challenges and limitations associated with AI integration in language education.
3. Discuss the broader implications of AI for language teaching practices, educational policies, and learner engagement.

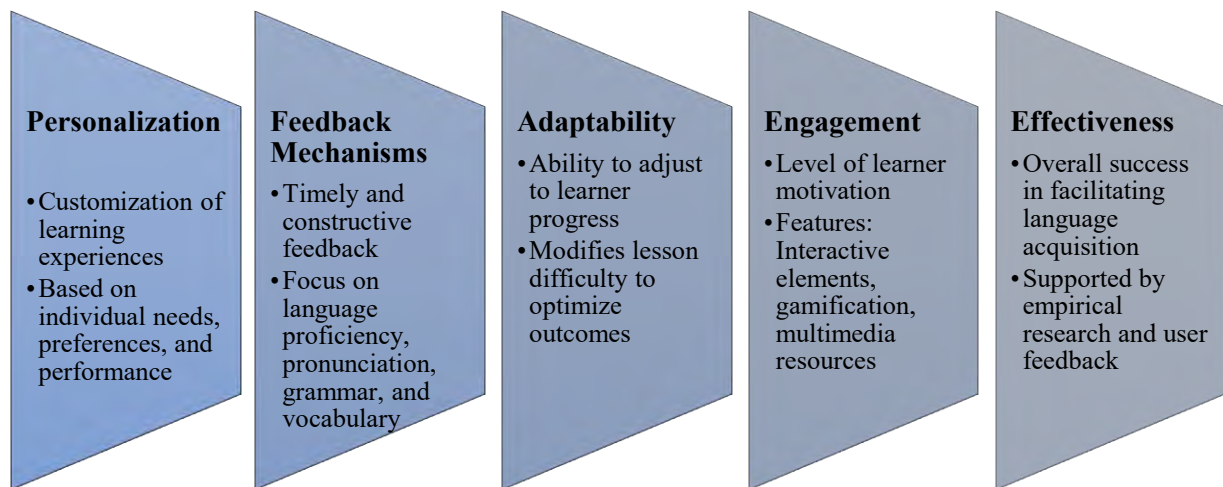
According to Vasquez-Ramos (2020), AI has revolutionized language learning by offering personalized learning experiences tailored to individual learner needs and preferences. AI-powered language learning platforms utilize advanced algorithms to analyse learner data, such as proficiency level, learning pace, and preferred learning styles, to generate customized learning paths and content recommendations (Vasquez-Ramos, 2020). By adapting instructional materials and activities to meet the unique requirements of each learner, AI enhances engagement, motivation, and learning outcomes (Kampf, C., & Ritschel-Trifan, A., 2019).

One of the key advantages of AI in language learning is its ability to provide immediate and targeted feedback to learners. AI-driven language learning platforms employ natural language processing and machine learning algorithms to assess learner performance in real-time, identifying errors, misconceptions, and areas for improvement (Sottolare et al., 2018). Through interactive exercises, quizzes, and simulations, AI offers personalized feedback on pronunciation, grammar, vocabulary usage, and language comprehension, facilitating rapid skill development and mastery (Liao et al., 2021).

Several AI-driven language learning platforms have emerged as innovative solutions for enhancing foreign language acquisition and proficiency. For instance, Duolingo, a popular language learning app, employs AI algorithms to adapt lessons and exercises based on learner performance, offering personalized feedback and recommendations. Similarly, Rosetta Stone's TruAccent technology utilizes AI to analyze and improve learners' pronunciation through interactive speech recognition exercises (Rosetta Stone, 2020). These platforms have been shown to improve learner engagement, motivation, and language skills, leading to positive learning outcomes.

The evaluation of AI-driven language learning platforms was guided by the criteria which demonstrate the effectiveness of the platform in providing timely and constructive feedback on language proficiency, pronunciation, grammar, and vocabulary usage; the platform’s ability to adapt to learner progress and adjust lesson difficulty accordingly to optimize learning outcomes; the level of learner engagement and motivation fostered by the platform through interactive features, gamification elements, and multimedia resources, and the extent to which the platform customizes learning experiences based on individual learner needs, preferences, and performance.

### Evaluation Criteria for AI-Driven Language Learning Platforms



AI-driven platforms leverage machine learning, natural language processing, and user data to create tailored educational experiences. Notable examples include:

- Language Learning Apps (e.g., Duolingo, Babbel)
- Virtual Tutors (e.g., Elsa Speak, Rosetta Stone)
- Online Courses (e.g., Coursera, edX)

Most apps, like **Duolingo**, use algorithms to tailor lessons to individual learning speeds and preferences, ensuring content is relevant and engaging. Many platforms employ gamified elements, such as points, badges, and leaderboards, to enhance motivation and encourage regular practice. Tools like Babbel and Elsa Speak utilize speech recognition technology to provide instant feedback on pronunciation, helping learners improve their speaking skills.

**Virtual tutors**, such as Google Assistant and chatbots, facilitate real-time conversation practice, allowing learners to apply their skills in a simulated environment. AI algorithms assess user performance and adapt lessons accordingly, offering more challenging material or revisiting difficult concepts as needed. In terms of availability, unlike traditional classes, virtual tutors are accessible anytime, making it easier for learners with busy schedules to practice.



Regarding **Online Courses**, platforms like Coursera (<https://www.coursera.org/>) offer structured courses with a syllabus, quizzes, and assessments that provide a comprehensive learning experience. They provide diverse content formats, and often include videos, readings, and interactive exercises, catering to different learning styles. In terms of community engagement, many platforms feature forums and discussion boards, allowing learners to interact, share experiences, and enhance their learning through peer support.

Regarding the effectiveness in facilitating language acquisition, AI-driven platforms are suitable for different learner populations:

- **Beginners.** Apps like Duolingo (<https://www.duolingo.com/>) are particularly effective for them, offering bite-sized lessons and intuitive interfaces that lower barriers to entry.
- **Intermediate Learners.** Virtual tutors can help intermediate learners refine their conversational skills, providing targeted feedback that traditional classrooms may lack.
- **Advanced Learners.** Online courses are suitable for advanced learners seeking deeper knowledge and specialized vocabulary in areas like business or academia.

AI-driven platforms can adapt to varying proficiency levels. For example, Rosetta Stone (<https://eu.rosettastone.com/>) uses a gradual immersion technique that benefits learners across levels by slowly introducing complex concepts. Continuous feedback, especially through speech recognition and assessments, is crucial for all proficiency levels, helping learners identify and correct mistakes promptly.

To create a balanced approach in language learning, educators can integrate AI with traditional methods effectively. Implementing flipped classroom models allows AI tools to facilitate homework and practice, while reserving class time for discussions and interactive activities that emphasize cultural learning. Additionally, hybrid learning environments that combine online education with in-person classes enable learners to benefit from both adaptive technologies and face-to-face interaction. It is also essential for educators to encourage critical engagement with both AI tools and traditional methods. This can be achieved through **reflective practices** that prompt learners to consider their experiences with each approach and how they contribute to language skills and cultural understanding. Furthermore, assigning **collaborative projects** that involve native speakers or cultural experts can bridge the gap between AI-driven learning and real-world applications.

Language learning is not solely about grammar and vocabulary, it encompasses cultural understanding. Knowing a language involve:

- cultural references;
- social norms.

Familiarity with cultural references and idiomatic expressions, which can only be acquired through direct interaction with native speakers and cultural immersion, is essential for understanding social customs, gestures, and etiquette – vital components for effective communication and relationship-building in different cultural contexts. AI can offer valuable cultural insights through content recommendations and cultural quizzes. It can suggest materials such as films, articles, and music that reflect the culture associated with the language. While some platforms feature quizzes to assess cultural knowledge, these often provide a superficial understanding compared to the richness of immersive experiences (<https://www.londonschool.com/young-adults/resources/intercultural-quiz/>).

While AI offers numerous benefits for language learning, it also presents several limitations and challenges that need to be addressed. One of the primary concerns is the lack of human interaction in AI-driven language learning environments. Language acquisition involves not only linguistic competence but also socio-cultural understanding and communicative skills, which are best developed through authentic interactions with native speakers and peers. AI platforms may struggle to replicate the complexity and richness of human communication, leading to a less immersive and engaging learning experience.

Moreover, AI-driven language learning relies heavily on technology, which can be a double-edged sword. While technology facilitates access to learning resources and enables personalized learning experiences, it also introduces dependencies and vulnerabilities. According to Attewell (2001), learners may become overly reliant on AI tools and lose sight of the broader learning objectives, hindering their development of critical thinking and problem-solving skills (Attewell, 2001).

When considering the challenges and considerations in language learning through technology, several key issues arise. Data privacy is a significant concern, as many platforms collect personal information to tailor learning experiences, raising questions about security and user confidentiality. Additionally, while AI can enhance educational outcomes, there is a risk of overreliance on technology, which may hinder the development of essential interpersonal skills typically fostered in traditional classroom settings. Furthermore, access and equity present critical barriers, as not all learners have equal access to the necessary technology, potentially creating disparities in language learning opportunities. AI-driven language learning platforms present significant opportunities for enhancing foreign language acquisition, offering personalized, engaging, and flexible learning experiences. However, it is essential to consider the challenges they pose, such as data privacy and the need for balanced learning approaches. Future research and development should focus on addressing these challenges while maximizing the benefits of AI in language education, ensuring that diverse learner populations can thrive in their language learning journeys.

## Conclusion

The integration of Artificial Intelligence (AI) in language learning holds immense potential to transform traditional teaching methodologies, enhance learner outcomes, and revolutionize the way we teach and learn languages. Throughout this article, we have explored the opportunities, challenges, and implications of using AI to enhance foreign language learning, highlighting its benefits in personalizing learning experiences, providing immediate feedback, and adapting to individual learner needs.

However, the widespread adoption of AI in language education also presents significant challenges, including the lack of human interaction, dependency on technology, privacy concerns, and ethical considerations. These challenges underscore the importance of taking a critical and ethical approach to the integration of AI in language learning, prioritizing equity, accessibility, and inclusivity.

As we look to the future, it is essential for educators, policymakers, and developers to collaborate in harnessing the full potential of AI to create more effective, inclusive, and engaging language learning environments. By embracing AI as a complementary tool, prioritizing ethical considerations, and fostering collaboration, we can ensure that AI-driven language learning enhances learner outcomes while promoting equity, diversity, and inclusivity in education.

In conclusion, while AI offers promising opportunities for enhancing language learning, its successful integration requires careful planning, collaboration, and consideration of ethical implications. By addressing the challenges and maximizing the benefits of AI, we can create more effective, equitable, and inclusive language learning experiences for learners worldwide.

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# SELF-DIRECTED LEARNING STRATEGIES IN ENGLISH LEARNING DEVELOPMENT

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**Abstract:** *The society needs highly professional people with flexible way of thinking, creativity, willing to solve tasks with a high level of performance. This approach requires the development of individual styles and modes in which people can tackle the tasks and situations that needs life-long learning abilities. The quality of the specialists' formation needs the consolidation of teaching-learning process through individualization approach. The novelty of the research is determined by the necessity to improve the quality of learners' professional formation, to implement the learner-centered approach, to ensure the fulfillment of the complementarity principle in the teaching-learning-evaluation process through individual work.*

**Key words:** teaching approach, individual work, complementarity, professional formation, self-directed learning.

The individual study represents the complex form of varied activities of independent, personal learning to fulfill the objectives of the didactic activity within the time available to each student. Individual work requires more involvement from the student, the fact that he reads, outlines the material, reflects and learns without the presence of the teacher. For these reasons, the teacher must encourage the student to take responsibility for his own professional training process. Also, he must accept the methods of individual learning, develop an individual activity program and exercises to apply the material in practice. The goal is to establish efficient ways of organizing and controlling the individual activity of students through their success.

Professional training based on an individualized academic path is one of the basic pillars of higher education. This provision is presented in the normative-regulatory documents, being an integral part of the professional training process and a form of compulsory activity for students, just as it is a form of compulsory activity for teaching staff. In order to realize the new conception of higher education, we must emphasize the individualization of the educational process, the individual work with students.

The reasons for engaging students in study courses can be the following:

- the need to learn something in order to perform a specific activity or action;
- the desire to gain new experiences;
- the need to have developed skills, to become competent;
- the need to achieve as well as possible;
- the need to get involved and interact with others.

V. Zagveazinskii treats individual study „as an activity of the student to acquire knowledge and abilities, skills, which is carried out without the direct guidance of the teacher, but which is directed by him“ [4]. Namely, independent study forms the willingness of self-education, conditions for continuous training, the opportunity to improve one's skills and requalification. According to the opinion of I. Zimneea, individual work is a kind of work, so it is done without the direct involvement of the teaching staff, being done in accordance with his instructions, where the students try to reach the objectives sparingly, using their own forces and expressing themselves in -one form or another mental or physical results. Univ. Prof. Ioan Bontaş affirms that „individual study represents the form of complex and varied activity of independent, free, personal learning, both for the fulfillment of the objectives of the bilateral didactic activity, and especially of the extra-didactic activity within the time available to each of the young people scholars“ [1].

An important goal of higher education consists in the development of advanced, academic and independent learning for those those who learn. The meaning of modern education is to transform the learner who is taught by others into the learner who teaches himself. The new conception of higher education offers conditions for internal individualization by diversifying the forms of didactic activity. Next to the activities organized in the classroom, a special role is played by the self-directed work guided by the teacher, which requires the involvement of the student in a self-regulated learning.

We can distinguish the following conditions for the performance of self-directed work:

The teacher formulates the tasks according to:

1. goals and objectives, determines the time to complete the work independently, but also the decision when to accomplish the tasks.
2. tasks that contain information about the topics learnt.
3. tasks that show the way to resolve it.
4. task must be formulated clearly and understandable.

**Actually, four types of self-directed work can be highlighted:**

1. The formation of skills to find what is needed in an activity, which contains the conditions of the task. The cognitive activity of the educated consists in recognizing the objectives of a certain field through the perception of information about or action with them. Using homework, working with the textbook can be nominated in this category. Characteristic for this type: all the necessary data, as well as the method of performing the task should be presented in an explicit form, directly in the work task or in a possible instruction.

2. Formation of knowledge that would be shown as a model of solving problems. The cognitive domain of the educated is manifested in this case in a clear reproduction or a partial remodeling of the structures and contents previously studied, which presuppose the need to analyze the content of the object, the method of carrying out the task, the selection of the most correct variant or the

logical consecutive structures and solution methods. The basic peculiarity: in the task it is necessary to mention the idea, the principle of the solution, but with the condition that the student will develop the principle and the idea further through their own methods/modes of solving for the respective conditions.

3. Formation of non-standard problem solving skills. The cognitive activity of the educated in solving such problems is manifested in the accumulation of new experiences based on the knowledge and experiences previously formed through the transfer of knowledge, skills and abilities. The tasks for this category involve research, formulation and implementation of solution ideas, which go beyond previous experience and require the student to study information from a different point of view.

4. Creating prerequisites in the development of tasks that require creative activity. Here the cognitive activity resides in the discovery of the essence and penetration into the nature of the object of study, the creation of new connections and relationships, necessary for the identification of new principles, previously unknown ideas. Such individual tasks are carried out as part of scientific research works.

The success of the individual learning activity is determined by the level of preparation of the students and presupposes their maximum activity in various aspects: the organization of intellectual work, the search for information, the tendency to create knowledge, beliefs. The psychological conditions for the development of independence in students reside in the successes achieved in learning, the positive attitude towards it, the interest and passion towards the study discipline, and the understanding of the fact that through a correct organization of individual activity, skills and experience for creative activity are accumulated, future profession, etc.

#### **Methods of monitoring the self-directed work:**

1. Consulting time
2. During lessons
3. Reports, projects
4. Portfolios

Time plays a decisive role in establishing the ratio between direct contact hours and individual work. Complexity, difficulty of the topic; the specifics of the theme; the time we have; weight of matter; the student's abilities; the student's wishes, and so on. The „time“ criterion has both a formal character, it influences the design of the didactic and formative process, which contributes to balancing the task with the content and modality of action.

#### **Forms of iself-directed work:**

1. Individual projects or small groups
2. ICT
3. Presentations, reports
4. Homework
5. Work in small teams

6. Consultations
7. The essay
8. Exercises
9. Case studies
10. Portofoliul.

It was found that grading and evaluation have an important role. Individual work requires more involvement on the part of the student, namely the fact that he reads, reflects, practices the material and learns without the direct presence of the teacher. For these reasons, the teacher must encourage the student to take responsibility for his own professional training process. The teacher must accept the individual learning methods proposed by the student, develop an individual activity program and practical application exercises of the material studied. The teacher is responsible for providing regular feedback and information on the progress achieved, for establishing new individualized criteria in order to cover the gaps and to involve the student in the evaluation of his own progress.

**Conclusions:** The concept of higher education focuses on the active involvement of the student in his own professional training. The main task of the universities is that in the future each graduate will be an active member of society, to be able to use in practice the skills formed during the studies. The purpose of the teacher is to create optimal possibilities for each individual student, to activate his potential to the maximum, to form his individual work qualities. The individualization of the educational process must be based on the learning styles of each student. For the successful completion of individual work, the teacher must rely on the valorization of complementarity. Achieving the objectives regarding the use of self-directed work during study hours allows the efficiency of the entire training process.

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# THE MULTILINGUAL MIND: COGNITIVE BENEFITS AND CHALLENGES OF LANGUAGE MIXING

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**Abstract.** *Language mixing, the phenomenon where bilingual and multilingual speakers blend elements from different languages during communication, has garnered significant attention in linguistic and cognitive studies. This article examines the cognitive benefits and challenges associated with language mixing, emphasizing its implications for cognitive development and language proficiency. Numerous studies indicate that engaging in language mixing can enhance cognitive flexibility, creativity, and problem-solving skills. For instance, Bialystok (2001) demonstrated that bilingual individuals often exhibit superior executive function abilities compared to their monolingual counterparts, facilitating better task-switching and adaptability in varied contexts. However, language mixing also presents challenges, such as language interference and the potential for decreased proficiency in one or more languages over time. This study employs a mixed-methods approach, integrating quantitative data from surveys of 300 multilingual individuals with qualitative insights from in-depth interviews with selected participants. Findings suggest that while approximately 70% of respondents believe that language mixing enhances their creativity, 55% reported experiencing difficulties in maintaining clear language boundaries, particularly in formal settings. Interviews revealed a nuanced understanding of language mixing, highlighting its role in social bonding and cultural expression, yet also raising concerns about identity and proficiency. The dual nature of language mixing—serving as both a cognitive asset and a potential barrier—calls for thoughtful strategies in educational and familial contexts. The article concludes with recommendations for educators and parents to foster environments that embrace the benefits of language mixing while addressing its challenges, ultimately contributing to a more inclusive and dynamic linguistic landscape for multilingual individuals.*

**Keywords:** language mixing, bilingualism, cognitive flexibility, language interference, multilingualism

**Introduction.** Language is a cornerstone of human communication, shaping our thoughts, interactions, and identities. For multilingual individuals, the act of switching between languages - often referred to as language mixing - has become a common practice. This article explores the cognitive benefits and challenges associated with language mixing, emphasizing how this phenomenon influences cognitive development, social dynamics, and language proficiency. The increasing prevalence of bilingualism and multilingualism in our globalized world

necessitates a deeper understanding of how individuals navigate multiple languages. As global migration and interconnectivity rise, individuals encounter environments where several languages coexist, leading to a natural blending of linguistic elements. This article investigates the implications of such blending, drawing on empirical studies and firsthand accounts from multilingual speakers.

## **2. Literature Review.**

**2.1. Cognitive benefits of language mixing.** A growing body of research highlights the cognitive advantages of bilingualism and, by extension, language mixing. Bialystok (2001:23) found that bilingual individuals tend to outperform monolinguals in tasks requiring executive functions, such as problem-solving and task-switching. This cognitive flexibility stems from the brain's ability to manage and prioritize multiple linguistic systems, enhancing mental agility.

Moreover, language mixing is often associated with increased creativity. Studies conducted by Costa and Sebastián-Gallés (2008:30) suggest that bilinguals may leverage their unique linguistic resources to generate novel ideas, contributing to enhanced creative thinking. This creative potential is evident in multilingual communities, where speakers often draw from various languages to express nuanced emotions and concepts.

**2.2. Challenges of language mixing.** Despite these cognitive benefits, language mixing presents challenges, particularly for learners and speakers in formal settings. Language interference can occur when elements from one language erroneously impact the structure or vocabulary of another. Grosjean (2008:45) discusses how language interference can lead to diminished proficiency in both languages, especially if the speaker frequently relies on mixing.

Additionally, language mixing raises concerns about identity and self-perception. Multilingual individuals may feel caught between their languages, struggling to define their linguistic identity. This struggle can lead to anxiety about language competence, particularly in formal or academic contexts where standard language use is often expected (Pavlenko, 2014:77).

**3. Methodology.** To comprehensively investigate the cognitive benefits and challenges of language mixing, this study employed a mixed-methods approach. A survey was administered to 300 multilingual participants, gathering quantitative data on their experiences with language mixing, perceived cognitive advantages, and challenges faced in language separation.

Additionally, qualitative interviews with 20 participants provided deeper insights into their personal experiences and perceptions of language mixing. Participants were selected based on their multilingual backgrounds, ensuring diverse representation across age, ethnicity, and language proficiency.

## **4. Results.**

**4.1. Quantitative findings.** The survey results revealed compelling insights into the cognitive benefits and challenges of language mixing. Approximately 70% of respondents reported that language mixing significantly enhanced their creativity, with many expressing a sense of freedom in blending languages to

articulate complex ideas. Furthermore, 65% of participants noted that language mixing facilitated social connections, allowing them to bond with others who share similar linguistic backgrounds. Conversely, 55% of respondents acknowledged encountering challenges in maintaining clear language boundaries. Many reported experiences of „code-switching,“ where they unintentionally switched languages mid-sentence, leading to confusion among listeners. This phenomenon was particularly pronounced in formal settings, where respondents felt pressure to adhere to conventional language standards.

**4.2. Qualitative insights.** Interviews provided rich, qualitative data that complemented the survey findings. Participants expressed a deep appreciation for the fluidity and expressiveness of language mixing. One interviewee stated, „Mixing languages feels like painting with different colors; it allows me to express myself in a way that feels true to my identity.“

However, participants also shared concerns about language proficiency. Some expressed anxiety about being perceived as less competent when mixing languages, particularly in academic or professional contexts. One participant remarked, „I worry that when I mix languages, people think I don't know either language well enough.“

## **5. Recommendations.**

**5.1. Foster a supportive language environment:** encourage bilingual and multilingual students to use their languages freely in educational settings. This can be achieved by integrating multilingual resources into the curriculum and promoting collaborative projects that value language diversity. Creating a supportive language environment is essential for fostering the linguistic and cognitive development of bilingual and multilingual students. One effective strategy is to integrate multilingual resources into the curriculum, which can include books, videos, and online materials in various languages. By providing access to resources that reflect diverse languages and cultures, educators validate the linguistic backgrounds of their students, promoting a sense of belonging and self-worth.

Additionally, collaborative projects that encourage students to work together in their preferred languages can enhance language skills and cultural understanding. For example, group assignments can be designed to allow students to present topics in different languages, enabling them to share their unique perspectives and foster peer learning. Such activities not only boost confidence in language use but also cultivate empathy and respect among students from diverse linguistic backgrounds.

Furthermore, inviting guest speakers from various linguistic communities can enrich classroom discussions and expose students to authentic language use in different contexts. Teachers should also encourage the use of home languages alongside the language of instruction, reinforcing the value of bilingualism while enhancing students' ability to navigate multiple linguistic environments. By

actively promoting these practices, educators can create an inclusive atmosphere that celebrates language diversity and supports students' multilingual identities.

**5.2. Provide language development resources:** offer specific programs that focus on maintaining and enhancing proficiency in each language. Language workshops, tutoring, and immersion programs can help multilingual individuals strengthen their language skills. To effectively support multilingual students, educational institutions should provide targeted language development resources that focus on maintaining and enhancing proficiency across all languages. Language workshops can offer structured opportunities for students to practice speaking, writing, and reading in each language, fostering fluency. Additionally, personalized tutoring sessions can address individual needs, helping students overcome specific language challenges. Immersion programs, where students are surrounded by a language-rich environment, can deepen their understanding and usage of a language in context. By implementing these programs, schools can empower multilingual individuals to thrive academically while celebrating their diverse linguistic identities.

**5.3 Incorporate pragmatic language skills in curriculum:** teaching students about the appropriateness of language use in different contexts can help them navigate the complexities of language mixing. This can include lessons on code-switching, formal versus informal language use, and contextually appropriate language.

Incorporating pragmatic language skills into the curriculum is vital for helping students navigate language mixing effectively. By teaching lessons on code-switching, students learn when and how to switch between languages based on context and audience, enhancing their communication skills. Additionally, discussions on formal versus informal language use can help them recognize appropriate language registers in various situations, such as classroom versus casual settings. Role-playing exercises can further reinforce this learning by simulating real-life scenarios where students must choose the appropriate language and style. This focus on pragmatics equips students with the tools to communicate confidently and effectively across diverse contexts.

**5.4. Implement structured language development workshops example:** offer workshops that focus on practical skills such as code-switching and context-appropriate language use. For example, one effective approach could involve organizing role-playing exercises that simulate various everyday situations, such as a family gathering, a job interview, or a casual conversation among friends. In these scenarios, participants can be assigned different roles, encouraging them to switch between languages depending on the audience and context. For instance, a participant might need to speak Spanish with family members while using English when addressing a friend who is not fluent in Spanish. This exercise not only reinforces the understanding of when and how to switch languages but also enhances participants' confidence in their ability to navigate multilingual environments.

Moreover, these workshops could incorporate feedback sessions where peers and instructors provide constructive critiques on language use, encouraging participants to reflect on their choices and learn from their experiences. Incorporating multimedia resources, such as videos and podcasts featuring native speakers in varied contexts, can also provide participants with authentic examples of language mixing in action.

Furthermore, integrating cultural components into the workshops can deepen understanding and appreciation of the languages being practiced. Participants might explore cultural norms regarding language use in different settings, helping them to adapt their communication style accordingly. Overall, structured language development workshops that focus on practical skills and contextual understanding create a dynamic learning environment where multilingual individuals can thrive, fostering their linguistic abilities and enhancing their overall communication skills in diverse settings.

**5.5. Facilitate parental involvement example:** host workshops for parents that highlight the cognitive benefits of bilingualism and strategies to support language mixing at home. Providing resources can empower parents to create a supportive language environment. By hosting workshops specifically designed for parents, we can highlight the cognitive benefits of bilingualism and equip them with effective strategies to support language mixing at home. These workshops can serve as a vital resource, empowering parents to create a rich, supportive language environment that fosters their children's linguistic development. In these workshops, facilitators can begin by discussing the substantial cognitive advantages associated with bilingualism, such as enhanced problem-solving skills, improved memory, and greater mental flexibility. Presenting research findings and real-life examples can help parents understand how multilingualism positively impacts their children's academic performance and social skills. Next, the workshops can offer practical strategies for encouraging language mixing in daily life. For instance, parents can be taught to designate specific times for each language—such as using one language for family meals and another for homework or playtime. This structured approach not only reinforces language use but also makes switching between languages feel natural. Additionally, facilitators can provide engaging resources, such as bilingual books, apps, and games that promote language interaction. Workshops could include hands-on activities where parents explore these resources together, making it easier for them to integrate language learning into their daily routines. Furthermore, emphasizing the importance of creating a language-rich environment at home is crucial. Parents can be encouraged to share stories from their own cultural backgrounds or watch films in different languages together, strengthening the family bond while enhancing language skills.

To conclude each workshop, providing a platform for parents to share their experiences and challenges can cultivate a sense of community. This collaborative

environment fosters ongoing support and encourages parents to implement the strategies discussed, ultimately enriching their children's multilingual journey.

**5.6. Integrate technology-assisted learning tools example:** utilize language learning apps like Duolingo or Babbel that allow users to practice multiple languages while incorporating language mixing features. This can help learners see the practical benefits of bilingualism and enhance their confidence.

These apps are designed to engage users through gamified learning experiences, making language acquisition fun and interactive. For instance, Duolingo offers a unique feature that allows users to switch between languages seamlessly within lessons, showcasing practical examples of code-switching. This not only reinforces comprehension but also allows learners to experience the fluidity of bilingual communication in real time. By seeing how different languages can interconnect, users can develop a deeper appreciation for the nuances of language mixing. Furthermore, these apps often include bite-sized lessons that fit easily into busy schedules, encouraging consistent practice. Learners can set daily goals and receive reminders, fostering a disciplined approach to language study. The progress tracking features provide tangible evidence of improvement, which can significantly boost learners' confidence, especially when they can see their evolving language skills reflected in their app achievements.

In addition, many apps now offer community features, where users can connect with native speakers or fellow learners. This interaction fosters a real-world application of language skills, allowing learners to practice their mix of languages in a supportive environment. For example, learners might join conversation clubs through these platforms, where they can engage in discussions that require them to switch languages based on context or audience.

By integrating technology-assisted learning tools into language education, we empower learners to explore the practical benefits of bilingualism actively. These tools not only make language learning more accessible and enjoyable but also enhance learners' confidence in their ability to navigate complex linguistic landscapes, ultimately preparing them for real-world multilingual interactions.

**6. Discussion.** The findings underscore the dual nature of language mixing as both a cognitive asset and a potential barrier. On one hand, language mixing fosters creative expression and social bonding, enhancing cognitive flexibility and problem-solving skills. On the other hand, it poses significant challenges related to language proficiency and identity. This duality suggests the need for a nuanced understanding of language mixing in various contexts. Educators and parents play a crucial role in shaping the linguistic experiences of multilingual individuals, and their approaches can significantly impact language development and identity formation.

**7. Conclusion.** Language mixing is a multifaceted phenomenon that embodies the cognitive advantages and challenges inherent in multilingualism. While it fosters creativity and cognitive flexibility, it also presents significant hurdles to language proficiency and identity. By understanding and addressing

these complexities, educators and communities can create inclusive environments that support multilingual individuals in navigating their linguistic landscapes. Through thoughtful engagement and resource provision, we can cultivate a richer, more vibrant linguistic culture that values and celebrates the unique contributions of language mixing while enhancing cognitive and communicative abilities for all.

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# ТРЕТАТА РЕВОЛЮЦИЯ В ЧУЖДООЗИКОВОТО ОБУЧЕНИЕ

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## THE THIRD REVOLUTION IN FOREIGN LANGUAGE TEACHING

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**Abstract:** *Like in many areas of the human activity, periodic major changes in the methods and means of in the teaching can be traced. The first revolutionary change is the so-called „communicative approach“ from the 1970s. The second is conditioned by the development of computer technologies and the worldwide Internet. We are currently at the beginning of a third intense change due to the rise of artificial intelligence.*

*We are still at the beginning of major changes, but some outlines are already discernible – the Artificial Intelligence (AI) finds application in the preparation and planning of educational units, assists teachers, supports the development of educational content, performs routine activities in educational work. These are just some of the potential or established applications of AI in this field of learning.*

**Keywords:** Foreign Language Teaching, FLT, AI in the FLT, Methodology of Teaching

### **I. От граматико-преводния метод към първата революция – комуникативния подход**

Обучението по чужд език има уникална цел, която го отличава от другите учебни дисциплини: развитие на рецептивни и продуктивни речеви умения, запознаване с езиковата среда на съответната страна, създаване на межкултурна компетентност, прилагане на знанията и уменията в комуникацията с чужденци. Очевидно преподаването на чуждия език върви ръка за ръка с представянето на чуждата култура. Това не винаги е било така. Днес може да изглежда странно, но в края на XIX век в Европа се разработва и използва граматико-преводния метод за преподаване на „нови езици“ („нови“ в сравнение със старогръцкия и латинския). Главната цел на обучението по онова време е била общото духовно развитие на ученика (днес бихме използвали формата „на ученичките и учениците“). (Стефанова 2007: 40) Използвани са образцови текстове от античността, които са разглеждани като носители на образцови качества. Тези текстове са превеждани на родния език



В наши дни трудно бихме си представили обучение без пряка практическа цел – като например комуникацията с чужденци при чуждоезиковото обучение – но тогава езиците са служели за развитие на ума посредством овладяването на логиката и систематиката на изучавания език. Така учениците са получавали знания за даден език без особена възможност да общуват на него. Критиките към този метод са насочени към недостатъчната ефективност на обучението, прилагането на модели от класическите езици към модерните езици, съществуващите различия между писмената и устната реч, които се пренебрегват в полза на писаните текстове.

Интересен пример за това обучение намираме при сръбския писател Бранислав Нушич в неговата „Автобиография“:

„Познавам един наш млад дипломат, който бе научил френски по Олендорф и който води следния разговор по време на едно дипломатическо посещение:

- Вашата държава, не е ли тя съгласна да бъде в добросъседски отношения с нашата държава? Вашата държава, не е ли тя съгласна да направи декларация пред нашата държава, че тя, вашата държава, е съгласна да живее в добросъседски отношения с нашата държава.

Младият дипломат, разбира се, използваше своите знания по френски език, придобити чрез Олендорфовата система, и на дипломатическите вечери. Така той каза веднъж на папския нунций, който седеше от дясната му страна:

- Вашата сестра обича ли да яде сирене?

А когато маркиза Инес Де Херер, жената на испанския посланик, го запита говори ли английски, той ѝ отговори пак по Олендорфовата система:

- Не, аз не говоря английски, но аз свиря на флейта.“ (Нушич, Автобиография с. 101)

През XX век глобализацията като всеобхватен процес на движение на стоки, хора и капитали довежда до разширяване на чуждоезиковото обучение за целите на икономиката, международната търговия и армията. След Втората световна война потребностите от чужди езици нарастват. Като причина може да се посочат развитието на масмедийите (радио, телефон, телевизия), пътуванията през свободното време (например почивките на германците през 50-те години в Италия, след това в Испания и по целия свят). Във всички европейски страни се въвежда изучаването на чужд език, предимно английски, за всички ученици. (Стефанова 2007: 41)

Забелязва се желание за налагане като главна цел на обучението по чужд език комуникацията с носители на езика. Така през 70-те години на XX век се стига до първата епохална промяна в чуждоезиковото обучение – въвеждането на комуникативния подход. Приносите на този нов начин на преподаване на чужд език са неоспорими:

- Разглежда езика като сбор от речеви актове, които подлежат да изучаване, усвояване и практическо използване;
- Отчита различията между писмената и устната реч и ги представя в учебното съдържание;
- В културен аспект позволява съпоставяне на собствената и целевата културна среда;
- Извежда на преден план автентичните текстове;
- Слушането, четенето, говоренето и писането са равнопоставени в обучението;
- Позволява и налага социални форми на работа в час;
- Включва богата палитра от рецептивни умения и репродуктивни упражнения;
- Дава възможност за свободно изразяване на чуждия език.

В края на ХХ и началото на ХХІ век следват експерименти с т.нар. „алтернативни методи“, с междукултурната концепции и многоезичието. Те несъмнено добавят нови аспекти към комуникативния подход, като целта остава същата – развитие на комуникативната компетентност на обучаваните лица по даден чужд език при спазване на определени критерии. Това може да бъде както насочеността към културата и начина на живот в страната, където се говори дадения чужд език, така и използването на езиковия опит на учениците, придобит при изучаването на първия и следващите чужди езици. По-специално многоезичието се превръща в крайъгълен камък предвид наситеността на територията на Европейския съюз с езици със световно или регионално значение.

## **II. Втората революция – интернет и „новите медии“**

До началото на 90-те години на ХХ в. преподавателят / преподавателката по чужд език е своеобразен „човек-оркестър“ – преподава, организира ученето, проверява знанията, представя фонетични и интонационни модели от чуждия език, вдъхновява, консултира и предизвиква интерес към този език. Обучението се основава на един учебник, евентуално подсилен с аудио-визуални средства. Ситуацията се променя в началото на 90-те с навлизането на т.нар. „учебни системи“ – комплект от учебник, работна тетрадка, речник, аудио касети с записи към уроците, тестове към отделните уроци и към целия учебник. Прекрасен пример за такава учебна система е *Deutsch aktiv neu* на немското издателство Langenscheidt, покриващо три нива. По същото време продължават опитите за преподаване на английски, немски, френски и испански език с видео курсове по телевизията.

Съществен проблем на тогавашните учебни системи по чужд език е тяхната статичност. Разработените учебни материали показват езиковата среда към даден момент и с времето губят актуалност. Това не е толкова критично в областта на граматиката, но е важно в културен аспект предвид свързаността на чуждоезиковото обучение с културата и езиковата среда в

страна, където се използва чуждият език. Решението на този проблем идва с развитието на световната информационна мрежа Интернет.

Научен доклад от 2012 г. показва силните страни на използването на Интернет в чуждоезиковото обучение. На първо място това е интерактивността на системата – при възникване на въпрос от всякакъв характер (род на числителното име, образуване на глаголните форми, значение на даден термин или диалектна дума и много други) се извършва търсене в наличните страници или в специализиран форум и за съвсем кратко време се получава отговор. От съществено значение е наличието на образователни ресурси, предоставени от обществени или частни образователни институции. Някои от тези ресурси са безплатни, други са платени. Фигура 1 показва началната страница на сайт за учене на немски език.

Кратък поглед върху съдържанието на сайта показва ресурси по немска граматика, задачи за четене и слушане с разбиране, упражнения за развитие на езиковото богатство (думи и изрази). Следват курсове по писане на немски език, препратки към книги и учебници, както и към приложения за смартфон. Към достоинства на този сайт за обучение ще посоча предлагането на учебни материали на няколко езици и курсове към тях – английски, немски, испански и френски. Сайтът на немски език е подходящ по-скоро за преподаватели по немски като чужд език и за хора, изучаващи немски език на ниво над A2, а останалите езици се предлагат с обяснения на немски език.



Фиг. 1. Сайт за учене и упражняване на немски език Lingolia Deutsch

Докладът от 2012 г. посочва и други предимства на Интернет като среда за учене и преподаване на чужди езици: предлагане на курсове по езици с използване на дистанционно обучение, завършващи с дипломиране. Тези курсове често са под формата на самообучение, в което се прилагат разнообразни мултимедийни ресурси. (Райчева, 2012:18) На това място трябва да се каже, че авторката изрично посочва промяната в ролята на преподавателя: Той : Тя вече не е единствен източник на познание, а по-скоро спътник на обучаемите по пътя на познанието. Тази значима промяна в позицията на преподавателя намира израз в преформулирането на заданията, които обучаемите трябва да изпълняват в процеса на учене на чуждия език. По-конкретно това изглежда така:

- Задачите трябва да се основават на ясно дефинирани педагогически цели;
- При тяхното решаване се използват автентични данни от различни източници;
- Предлагат дейности на подходящо когнитивно равнище;
- Предвиждат се разнообразни взаимодействия преди и след изпълнението.

Интерес представлява заключителната бележка, че педагогическите задачи са много по-лесно постижими с употребата на ИКТ. Следва указание за недостатъци на компютърните технологии и Интернет от организационен и финансов характер и за необходимостта от специална подготовка на преподавателите по чужд език. Трябва да отдадем уважение на заключителната прогноза, че следващият етап в развитието на ИКТ е отварянето към мрежи, подпомагащи обучението в екип, където основната ориентация е постигането на комуникативни компетенции.

Дванадесет години по-късно тези прогнози са потвърдени. В практиката масово са навлезли дистанционни курсове по чужди езици със синхронни и асинхронни части, преподаватели и студенти участват във форуми, посветени на чуждоезиковото обучение, тестовите центрове предлагат присъствени и дистанционни сертификатни изпити за определено ниво на владеене на чуждия език.

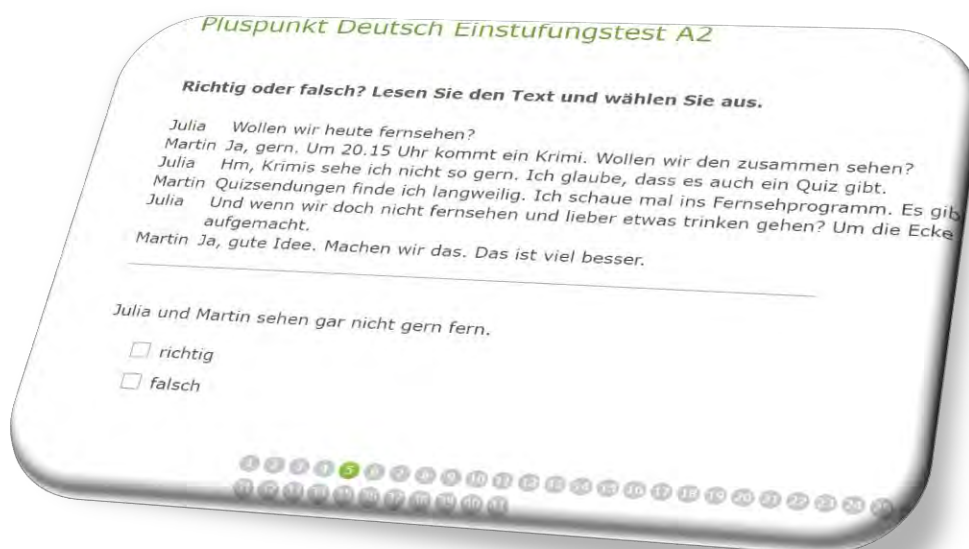
### **III. Изкуственият интелект в обучението по чужди езици**

Развитието на компютърните технологии доведе до ново ниво на идентичност в света на машините. Известен е прастария стремеж да хората да създават по изкуствен път свои аналози / двойници / сътрудници. През Средните векове алхимиците са били убедени във възможността за сътворяване на т.нар. „хомункулус“ – малък човек, създаден чрез алхимични експерименти. Целта е била да получат на свое разположение същество, изцяло подчинено на волята на своя създател.

Първите признаци за намеса на изкуствен интелект в обучението по чужд език се появиха преди години в една сравнително рутинна област –

семестриални задачи за превод на текст от чужд език (в този случай - немски) на български език. До края на 90-те години студентите полагаха значителни усилия за намерят текст на немски език, да го прочетат, да научат непознатите думи и да направят устен превод от немски на български език. След това започна представяне на текстове, написани на странен български език – първите стъпки на машинния превод!

Съвременната концепция за използване на изкуствен интелект в обучението по чужд език е много по-различна. На най-елементарно ниво става дума за автоматизирани тестове към отделен урок или за дадено ниво, които са достъпни в Интернет и дават възможност за незабавно отчитане на резултат, с възможност за обратна връзка, посочване на верните отговори и допуснатите грешки, евентуално съпроводено с препоръка за следващ курс. Фигура 2 представя тест за езиково ниво A2 по немски като чужд език на издателство Cornelsen, Германия.



**Фиг. 2. Тест за определяне на езиково ниво по немски език на издателство Cornelsen**

Тестът съдържа 41 задачи, показващи дали участникът владее немски като чужд език на ниво A2 според Европейската езикова рамка. След приключване на теста се извежда отговор с постигнатото ниво и се показват верните и неверните отговори на задачите. Веднага се вижда липсата на проверка на писмен и устен текст, създаден от участниците. Тази липса се компенсира при друг, по-съвършен продукт на базата на изкуствен интелект. Специализираните издателства, предлагащи учебници по чужди езици, работят върху образователни системи за планиране, подготовка и провеждане на чуждоезиково обучение. Фигура 3 показва нагледно прерастването на учебника по чужд език в компютърно управляван учебен ресурс.



**Фиг. 3. Съвременният учебник по чужд език**

Илюстрацията показва символично прехода от преподаване на знания и езикови умения от традиционния хартиен учебник (наричан с езика на администрацията със забавното клише „върху хартиен носител“) към съвременния традиционен електронен учебник (файл с учебник и работна тетрадка, хипервръзки, работни листи, аудио и видео записи, материали за самостоятелна подготовка и самооценяване, изпитни тестове).

Актуални презентации на специализирани издателства показват особено роля на изкуствения интелект в чуждоезиковото обучение:

- Оказване на помощ на преподавателите при планирането на учебните дейности,
- Съставяне на учебни материали по зададени теми и параметри,
- Водене на кореспонденция с обучаваните лица,
- Поддържане на форуми и справочни ресурси в Интернет,
- Оценяване на предадени задания,
- Анализирание на данните, получени в хода на обучение,
- Извеждане на препоръки към отделните обучаеми лица във връзка с индивидуалния напредък в ученето и постигнатите текущи и крайни резултати,
- Други ...

В заключение ще посоча, че имаме привилегията и неудобството да присъстваме на три значими революционни събития, променили из основи

целите и начина на преподаване на чужди езици. Това е сериозно предизвикателство както към преподавателите (трябва да се адаптират към постоянните промени в средата и начините на обучение), така и към обучаваните лица (трябва да извлекат полза от съвременните технологии, без да изпадат в духовно бездействие).

### **Използвана литература**

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# BENEFITS AND CHALLENGES OF INCORPORATING INCLUSIVE LANGUAGE INTO BUSINESS ENGLISH INSTRUCTION

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**Abstract:** *Despite the growing emphasis on diversity, equity, and inclusion initiatives within organizations, the integration of inclusive language into business English instruction remains relatively underexplored. Educators often prioritize grammar, business terminology, and cultural differences, while the subtleties of inclusive language—particularly its role in enhancing cross-cultural understanding and fostering a positive workplace atmosphere—are frequently overlooked. For this reason, the primary objective of the paper is to address the existing gap by exploring the benefits and challenges of teaching inclusive language in business English and to provide recommendations for overcoming these challenges to improve its integration into business English instruction. The paper highlights the benefits of inclusive language, such as enhancing cross-cultural understanding, improving interpersonal relationships, creating a collaborative workplace, and supporting diversity in professional settings. At the same time, it addresses the key challenges faced by educators, including resistance to change, the difficulty of updating curricula, diverse learner needs, and the lack of adequate resources and specialized teacher training. To help overcome these challenges, the paper provides a set of practical recommendations, such as curriculum revisions, teacher development programs, the use of digital tools, and creating culturally diverse learning environments.*

**Key words:** inclusive language, business English instruction, inclusion and diversity

## **Introduction**

Inclusive language in business contexts involves using terms that are neutral and respectful, avoiding language that may alienate or marginalize individuals based on gender, race, ethnicity, disability, or other personal characteristics. In today's globalized business environment in which businesses expand their operations across different cultural and linguistic landscapes, the demand for inclusive language grows, aiming to foster a respectful and equitable workplace.

Despite the growing emphasis on diversity, equity, and inclusion initiatives within many organizations, however, the integration of inclusive language into business English instruction remains relatively underexplored. Educators often prioritize grammar, business terminology, and cultural differences, while the subtleties of inclusive language—particularly its role in enhancing cross-cultural understanding and fostering a positive workplace atmosphere—are frequently



overlooked. The primary objective of this paper is to address the existing gap by exploring the benefits and challenges of teaching inclusive language in business English and to provide recommendations for overcoming these challenges to improve its integration into business English instruction.

The paper is organized as follows. First, it outlines the key concepts of inclusive language and its significance in business English education. Then, it explores the benefits of integrating inclusive language into business English, highlighting its impact on professional communication, cross-cultural understanding, and workplace dynamics. After that it delves into the main challenges educators face when incorporating inclusive language, with practical recommendations to address these challenges presented in the last part. The paper concludes by summarizing the key insights on the benefits and challenges of integrating inclusive language into business English instruction, emphasizing the importance of adopting the proposed recommendations to foster more inclusive, respectful, and effective communication in global business environments.

### **1. Definition of inclusive language and importance of its use in the business world.**

According to the Collins Dictionary, inclusive language is defined as „language that avoids the use of certain expressions or words that might be considered to exclude particular groups of people, especially gender-specific words“. This includes avoiding gender-biased terms like „chairman“ in favour of „chairperson“ or using gender-neutral pronouns like „they“ instead of assuming „he“ or „she.“ Additionally, inclusive language considers various aspects of identity, such as using „person with a disability“ rather than „disabled person,“ placing the individual before their condition.

Using inclusive language is essential because it fosters respect and understanding among individuals from diverse backgrounds, helping to create a more equitable society. It promotes a sense of belonging and encourages open communication, allowing everyone to feel valued and heard. In the business world, the importance of inclusive language is amplified as it enhances communication and collaboration among employees, clients, and partners. By avoiding exclusionary terms and assumptions, businesses can cultivate a positive workplace culture where all individuals feel respected, ultimately boosting employee morale and engagement (Fantoni, 2021). Moreover, inclusive language supports diversity and inclusion initiatives, attracting a broader talent pool and improving employee retention. It also strengthens brand reputation, as companies that prioritize inclusive practices are more likely to resonate with ethically minded consumers. Furthermore, using inclusive language reduces the risk of miscommunication and conflict, fosters innovation by welcoming diverse perspectives, and prepares employees to navigate multicultural business environments effectively.

As we delve deeper into this topic, it is important to explore the benefits and

challenges associated with teaching inclusive language in Business English. Understanding these factors will provide valuable insights into how educators can effectively foster inclusivity while preparing students for the demands of the modern workplace.

## 2. Benefits of incorporating inclusive language into business English instruction

Inclusive language teaching in business English provides a range of benefits that enhance communication, foster a positive workplace atmosphere, and prepare students for the globalized business world. Figure 1 illustrates these benefits with a particular focus on how they apply to teaching business English.



**Figure 1. Benefits of inclusive language teaching in Business English**

*Source:* developed by the author based on literature review

One of the most significant advantages is that the effective use of inclusive language *enhances cross-cultural understanding* (Eslit, 2022). As businesses operate internationally, employees often interact with colleagues, clients, and partners from diverse cultural backgrounds. Inclusive language education helps individuals develop cultural sensitivity by increasing awareness of cultural differences and the impact of their words. This reduces the risk of unintentionally offending or alienating others, leading to more respectful and effective interactions. Additionally, inclusive language skills prepare professionals to navigate global business environments effectively, fostering culturally sensitive communication and strong international relationships.

Another benefit is *fostering a positive workplace atmosphere* (Robertson, 2006). Inclusive language promotes respect and professionalism by teaching students to use respectful terms and expressions. This approach supports a work culture where everyone feels valued. By avoiding language that might be

perceived as exclusive or discriminatory, inclusive language helps reduce workplace conflicts and misunderstandings, contributing to a more harmonious and cohesive work environment.

Inclusive language education also *improves professional communication skills* (Miller, 2024). It encourages clarity and precision by helping students choose their words carefully, which aids in accurately conveying messages and avoiding ambiguities. Furthermore, professionals who use inclusive language build credibility and trust with clients, colleagues, and stakeholders, which is crucial for successful business relationships and collaborations.

Supporting *diverse and inclusive work environments* is another significant benefit (McKinsey&Company, 2020). Teaching inclusive language helps recognize and appreciate diverse perspectives, enabling students and professionals to engage effectively with colleagues from different backgrounds. As businesses increasingly prioritize diversity and inclusion, employees skilled in inclusive language are better prepared to meet these expectations, enhancing their employability and effectiveness in various work settings.

Finally, inclusive language education *enhances interpersonal relationships* within the business environment (Soule, 2020). It fosters stronger team dynamics by promoting communication that respects each individual's identity, leading to better collaboration and stronger working relationships. Additionally, it contributes to a more supportive work environment, improving job satisfaction and reducing turnover by making employees feel more accepted and valued.

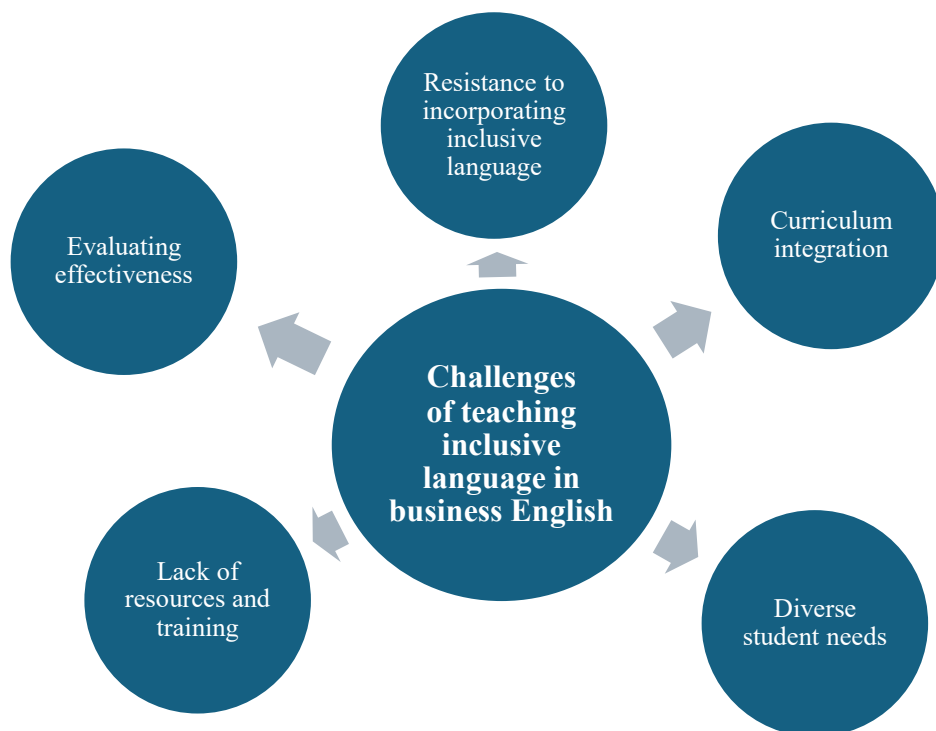
### **3. Challenges of teaching inclusive language in business English**

Teaching inclusive language in business English presents several challenges that can impact its effective integration into curricula. These challenges include resistance to change, curriculum integration, diverse student needs, lack of resources and training, and evaluating effectiveness, as illustrated in Figure 2.

*Resistance to incorporating inclusive language* can arise from various quarters. For example, students might resist adopting new language practices if they perceive them as unnecessary or challenging. For example, a student accustomed to traditional business terminology might find it difficult to adapt to new inclusive language norms, such as using gender-neutral terms like „spokesperson“ instead of „spokesman“ or „business professional“ instead of „business lady“. Additionally, educators and institutions may resist change due to entrenched norms or scepticism about the practical benefits of inclusive language. For instance, a business English instructor might feel that focusing on inclusive language could detract from teaching core business concepts or vocabulary. Overcoming this resistance requires clear communication about the importance of inclusive language in fostering a respectful and effective workplace and providing practical examples of its benefits.

*Integrating inclusive language into existing business English curricula* also may present several challenges. Educators must balance the introduction of

inclusive practices with the traditional focus on grammar, business terminology, and industry-specific language. For instance, while teaching business negotiation skills, an instructor might struggle to incorporate inclusive language principles without disrupting the flow of lessons focused on negotiation tactics and vocabulary. Also, developing and adapting instructional materials to include inclusive language while still covering essential business English content can be complex. This may involve revising textbooks, creating new lesson plans, and ensuring that all examples and exercises reflect inclusive practices, which can be time-consuming and resource intensive.



**Figure 2. Challenges of teaching inclusive language in Business English**  
*Source: developed by the author based on literature review*

*Addressing the diverse needs of students* is another significant challenge (Tomlison. & Imbeau, 2022). Students in a business English class may come from various cultural and linguistic backgrounds, each with different levels of familiarity with inclusive language concepts. For example, students from cultures where gender-specific language is the norm might struggle to understand and apply gender-neutral terms in their communication. Additionally, the level of exposure to and understanding of inclusivity can vary widely, making it difficult for educators to provide instruction that meets everyone’s needs. Educators must design flexible teaching strategies that accommodate these diverse needs, such as offering additional support for students who are less familiar with inclusive language and creating resources that are accessible to learners from different backgrounds.

*Lack of resources and training* poses another challenge. Many educators may not have access to up-to-date materials or training on inclusive language practices. For example, an instructor might lack comprehensive guidelines or examples for integrating inclusive language into business case studies or role-playing exercises. This lack of resources can make it challenging to develop effective teaching materials and stay informed about best practices. Additionally, insufficient training can leave educators unprepared to address questions or concerns from students about inclusive language, impacting the quality of instruction. Providing ongoing professional development opportunities and access to relevant resources is essential for equipping educators with the tools they need to teach inclusive language effectively.

Still another challenge can be *evaluating the effectiveness of inclusive language instruction* (Pagano, 2024). Measuring how well students have adopted inclusive language practices and the impact on their communication skills can be difficult. For instance, assessing whether students are consistently using inclusive language in their written reports or oral presentations requires specific evaluation criteria and methods. Additionally, it can be challenging to gauge the long-term impact of inclusive language education on students' professional interactions and workplace behaviour. Developing robust evaluation methods, such as incorporating feedback from employers or conducting longitudinal studies on students' use of inclusive language in professional settings, is necessary to assess the effectiveness of instruction and make improvements as needed.

#### **4. Addressing and Mitigating Challenges in Business English Instruction: Solutions for Teaching Inclusive Language**

Addressing the challenges of teaching inclusive language in business English requires a multifaceted approach. To facilitate the transition to inclusive language, it is essential to consider effective strategies and solutions. *Curriculum updates and material development* are key components of this process. Educational institutions and training providers should prioritize creating and regularly updating inclusive language resources. For instance, institutions could develop a digital repository with sample business documents, case studies, and interactive exercises reflecting current inclusive practices. Another initiative might involve revising existing textbooks and teaching materials to replace outdated terms with contemporary, inclusive alternatives. Additionally, incorporating real-world case studies that demonstrate successful implementation of inclusive language, such as a company's revision of marketing materials and internal policies to improve engagement and relations, can provide practical insights. To ensure these resources remain relevant, they should be periodically updated based on feedback from industry experts and evolving societal norms, thus preparing students and professionals for a diverse and dynamic business environment.

A significant challenge in teaching inclusive language in business English is the lack of awareness or expertise among educators. To address this, it is crucial *to provide specialized training programs that focus on inclusive language practices*. For example, educational institutions can offer workshops and seminars specifically designed to educate teachers on the principles of inclusive language and its importance in business communication. These sessions could cover topics such as identifying non-inclusive terms, understanding the impact of language on diverse audiences, and practical strategies for integrating inclusive language into lesson plans. Additionally, online courses can be developed to provide flexible, self-paced learning opportunities for teachers. These courses might include modules on current best practices, interactive exercises for revising business documents, and case studies highlighting successful implementations of inclusive language in various business settings. By equipping teachers with the necessary tools and knowledge, these training programs can help them confidently incorporate inclusive language into their instruction. For instance, teachers might learn how to revise traditional business communication exercises to include inclusive language prompts, or they might receive guidance on how to address and discuss the nuances of inclusive language with students. Furthermore, fostering a community of practice among educators can enhance ongoing learning and support. Teachers can benefit from sharing experiences, challenges, and solutions related to teaching inclusive language, helping to continuously improve their approach and effectiveness in the classroom.

Another viable solution is *promoting open discussions* (UCL, 2024). Resistance from students towards inclusive language may often stem from discomfort or unfamiliarity with these concepts. To address this issue, fostering open and honest discussions in the classroom is essential. For example, educators can initiate conversations about the importance of inclusivity by sharing real-world scenarios where the use of inclusive language has significantly impacted workplace dynamics. This could involve discussing case studies of companies that experienced positive outcomes after implementing inclusive language practices, such as improved team cohesion or enhanced customer relations. Additionally, creating a safe space for students to express their thoughts and ask questions about inclusive language can help alleviate discomfort and resistance. Teachers might facilitate group discussions where students can explore their own biases, discuss the challenges they face in adopting inclusive language, and share personal experiences related to diversity and inclusion in the workplace. Role-playing exercises can also be effective in demonstrating how inclusive language can be applied in various business contexts. For instance, students could practice revising business communications or handling hypothetical situations involving diverse teams. These activities help students understand how inclusive language can contribute to a more respectful and collaborative work environment.

To ensure the consistent application of inclusive language, it is essential *to incorporate it into both formal and informal assessments* (QAA, 2022). For

example, educators can include criteria for evaluating inclusive language use in various assessment formats such as presentations, written assignments, and role-play scenarios. In presentations, students might be assessed on their ability to use gender-neutral terms and avoid biased language when discussing business strategies or conducting pitches. Written communication, such as reports or emails, can be evaluated for adherence to inclusive language standards, ensuring that documents reflect respect and inclusivity. Role-play scenarios, where students simulate business interactions, can also be designed to assess their use of inclusive language in practical contexts. For instance, during a simulated team meeting or client negotiation, students can be evaluated on their ability to incorporate inclusive language and address diverse perspectives effectively. By integrating these assessments into the curriculum, educators can underscore the importance of inclusive language, provide feedback on students' application of these practices, and track their progress over time. This approach not only reinforces the value of inclusive communication but also helps students develop the skills needed to navigate diverse business environments successfully.

*Leveraging technology and digital tools* significantly enhance the teaching and learning of inclusive language (Leto, 2019). Tools such as AI-driven language software and inclusive language checkers are valuable resources for identifying and improving non-inclusive language in real-time. For instance, AI-driven language software can analyze written texts for biased or exclusive language, offering suggestions for more inclusive alternatives. These tools can be integrated into writing assignments or projects, allowing students to receive immediate feedback and make revisions that reflect inclusive practices. Inclusive language checkers can be used to review business documents and communications, highlighting terms that may be considered non-inclusive and suggesting more neutral options. For example, a language checker might flag terms like „manpower” and recommend „workforce” instead. In addition to providing practical tools for revision, these technologies help reinforce learning by allowing students to see the impact of their language choices and understand the importance of inclusivity. They also support the development of good habits in inclusive communication, making it easier for students to adopt and maintain these practices in their professional interactions. By incorporating these digital tools into the curriculum, educators can offer students hands-on experience with technologies that promote inclusive language, further embedding these practices into their communication skills.

*Building a culturally diverse learning environment* is crucial for fostering a natural understanding of inclusive language. Exposure to a range of perspectives helps students recognize and appreciate the nuances of inclusive communication. To achieve this, educational institutions and training programs can implement several strategies. For example, schools can facilitate cultural exchanges where students interact with peers from different backgrounds, enhancing their awareness of diverse perspectives and communication styles. Inviting guest

speakers from various cultural or professional backgrounds can also provide firsthand insights into the importance of inclusive language and its impact in different contexts. Additionally, organizing collaborative projects that involve students from diverse backgrounds encourages them to work together and navigate inclusivity in their communication. Such projects might include joint presentations, group research on global business practices, or discussions on how inclusive language affects international business relations. By integrating these strategies, educational programs can create a rich, multicultural learning environment that naturally promotes the use of inclusive language, helping students to better understand and apply these principles in their future professional interactions.

### **Conclusion**

In conclusion, the integration of inclusive language into business English education proves essential for creating equitable and effective communication in today's diverse professional environments. Research within this article underscores the significant benefits of inclusive language, including enhanced cross-cultural understanding, improved workplace dynamics, and better professional communication skills. Studies cited reveal that businesses adopting inclusive language practices experience fewer misunderstandings and conflicts, which positively impacts team cohesion and employee satisfaction.

However, the integration process is fraught with challenges. Our research highlights several key obstacles: outdated teaching materials, resistance from students and educators, diverse student needs, and limited resources for training. For instance, outdated curriculum materials can hinder the teaching of modern inclusive language practices, while resistance from students may stem from discomfort or lack of familiarity with these concepts. Research findings indicate that updating instructional resources and providing ongoing teacher training are effective strategies for overcoming these barriers. Moreover, promoting open discussions and integrating inclusive language into assessments have proven to be beneficial in addressing student resistance and reinforcing the importance of inclusivity. Additionally, leveraging technology and creating culturally diverse learning environments are crucial for enhancing the effectiveness of inclusive language education. Technology such as AI-driven language tools can provide real-time feedback and support students in developing inclusive communication habits. Research also supports that exposure to diverse perspectives within the learning environment naturally fosters a better understanding of inclusive practices and prepares students for global business interactions.

By adopting these evidence-based solutions, educational institutions can address the challenges identified and improve the integration of inclusive language into business English curricula. This will not only enhance communication skills and professional relationships but also contribute to more inclusive and respectful workplace environments. Ultimately, the successful



implementation of inclusive language education is integral to fostering a positive, collaborative, and equitable business culture, aligning with the values of modern organizations and preparing students for success in a globalized business world.

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# МУЛТИМОДАЛНОСТТА И МУЛТИМОДАЛНАТА ГРАМОТНОСТ В ПРОЦЕСА НА ПРЕПОДАВАНЕ НА ЧУЖД ЕЗИК

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## MULTIMODALITY AND MULTIMODAL LITERACY IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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**Abstract:** *In view of the changes in today's communication environment, foreign language curricula should be expanded beyond a focus on language. Being literate nowadays involves the ability to communicate effectively using multimodal resources to create meaning.*

*Given the increasing digitization in our lives and the changing profile of learners, it is appropriate to consider the pedagogical changes needed in foreign language teaching. These changes require us, foreign language teachers, to continuously reflect on what we teach our students and how we do it, in order to ensure that foreign language education at universities remains relevant, connected to real-world contexts, and prepares our students for future challenges.*

*The paper discusses multimodality and multimodal literacy. Multimodality is defined as the combination of multiple modes in carrying out pedagogical interaction, such as speech, gestures, facial expressions, music, illustrations, photo, audio, and video materials, printed media, etc. Multimodality has been developed over the past decade to systematically address widely discussed issues related to societal changes, such as those connected to new media and technologies. A new type of literacy, known as multimodal literacy, is emerging based on interactivity. This literacy combines knowledge of text analysis with visual literacy and ways of utilizing them. Multimodal literacy refers to the ability to understand, analyse, and create multimodal texts. The term multimodal literacy brings together viewing and presenting into a single concept. In response to changes in the modern communication environment, many educational systems around the world have revised their curricula.*

*Multimodal literacy is of exceptional importance in today's world, as it not only enhances students' understanding and engagement but also prepares them for the future. However, it comes with its challenges, which require attention and resolution in order to be successfully integrated into the educational system.*

**Key words:** multimodality, literacy, multimodal literacy.

В съвременния свят процесът на преподаване на чужд език се развива отвъд традиционните методи, приемайки по-широк и динамичен подход, известен като мултимодалност. Мултимодалността се отнася до използването на множество модалности или форми на комуникация – като текст, изображения, аудио, видео и жестове – за предаване на информация. Мултимодалната грамотност, която от своя страна е способността да се разбира, интерпретира и създава смисъл чрез различни модалности, е ключов компонент в успешното овладяване на чужд език. В контекста на преподаването на чужд език, тя не само подпомага езиковото усвояване, но и развива критично мислене и адаптивност – умения, които са необходими в глобализирания свят. Интеграцията на мултимодалност в учебния процес не само улеснява разбирането и запомнянето на учебния материал, но също така подготвя учащите се за реалната комуникация в многообразна и технологичнонаситена среда. Като използват различни комуникационни модалности, преподавателите могат да създадат по-ефективна учебна среда, която отговаря на различните стилове и предпочитания за учене и в крайна сметка да доведе до по-холистично развитие на езиковите умения.

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Мултимодалността може да се определи като комбинация от множество режими (модуси), като реч, движение, жестове, изражения на лицето, музика, илюстрации, фото-, аудио- и видеоматериали, печатни медии и др., при осъществяването на педагогическо взаимодействие. Мултимодалността е интердисциплинарен подход, който разглежда комуникацията и представянето като нещо повече от езика. Тя се е развила през последното десетилетие, за да отговори систематично на често дискутирани въпроси, свързани с промените в обществото. Три взаимосвързани теоретични предположения стоят в основата на мултимодалността.

Първо, мултимодалността предполага, че представянето и комуникацията винаги използват множество модалности, всяка от които допринася за създаването на смисъл. Фокусът е върху анализа и описанието на пълния набор от ресурси за създаване на смисъл, които хората използват (визуални, устни, жестови, писмени, триизмерни и други, в зависимост от контекста на представяне), както и върху разработването на методи, които показват как тези ресурси се организират за създаване на смисъл.

Второ, мултимодалността предполага, че ресурсите са социалноформирани с времето, за да се превърнат същите в ресурси за създаване на смисъл, които изразяват (социални, индивидуални/афективни) значения, отговарящи на изискванията на различни общности. Тези организирани набори от семиотични ресурси за създаване на смисъл се наричат модалности, които реализират комуникативността по различни начини.

Трето, хората създават смисъл посредством избора и конфигурацията на модалности, като акцентират на значението на взаимодействието между тях.

По този начин всички комуникационни актове са формирани от нормите и правилата, действащи в момента на създаването на знаци, и са повлияни от мотивациите и интересите на хората в конкретен социален контекст (GLOSSARY OF MULTIMODAL TERMS).

Мултимодалността на равнище практики в комуникация се реализира посредством модалностите, които се използват при композирането на съобщение и те са текстови, звукови, лингвистични, пространствени, визуални (Димитрова, 2016). На базата на интерактивността се формира нов вид грамотност, така наречената мултимодална грамотност, която съчетава знания за анализ на текстове с визуална грамотност и начините за тяхното използване.

Според Организацията за образование, наука и култура (ЮНЕСКО) придобиването на грамотност не е еднократен акт. Освен конвенционалната ѝ концепция като набор от умения за четене, писане и смятане, грамотността сега се разбира като средство за идентифициране, разбиране, интерпретиране, създаване и комуникация в един все по-цифров, текстово опосредстван, информационно наситен и бързо променящ се свят. Грамотността представлява континуум на учене и усъвършенстване в четенето, писането и използването на числа през целия живот и е част от по-широк набор от умения, които включват цифрови умения, медийна грамотност, образование за устойчиво развитие и глобално гражданство, както и специфични за работата умения. Самите умения за грамотност се разширяват и развиват, тъй като хората все повече взаимодействат с информация и учене чрез цифрови технологии.

Според О'Халърън, Тан, Смит и Подласов (O'Halloran, Tan, Smith, & Podlasov, 2011) „на практика текстовете от всякакъв вид винаги са мултимодални, като използват и комбинират ресурсите на различни семиотични системи, за да улеснят както общи (т.е. стандартизирани), така и специфични (т.е. индивидуализирани и дори иновативни) начини за създаване на смисъл“. Тъй като цялото дисциплинарно знание се изгражда с помощта на множество ресурси, които надхвърлят езика, мултимодалният подход може да се прилага в предмети, като изучаването на английски език, социални науки, математика и природни науки (LIM, 2015).

Преди повече от 25 години екип от 10 академични преподаватели, отчитайки промените, които се случват около тях – отчасти бързата глобализация, която води до по-голямо признание на разнообразието от култури и опит, както и напредъкът в технологиите, който подчертава мултимодалния характер на комуникацията в живота на младите хора и наричайки себе си „Групата от Ню Лондон“ ‘New London Group’, очертават манифест, който убедително се противопоставя на единствения фокус върху

езика в грамотността и въвеждат в света термина „мултиграмотности“ (New London Group, 1996). Същите академични преподаватели предлагат шест дизайнерски елемента в процеса на овладяване на смисли/значения: езиков смисъл/значение, визуален смисъл/значение, аудио смисъл/значение, смисъл/значение на невербалното поведение, пространствен смисъл/значение и мултимодални модели на смисъла/значенията, които са комбинации от горните семиотични кодове.

„Мулти-“ в мултиграмотности означава „огромните и значими различия в контекстите и моделите на комуникация“, което се отнася до различните начини на създаване на смисъл, като изображения, звуци, жестове, анимации и други (Cope & Kalantzis, 2015).

Въпреки че е ясно, че информационните и комуникационните технологии са широко използвани в живота на учениците (Lenhart, 2008), има множество доказателства, че учителите не са подготвени да ги използват ефективно в своето преподаване (Lawless, 2007).

Както предупреждават Бейкър и др. (2010), „Ако нашите училища продължат да ограничават учебната програма по грамотност до четене и писане на традиционни, алфабетни, печатни текстове, тогава нашите деца ще бъдат добре подготвени за 1950 г., но неподготвени за 2050 г.“ (Baker, 2010).

Според София Дерменджиева „контекстът на връзката „мултимодалност – мултиграмотност“ има за цел да обозначи причинно-следствената им обусловеност. Става ясно, че колкото по-наситена и по-интензивно плътна е мултимодалната среда, в която успяваме да постигаме себеутвърждаване, толкова по-сигурно е, че притежаваме мултиграмотност за адекватно и успешно функциониране в тази среда“ (Дерменджиева).

Всеки режим, като средство за комуникация, служи за различни цели и работи по различни начини. Важно е да бъдем наясно с различните режими, които хората използват при комуникация, за да разберем напълно предаваните значения. Има пет режима на комуникация: лингвистичен, визуален, аудиален, жестов и пространствен.

Лингвистичният режим се фокусира върху значението на писмения или говоримия език в комуникацията. Това включва избор на думи, организация на думите в изречения и параграфи, лексика, граматика и структура.

При визуалния режим акцент се поставя върху значението на това, което може да бъде видно от зрителя т.е. изображения, символи, знаци и видеа. Този режим също така обхваща аспекти на визуалния дизайн като цветове, физическо оформление, тип шрифт и размер на буквите.

Фокусът при аудиалния режим е върху значението на това, което може да бъде чуто от слушателя - глас, звукови ефекти, фонов шум, музика и тишина. Значението може да се реализира посредством сила на звука, тон, височина на звука, скорост и ритъм.

Жестовият режим, значението на комуникацията посредством движение, включва изразения на лицето, жестове с ръце, език на тялото и взаимодействие между хората.

Пространственият режим се фокусира върху значението на комуникацията чрез физическо оформление. Включва позиция, разстоянието между елементите в текста и пространството между хора/обекти.

Когато текст съдържа повече от един от тези режими, той се счита за мултимодален. Мултимодалните текстове на хартиен носител включват илюстрирани книги, учебници, графични романи, комикси и постери. В този случай значението се предава на читателя чрез различни комбинации от лингвистични (писмен език), визуални (статични изображения) и пространствени режими. Цифровите мултимодални текстове, като видеоклипове, влогове, слайд презентации, видеоигри и уеб страници, предават значението чрез комбинации от лингвистични (писмен и говорим език), визуални (статични и движещи се изображения), аудиални, жести и пространствени режими.

Мултимодалната грамотност означава способността да се разбира и реагира на мултимодални текстове и да се съставят такива. Терминът мултимодална грамотност обединява гледането и представянето в една концепция. В отговор на промените в съвременната комуникационна среда, много образователни системи по света са променили своите учебни програми за грамотност, за да включат мултимодална грамотност.

Мултимодалната грамотност има за цел да развие у студентите способността да бъдат критични читатели и опитни създатели на мултимодални текстове, като обръща внимание на различните ресурси за създаване на смисъл в текстовете и на начините, по които конкретни избори се комбинират, за да постигнат желаните комуникационни цели.

Възможностите на мултимодалните практики за грамотност не се ограничават само до ученето на студентите. Преподавателите по чужд език също могат да се възползват от прилагането на мултимодални практики в своето преподаване и професионално развитие, мултимодалните умения стават част от техния професионален живот, тъй като все по-често се изисква да използват възможностите на цифровите и мултимодалните практики в своето преподаване.

Въпреки че основният ни фокус като учители по английски език трябва да бъде езикът, ние също трябва да можем да помогнем обучаемите да развият своята мултимодална комуникативна компетентност. Трябва да им дадем възможност да обменят информация и идеи чрез мултимодална композиция. Развитието на мултимодална грамотност подготвя нашите обучаеми да бъдат ефективни в процеса на комуникацията. Използването на мултимодални текстове прави информацията по-достъпна за всички учащи, но може да бъде особено полезно за такива със специални нужди, обучителни затруднения и увреждания.

Чрез използване на силата на множество режими, като визуални средства, технология и интерактивни дейности, преподавателите по чужд език могат ефективно да създават динамични учебни среди, които отговарят на разнообразните нужди и предпочитания на студентите. Така например включването на видеоклипове или интерактивни презентации в учебния процес подпомага усвояемостта на нови думи и граматически структури. Използването на различни модалности (видео, изображения, музика и интерактивни дигитални инструменти) прави учебния процес по-интересен и мотивиращ за студентите, изучаващи чужд език. Това спомага да се ангажират активно в процеса на обучение, което води до по-добри резултати и по-дълготрайно усвояване на материала. Когато информацията е представена по различни начини, студентите имат повече възможности да я усвоят и запомнят. Визуалните и слуховите елементи могат да подкрепят вербалното обяснение и да улеснят разбирането на сложни концепции.

Мултимодалният подход предоставя възможност на преподавателите по чужд език да отговорят на различните нужди и предпочитания на обучаемите. Някои студенти може да предпочитат визуални материали, докато други - да се възползват повече от аудио ресурси или практически задачи. В отговор на различните стилове на учене, преподавателите може да използват комбинация от аудио записи, визуални презентации, текстови задачи и др.

Използването на технологията, в това число образователни приложения, онлайн ресурси и мултимедийни презентации, предлага на студентите възможности за изучаване на езика посредством новаторски и интерактивни начини. Интегрирането на практически дейности, групови дискусии и ролеви упражнения насърчават сътрудничеството и ученето чрез преживяване. Мултимодалната грамотност изисква студентите да анализират, сравняват и комбинират различни форми на информация. Това не само подобрява езиковите им умения, но и развива критическо мислене и креативност. На практика развитието на критичност и креативност може да се реализира посредством създаване на мултимодално съдържание (като видеоклип или презентация), използвайки различни видове медии.

Освен това мултимодалната грамотност с акцент върху различни начини на комуникация, насърчава развитието на умения за критично мислене, креативност и дигитална грамотност, които са незаменими компетенции в днешния взаимосвързан и технологично движен свят.

Мултимодалността позволява включването на културни елементи в обучението, като например визуални и аудио материали, които представят различни култури. Чрез включване на различни начини на комуникация посредством текст, визуални изображения и аудио, тези ресурси ефективно подготвят обучаващите се да се ориентират в глобализираното общество. Те подобряват разбирането си за различните култури, като насърчават уважение, съпричастност и ефективна трансгранична комуникация.

Мултимодалната грамотност в преподаването на английски език надхвърля традиционните текстови подходи чрез признаване на важността на различни семиотични ресурси, включително изображения, звуци, жестове и дигитални медии. Този подход потвърждава, че хората взаимодействат и създават смисъл от множество режими едновременно, и като включат тези режими в обучението по английски език, учителите могат да създадат богата и динамична учебна среда, която отговаря на различни стилове и предпочитания на учене (Sun, 2021).

Въпреки възможностите, които мултимодалните практики за грамотност предлагат, изследователите в тази област посочват някои предизвикателства при интегрирането на мултимодалните практики в учебната среда. Една от най-често изразяваните тревоги е неравният достъп на студентите до цифрови технологии. Освен това не всички учебни заведения имат равен достъп до необходимите технологии, а дори и те да са налични, може да са налице недостатъчно ресурси, като например време и финанси, за развитие и поддържане на мултимодални учебни среди.

Подготовката и обучението на преподавателите също може да представлява пречка пред използването на мултимодалните практики. Голяма част от тях не са получили достатъчно знания за интегриране на такъв вид практики в преподаването си. Тази липса на експертиза може да ги направи колебливи относно приемането на нови методи, особено когато не са запознати с технологиите или педагогическите стратегии, които те изискват и това води до недооценяване на мултимодалните ресурси. Като се вземат предвид предизвикателствата при внедряването на мултимодални грамотности в съществуващите практики, е важно за бъдещите и настоящи преподаватели да обсъдят потенциалните напрежения и предизвикателства на мултимодалното обучение и да проучат как да интегрират дигиталната и мултимодалната грамотност в съществуващите учебни планове и оценки.

Съпротивата към промените и съществуващите оценъчни практики представляват предизвикателство пред мултимодалното обучение. Оценяването на мултимодални проекти може да бъде по-сложно и субективно, тъй като те включват различни елементи, като дизайн, съдържание и техническо изпълнение. Поради факта, че този вид грамотност е сравнително нова концепция, все още липсват ясно дефинирани критерии за оценка, което може да създаде неясноти и несигурност.

Проблемите, свързани с авторските права и етиката, са също от съществено значение. Студентите трябва да се научат как да използват материали от различни източници, като същевременно уважават авторските права и избягват плагиатството. Използването на изображения, видеоклипове или други материали от интернет може да създаде етични въпроси, свързани с контекста и съдържанието, което се представя.

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В заключение интегрирането на мултимодалността и развитието на мултимодалната грамотност в преподаването на чужд език представляват значителна промяна към по-цялостен и ефективен образователен подход. Този подход не само подобрява езиковата компетентност, но и подготвя учащите се да навигират и взаимодействат с разнообразните комуникативни среди, с които ще се сблъскат в глобализирания и дигитален свят. С разширяването на границите на традиционното езиково обучение, приемането на мултимодални стратегии ще бъде от съществено значение за насърчаване на по-задълбочено разбиране, критично мислене и творческо изразяване сред учещите чужд език. В дългосрочен план, развитието на мултимодална грамотност у студентите ще им позволи да бъдат по-адаптивни и успешни в международната комуникация, професионалната реализация и личностното си развитие.

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# FORENSIC LINGUISTICS AS A BRANCH OF MODERN APPLIED LINGUISTICS

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***Abstract:** Applied linguistics refers to an interdisciplinary field that addresses issues which are related to language and real life by applying linguistic theories, methods and findings to solve problems in various areas such as education, psychology, communication research, anthropology and sociology. Major branches of applied linguistics include bilingualism and multilingualism, conversation analysis, contrastive linguistics, language assessment, literacies, discourse analysis, language pedagogy, second language acquisition, language planning and policy, interlinguistics, stylistics, language teacher education, forensic linguistics, culinary linguistics and translation. Forensic linguistics is a relatively new subfield within applied linguistics that studies the different intersections between language and the legal field, which is heavily linguistic by nature. Forensic linguistics, legal linguistics, or language and the law is the application of linguistic knowledge, methods, and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. Forensic linguistics is a distinct field of study in the science of language that places significant emphasis on the observation of language usage in our daily lives, including spoken and written language, listening, and reading. The purpose of forensic linguistics is to solve legal problems based on philological materials. If the subject of the science is the description of the text by observing the laws specific to the language in a specific text, the object of the science is oral and written texts. There are three main branches of forensic linguistics: the language used in law, the language used in the judicial and forensic system, and linguistic evidence. Various communication problems may occur between the written law and the laypersons due to the complex nature of the language and vocabulary used in the legal texts. Forensic linguists study these texts to understand how these issues arise, and if necessary, provide explanations or translations of the contents. The areas related to forensic linguistics are: document examination, software forensics, semiotics, plagiarism detection, linguists and lawyers' interaction. Prosecutors and lawyers can use forensic linguistics when compiling evidence to help them prove who is innocent and who is guilty based on idiosyncratic language use.*

**Key words:** applied linguistics, forensic linguistics, linguistic dialectology, software forensics, language policy, legal and judicial fields

Linguistics encompasses a lot of branches and subfields that cover both theoretical and practical applications. Theoretical linguistics is concerned with understanding the fundamental and universal nature of language and developing

a general framework to describe it. Applied linguistics is an interdisciplinary field seeking to utilize the scientific findings of studying the language for practical purposes such as developing methods to improve language education and literacy. Linguistics is also related to the philosophy of language, stylistics, rhetoric, semiotics, lexicography and translation.

### **Main branches of Linguistics**

The field of linguistics is vast and covers a wide range of different subfields. The main branches include Psycholinguistics, Sociolinguistics, Applied Linguistics, Computational Linguistics, Comparative Linguistics, Historical Linguistics, Stylistics. (Fig.1)

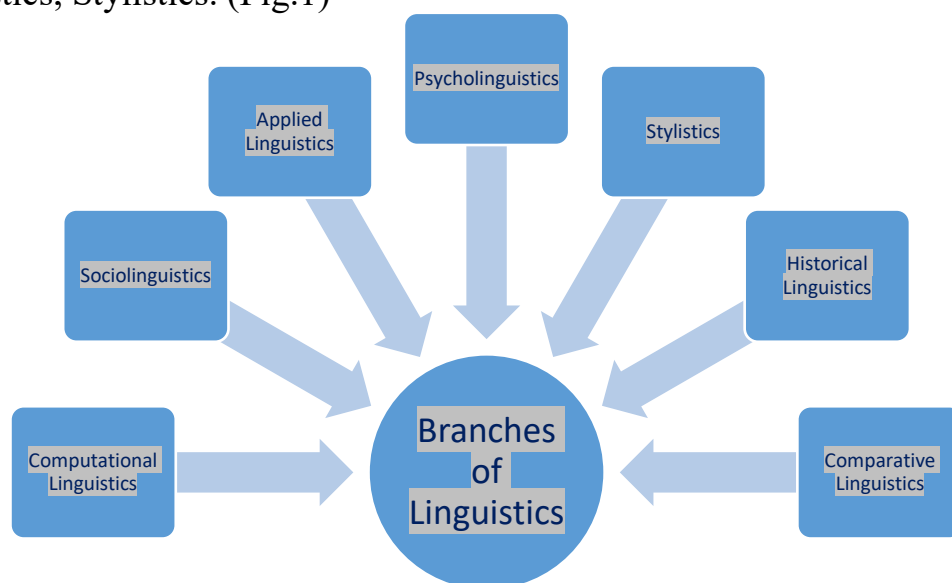


Figure 1. *Main branches of Linguistics*

*Psycholinguistics* is the study of the relationships between linguistic behaviour and psychological processes, including the process of language acquisition. *Sociolinguistics* is the study of the impact of society on language and linguistics. *Applied Linguistics* is the study of real-life applications of linguistics. *Computational Linguistics* is the study of spoken and written language in computations and programming. *Comparative Linguistics* is the study of similar and dissimilar aspects of common-origin languages. *Historical Linguistics* is the study of evolution and origins of languages. *Stylistics* is the study and interpretation of style and tones in languages.

### **Applied Linguistics**

Over the past 75 years, since 1948, various and numerous definitions of applied linguistics as a science have been formulated. Applied linguistics can generally be described as using what we know about language, how it is learned and how it is used in order to achieve a particular purpose or solve a problem in the real world. Some of the most frequently presented expert definitions of applied linguistics are that it is ‘the academic discipline concerned with the relation of knowledge about language to decision making in the real world’ ( Davies, 2007); ‘an interdisciplinary oriented domain, still too narrowly based and dependent on

linguistics and aimed at a deeper understanding of human linguistic interactions in various contexts and at exploring ways to help improve the quality of human communicative growth and development' (Owhotu, 2007); 'the theoretical and empirical investigation of real-world problems in which language is a central issue' (Brumfit, 1995); 'a branch of linguistics where the primary concern is the application of linguistic theories, methods and findings to the elucidation of language problems which have arisen in other areas of experience' (Crystal, 2008); 'an international and interdisciplinary field that encompasses many aspects of language and its relationship with society, defies the traditional, taxonomic view of disciplinarity that seeks to draw clear and unambiguous boundaries' (Berns & Matsuda, 2006).

Applied linguistics identifies, investigates and offers solutions to real-life problems related to language. The term „applied linguistics” can be traced back to 19th century when linguistics was gaining recognition as a scientific, autonomous discipline that was distinct from philology, the humanistic study of the areas of language, literature and culture. Applied linguistics distinguishes itself from theoretical linguistics by emphasizing real-world applications and addressing language-related issues that affect individuals, societies, groups and cultures. Being a relatively recent term, applied linguistics as a branch of linguistics is a field of study that explores how linguists can help understand problems emerging in areas such as psychology, sociology, education and other disciplines. There are many problems related to language that may be examined, analyzed and solved by applied linguists. Examples include speech pathology, speech processing, textual and lexical analysis, teaching English to speakers of other languages, computational linguistics, forensic linguistics, etc. Assessing language proficiency has also been one of the biggest encountered problems being brought about by cultural unfamiliarity, lack of ability to comprehend a language or insufficient academic vocabulary for specific areas. Applied linguistics is also concerned with practical issues that involve language use in the real world such as minority and endangered language identity issues, language education, language and technology, etc.

### **Subfields of Applied Linguistics**

Applied linguistics focuses on solving language problems that people face in the real world, whether they are learners, teachers, supervisors, academics, lawyers, service providers, test takers, policy developers, dictionary makers, translators, business clients. etc. It is an interdisciplinary field that draws knowledge from different academic fields like psychology, sociology, anthropology etc. In general, the subfields of applied linguistics correspond to the branches of applied linguistics. Major branches of applied linguistics include bilingualism and multilingualism, conversation analysis, contrastive linguistics, language assessment, literacies, discourse analysis, language pedagogy, second language acquisition, language planning and policy, interlinguistics, stylistics, language teacher education, etc. *Language Teaching and Learning* focuses on the practical application of

linguistic principles and theories to language instruction and pedagogy, including methods, curriculum design and assessment. Sociolinguistics is the study of the relationship between language and society, examining how social factors like culture, ethnicity, age and gender influence language use and variation. *Psycholinguistics* investigates the cognitive processes and mental representations involved in language acquisition, production, and comprehension. *Forensic Linguistics* applies linguistic analysis to legal contexts, such as author identification, detecting deception and interpreting linguistic evidence. *Language Planning and Policy* is concerned with the development, implementation and evaluation of policies regarding language use in governmental, educational and other institutional domains. *Translation and Interpretation Studies* examines the practical and theoretical aspects of translation and interpreting between languages, including issues of meaning, pragmatics and cross-cultural communication. *Language for Specific Purposes* focuses on the linguistic needs and features of language use in specialized fields, such as business, medicine and engineering. *Applied Corpus Linguistics* utilizes large computerized databases of language to study patterns of language use and inform practical applications, such as lexicography, language teaching and natural language processing. (Fig.2)

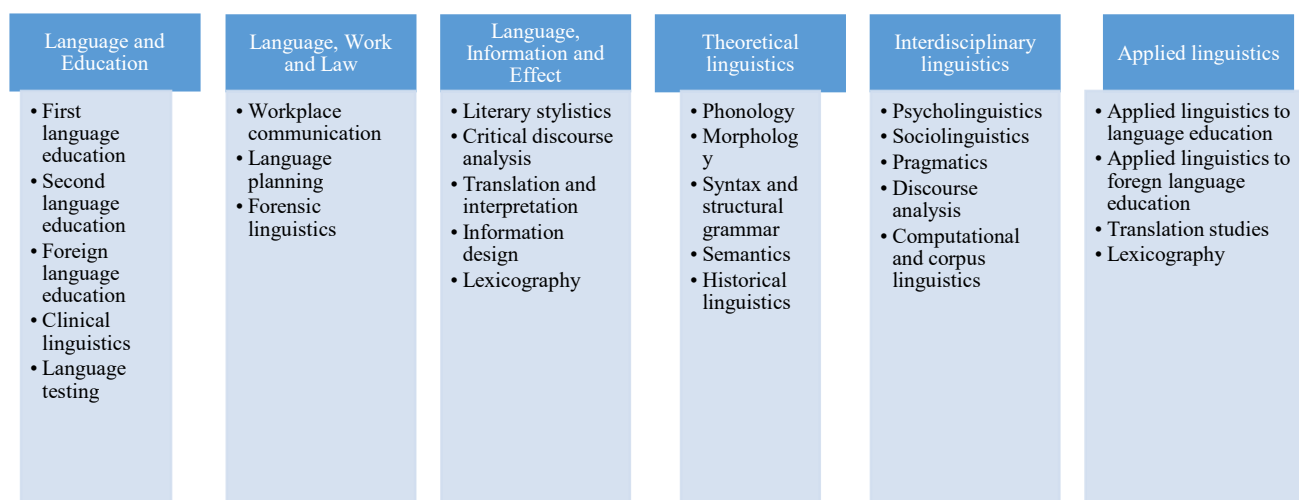


Figure 2. *Subfields of Applied Linguistics*

### Scope of Applied Linguistics

Although it is generally accepted that the aim of applied linguistics is to solve language problems that people encounter in the real world, the scope of applied linguistics should not be restricted to language teaching only. It should be widened to include language acquisition in either the mother tongue or a target language, psycholinguistics/neurolinguistics, sociolinguistics, etc. The scope of applied linguistics is vast and all-pervasive. The main scopes of Applied Linguistics include *Language and Teaching; Language Education/ Language Learning; Language and Society; Language, Work and Law; Language, Information and Effect*. (Fig.3)

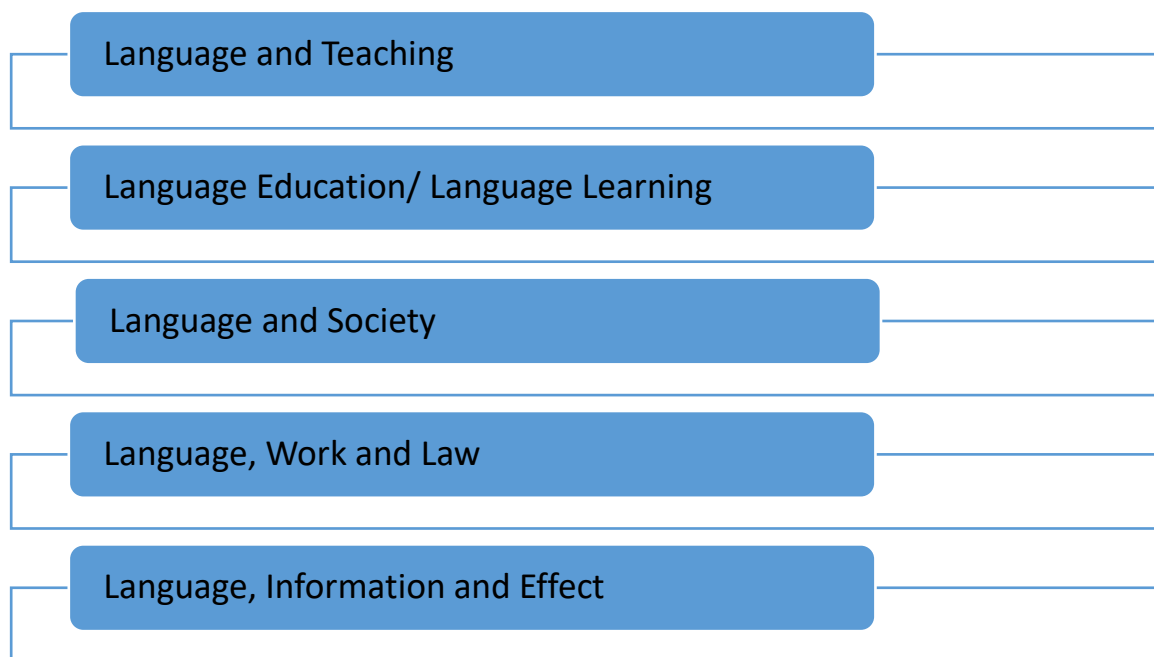


Figure 3. *Main scopes of Applied Linguistics*

✓ *Language and Teaching* covers language teaching methods. Linguistics is applied on the methods while doing the teaching learning activity.

✓ Applied linguistics deals with *Language Education* or *Language Learning*. This scope tries to explain the first language education and the additional language education, such as second language education and foreign language education. It also provides knowledge of clinical linguistics and language testing. Clinical Linguistics is the study of language disability.

✓ *Language and Society*. This study is called sociolinguistics. Sociolinguistics studies the relationship between the society and language and explores problems related to society that affect the language, varieties of language in society, terms of taboos and euphemism, etc.

✓ The next area of applied linguistics is related to *Language, Work and Law*. It explains communication in the workplace, language planning and forensic linguistics.

✓ Applied linguistics also studies *Language, Information and Effect*. This study includes literary stylistics, critical discourse analysis, translation and interpretation, information design and lexicography.

There are various views on the scope of applied linguistics based on linguists' research. The following are some of them:

- According to the International Association of Applied Linguistics, the scope of applied linguistics includes: Adult Language Learning, Child Language, Communication in the Professions, Contrastive Linguistics and Error Analysis, Discourse Analysis, Educational Technology and Language Learning, Foreign Language Teaching Methodology and Teacher Education, Forensic Linguistics, Immersion Education, Interpreting and Translating, Language and Ecology,

Language and Education in Multilingual Settings, Language and Gender, Language and the Media, Language Contact and Language Change, Language for Special Purposes, Language Planning, Learner Autonomy in Language Learning, Lexicography and Lexicology, Literacy, Mother Tongue Education, Psycholinguistics, Rhetoric and Stylistics, Second Language Acquisition, Sign Language.

- According to Mouton de Gruyter, the scope of applied linguistics includes: Language Acquisition (L1 and L2), Psycholinguistics/Neurolinguistics, Language Teaching, Sociolinguistics, Humor Studies, Pragmatics, Discourse Analysis/Rhetoric, Text/Processing/Translation, Computational Linguistics – Machine Translation, Corpus Linguistics, Language Control/Dialectology.

### **Forensic Linguistics as a Branch of Applied Linguistics**

Forensic linguistics is a distinct field of study in the science of language that places significant emphasis on the observation of language usage in our daily lives, including spoken and written language, listening and reading. *Forensic linguistics, legal linguistics or language and the law* is the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. It is a branch of applied linguistics. The term forensic linguistics was coined in 1968 by the linguistics professor Jan Svartvik. Dr Richard Nordquist, a professor emeritus of rhetoric and English at Georgia Southern University, explains that forensic linguistics refers to the application of linguistic research and methods to the law, including evaluation of written evidence and the language of legislation. One way to look at forensic linguistics is to think about language as if it is a fingerprint that can be studied and analyzed to the point that language can help us solve and prevent crimes. When studied and applied correctly, the work and analysis done by forensic linguists can make the difference of whether someone goes to prison due to a confession that he or she did not write (Nordquist, 2019). Another concept that has been mentioned by some researchers is the so-called „linguistic fingerprint” which refers to the notion that each person uses language differently and that this difference between people can be observed as easily and surely as a fingerprint. Thus, in theory at least, a linguistic fingerprint is a collection of markers which stamps each speaker or writer as unique (Nordquist, 2019). As we each have a unique writing style, the ‘how’ and ‘what’ we write are also unique in the sense that every person uses unique language characteristics. This helps forensic linguists to compare different documents in order to determine whether they have been written by the same author. It is as if we each have a personal version of language where each one of us prefers a certain word or phrase over another to say the same thing or have a different writing style or interpretation of grammar from another. In some cases, this personal language may be so unique that it will enable a linguist to determine whether two documents have been written by the same person (Crime Museum, nd). The term ‘forensics’ means scientific evidence or testing used in relation to criminology. Forensic linguistics is an umbrella term

covering many applications to legal contexts. These are often split between written and spoken items. It is common for forensic linguistics to refer only to written text, whereas anything involving samples of speech is known as forensic speech science. It comprises various applications of phonetics, linguistics, acoustics, and computer science to tackling problems in police work or providing evidence in legal cases. Areas of forensic speech science also overlap with those central to speech and recording technology, and to automatic speaker recognition as used to establish a person's identity.

There are principally three areas of application for linguists working on written texts in forensic contexts (Fig.4):

- *understanding language of the written law,*
- *understanding language use in forensic and judicial processes,*
- *provision of linguistic evidence.*

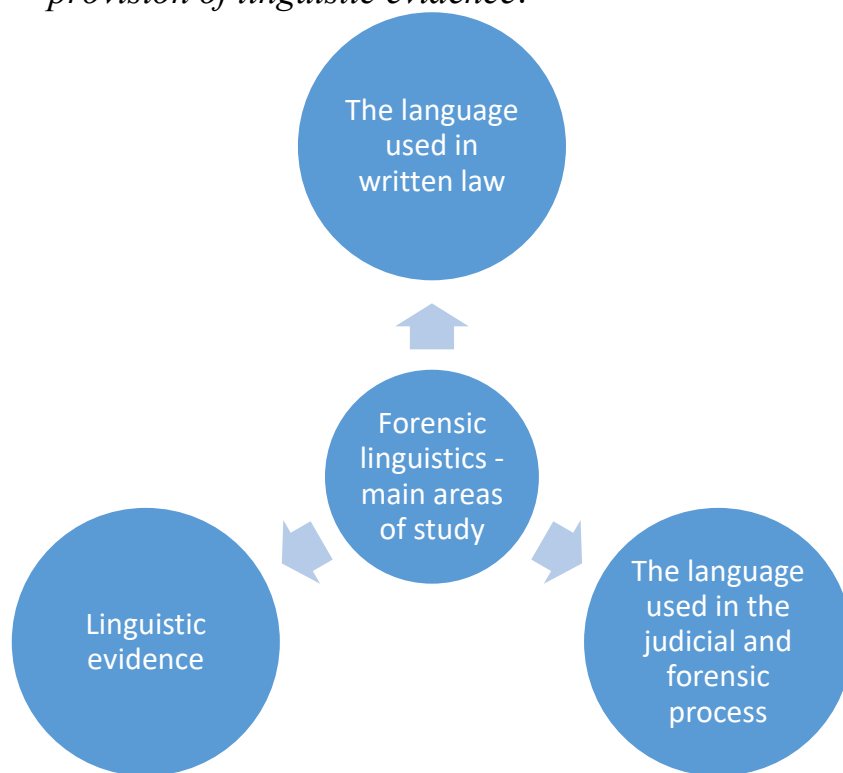


Figure 4. *Areas of study of Forensic Linguistics*

- *Language used in Law* - one of the smaller fields of study in forensic linguistics is the language that is used in the written laws. Written laws can often be lengthy, complex and old. This is the reason why laws can often be filled with lexical ambiguities. Lexical ambiguity identifies cases where a word can indicate various alternative meanings, and therefore a sentence that uses that word might be confusing because people are not sure which way to interpret it. Generally, the meaning that was intended can be determined based on the rest of the sentence, or the general topic of conversation, but sometimes it is necessary to clarify exactly what was meant by an ambiguous word. For example, „*The rabbi married my sister*“. This could be interpreted as the rabbi and the sister getting married or as



the rabbi performing the marriage ceremony for the sister. Forensic linguists or lawyers may look for ambiguities within laws to help prove their cases. It is widely known, within the field of law, that lexical ambiguities exist, and rules, such as the *rule of lenity*, have been put in place to help mitigate their impact. The rule of lenity, also called the rule of strict construction, is a principle in criminal law that requires a court to interpret an ambiguous or unclear criminal statute in the way that is most favourable to the defendant. The rule has a long history in the English and American common law tradition and has been an important element of the relationship between the courts and the legislature, but its role in modern jurisprudence is less clear.

- *Language used in forensic and judicial processes* – this branch of forensic linguistics is concerned with the language used by the people who work within the law, such as police officers, lawyers, barristers, attorneys, judges, government leaders, etc. Sometimes people can use language in certain ways to elicit answers they want or to „trick“ and confuse others. Forensic linguists aim to reveal these language uses and bring transparency to the legal process. Some language techniques that may interest forensic linguists are as follows:

- *Leading questions* - these are suggestive questions that lead the interviewee to give a pre-determined answer.

- *Speech accommodation* - a theory that suggests people change their speech to be more relatable to the person they're talking to. Professionals working within the law, such as the police, change their speech to closer resemble others in order to build trust. (Giles et al. 2007)

- *Use of closed or open-ended questions* - for example, if the lawyer wants the witness to accidentally say something they are not supposed to, they might ask lots of open-ended questions to get them to talk a lot. However, if the lawyer does not want the witness to accidentally say something, they might ask lots of closed-ended questions (for example, questions that can be responded with using a ‘yes’ or ‘no’) to ensure they talk as little as possible.

- *Use of jargon and terminology* - professionals working within the law will sometimes use specific jargon and terminology to deliberately confuse others.

- *Linguistic evidence* - evidence in a language. This can have examples such as ransom notes, intellectual property documents such as trademarks or patents, and any other language-related piece of evidence. These can affect the outcomes of divorce proceedings, business law cases and other trials. When linguistics is used to analyze evidence, grammar, syntax, register, tone, register and dialectical or idiolectal elements of language are compared to the usual language patterns of the accused/witness/victim.

The types of forensic texts that may be analyzed by a forensics linguist include: witness statements, confessions, ransom or threat letters, phone calls to the emergency services, suicide notes, death row statements, and social media posts and text messages.

## Forensic Linguistics Methods

Forensic linguistics involves the application of linguistic knowledge to legal issues and can be used in a variety of contexts. Some of the most common methods employed in forensic linguistics are as follows:

- *Authorship Attribution*: This method examines the writing style of a text to determine its likely author. Techniques include analyzing vocabulary, syntax, punctuation, and stylistic features. Statistical methods, such as n-gram analysis, may also be used.

- *Discourse Analysis*: This approach focuses on the structure and function of spoken or written communication in legal settings. It can reveal how language is used to construct meaning, influence perception, and convey power dynamics in testimonies, court proceedings, and legal documents.

- *Language and Criminal Behaviour Analysis*: Forensic linguists analyze language used in criminal contexts, such as ransom notes, threatening messages, or social media posts. This can help identify the psychological state of the writer or provide insights into the crime.

- *Interpretation of Legal Texts*: Linguists may assist in interpreting the meaning of legal documents, contracts, or statutes. This involves analyzing the language to clarify ambiguities, intentions, and implications.

- *Voice Analysis*: In some cases, forensic linguistics may involve analyzing recorded speech to determine the speaker's identity or to assess the credibility of testimony. This can include phonetic analysis and speaker profiling.

- *Testimony Analysis*: Evaluating witness statements for consistency, reliability, and credibility. Linguistic markers can be examined to identify potential biases or inaccuracies.

- *Sociolinguistic Analysis*: This method studies how language varies and changes in different social contexts. It can be used to analyze dialects, language attitudes, and other sociolinguistic factors that may be relevant in legal cases.

- *Cohesion and Coherence Analysis*: This involves examining the logical flow and connectedness of a text, which can be important in assessing the clarity and persuasiveness of legal arguments or testimonies.

Each of these methods can be tailored to specific cases and questions, making forensic linguistics a versatile tool in legal contexts.

Forensic linguistics is distinct in its focus on language and communication, employing linguistic methods to address legal questions, while other forensic sciences concentrate on physical evidence and objective analysis. The key differences between forensic linguistics and other forensic sciences are the following:

1) *Focus on language* - forensic linguistics specifically analyzes language, both written and spoken, while other forensic sciences (like forensic biology or chemistry) focus on physical evidence, such as DNA, fingerprints, or toxic substances.

2) *Methodology* - forensic linguistics employs linguistic theories and methods, including discourse analysis, authorship attribution, and sociolinguistic analysis. In contrast, other forensic disciplines use scientific methods like chromatography, microscopy, and genetic analysis.

3) *Subjectivity vs. Objectivity* - linguistic analysis can sometimes be subjective, as it often involves interpreting nuances in language and context. Other forensic sciences typically rely on more objective, quantifiable evidence.

4) *Legal application* - While all forensic sciences aim to support legal investigations, forensic linguistics often deals with issues of communication, interpretation, and meaning in legal texts and testimonies. This includes analyzing the wording of contracts, the clarity of instructions, or the credibility of witness statements.

5) *Interdisciplinary nature* - forensic linguistics sits at the intersection of law, linguistics, and social science, often requiring knowledge of legal principles and language theory. Other forensic fields may draw from biology, chemistry, or physics.

6) *Types of cases* - forensic linguists are often involved in cases related to threats, defamation, authorship disputes, and other language-based issues, whereas other forensic scientists might work on cases involving physical evidence from crime scenes, such as firearms analysis or toxicology.

Nowadays, forensic linguists are aware of the benefits of learning clinical psychologists' interviewing techniques that emphasize information gathering in individuals' words. Forensic linguistics has turned into a vibrant, sought-after and popular field of research. The discipline of forensic linguistics is not homogeneous, it involves a range of experts and researchers in different areas of the field. Forensic linguistics is a branch of applied linguistics that examines all the various ways the language and the law intersect. This can range from direct ways such as when a crime is committed based on what was said or written (e.g. a lie, a threat, sexual harassment, etc.) to decisions about the best way to do an interpretation for a witness inside a courtroom. Where the law is concerned, language is not merely a vehicle for conveying information, it is a precision tool wielded by wordsmiths who can often determine the outcome of a courtroom case simply by use of language. Initially, forensic linguistics was confined to the identification of spoken and written documents in legal settings, police language, and prison language. However, the field has expanded to include speech detection, text detection, plagiarism detection, social media verbal violence detection, social

security detection, and discrimination detection. The future of forensic linguistics will be promising if linguists work on law issues, and also on acquiring qualifications, skills and knowledge in other related disciplines in order to better prepare them for working in and with courts.

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# СИСТЕМИ ЗА УПРАВЛЕНИЕ НА ОБУЧЕНИЕТО ВЪВ ВИСШЕТО ОБРАЗОВАНИЕ

ст. преп. Венцислав Диков,  
СА „Димитър А. Ценов” - Свищов

## LEARNING MANAGEMENT SYSTEMS IN HIGHER EDUCATION

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**Abstract:** *With the accelerated implementation of modern technologies in education, the adoption of Internet-based learning management systems is becoming essential for educators, administrators and learners alike. Learning management systems in the field of higher education were introduced as efficient and popular teaching and learning tools (including in the field of foreign language teaching) long before they were imposed as a crisis measure with the onset of the global pandemic of COVID-19 and the emergency transition to full distance learning. This report examines some of the advantages and disadvantages of learning management systems used for this purpose. Based on an analysis of the accumulated experience using different learning management systems, conclusions and recommendations are made regarding their integration in different study modes.*

**Keywords:** learning management systems; study mode; advantages, disadvantages

### Въведение

Системите за управление на обучението (СУО) стават все по-популярни в различни образователни среди, включително преподаване на чужди езици. В някои образователни институции те се използват отдавна и вече има натрупан значителен опит в интегрирането им в учебния процес. В други образователни институции, обаче, и то предимно в началното и средното образование, те бяха въведени екстрено и доста хаотично при настъпването на световната пандемия от COVID-19, която наложи да се премине в дистанционна форма на обучение. СА „Д. А. Ценов“ е един от пионерите при въвеждането на системи за управление на обучението и въз основа на солидния опит, който беше натрупан в продължение на над 15 години, в настоящия доклад ще се опитам накратко да очертая основите предимства и недостатъци на тези системи както за процеса на обучение като цяло, така и за обучението по чужди езици в частност.

## **1. Определение и основни характеристики на СУО.**

### **1.1. Същност на СУО**

Система за управление на обучението е софтуерно приложение, предназначено да администрира, документира, проследява, отчита и предоставя образователни курсове или програми за обучение. Тя изпълнява функциите на централизирана платформа, в която преподавателите могат да създават, управляват и доставят учебно съдържание, а обучаемите получават достъп до материали, участват в дискусии и проследяват напредъка си.

### **1.2. Основни характеристики на СУО**

Системите за управление на обучението често предоставят различни функции, които подобряват образователния опит, като например:

- *Управление на курса*: Съставителите на учебното съдържание могат да структурират и организират съдържанието и дейностите в курса. В този аспект, въз основа на опита с първоначално използваната платформа VJL (Virtual Joint Learning), която беше разработена и внедрена от Академичния компютърен център в СА „Д. А. Ценов“, беше постигнат съществен качествен скок с въвеждането на платформата Мудъл (Moodle).

- *Управление на потребителите*: Възможност за управление на потребителските роли (обучаем, съставител, преподавател, администратор), които представляват набори от различни нива на достъп до инструментите за управление на ресурсите и информацията.

- *Инструменти за оценяване*: Създаване на изпитни тестове, тестове за самооценка и задачи за упражнение с възможност за оценяване. Мудъл платформата предлага много по-широк спектър от типове изпитни въпроси.

- *Комуникационни инструменти*: Освен дискуссионните форуми и функции за чат и съобщения, които присъстват по подразбиране, Мудъл платформата предоставя и възможност за интегриране на система за видеоконферентна комуникация с практически неограничен брой потребители в реално време (BigBlueButton), която се оказва изключително полезна в периода на пандемията.

- *Отчитане и анализи*: СУО генерират отчети за постигнатите от обучаемите резултати и посещаемостта както на курса като цяло, така и на всеки отделен ресурс.

- *Възможности за интегриране*: Възможност за интегриране с други инструменти и приложения (напр. вече споменатото приложение за видеоконференции, динамични веб-страници, генерирани с HotPotatoes, Blackboard и други софтуерни приложения, библиотеки с учебно и справочно съдържание и т.н.).

## **2. Предимства на СУО**

Предимствата на използването на СУО в образователни институции включват:

**2.1. Достъпност:** Обучаемите имат достъп до учебните материали по всяко време и навсякъде, което улеснява самостоятелното обучение. Това е особено полезно при задочната и дистанционната форми на обучение, тъй като дава възможност на преподавателя да проследява хода на обучението и да допълва или променя учебното съдържание в зависимост от резултатите.

**2.2. Разнообразни мултимедийни ресурси:** СУО дават възможност за интеграция не само на конвенционално (текст и графики) но и на видео и аудио съдържание, както и на интерактивни (динамични) уеб-страници, което ги прави приложими към различни стилове на учене.

**2.3. Проследяване на напредъка:** Преподавателите получават лесен достъп до резултатите от изпълнението на поставените задачи от обучаемите и на нивото на посещаемост на курса.

**2.4. Съвместно обучение:** Разширени възможности за сътрудничество чрез форуми и групови задачи във wiki формат.

**2.5. Машабируемост:** Мудъл поддържа големи класове и групи от обучаеми, като по този начин обхваща всички студенти в СА, т.е. всички групи в редовна, задочна и дистанционна форма на обучение.

### **3. Недостатъци на СУО.**

Въпреки многобройните си предимства, СУО имат и някои недостатъци, на които ще се спрем по-подробно.

**3.1. Технически проблеми:** Ослабянето изцяло на технологията може да доведе до проблеми като системни повреди или проблеми с достъпа, които могат да попречат на обучението. Могат да се дадат десетки примери с блокиране на устройства, прекъсване на електрическото захранване, загуба на интернет връзка, несъвместимост на операционни системи или браузъри и т.н. и т.н. Такива ситуации са особено проблемни по време на изпитни или други онлайн конферентни сесии.

**3.2. Ограничено взаимодействие лице в лице:** Когато курсовете са базирани предимно на асинхронни (самостоятелни) задачи и не предвиждат достатъчен обем синхронни (т.е. присъствени онлайн) занятия, това може да намали ефективността на обучението поради липса на пряко взаимодействие и спонтанни дискусии.

**3.3. Изисква се лична мотивация:** Успехът на обучението с помощта на СУО често зависи от способността на обучаемите да се мотивират да се ангажират с учебното съдържание. Въпреки че системата осигурява пълен достъп за мониторинг на посещаемостта и постиганите резултати, липсата на мотивация често пъти намалява ефективността на образователния процес.

### **4. СУО в чуждоезиковото обучение**

СУО предлагат няколко уникални предимства за чуждоезиково обучение, които могат да подобрят обучителния процес и да повишат ефективността на изучаването на нов език. Някои от основните предимства включват:

- *Интерактивно съдържание.* Системите позволяват лесна интеграция на разнообразни упражнения, специфични за изучавания език. Например, чрез интегриране на специализиран софтуер за речево разпознаване, обучаемите могат да упражняват произношението си, получавайки незабавна обратна връзка за точността и интонацията; чрез интерактивни аудиоуроци и упражнения, могат да работят по конкретни теми и контексти, което подобрява способността им да разбират устната реч и да разпознават различни акценти и диалекти; чрез ролеви игри и симулации да приложат изучавания език в реална среда и др.

- *Културна експозиция.* Курсовете, организирани в СУО, могат да включват разнообразие от мултимедийни ресурси, които дават възможност на обучаемите да се запознаят с културни контексти и нюанси, свързани с езика, който изучават. Например, използването на видеосъдържание с реални диалози и ситуации им предоставя възможността да видят как езикът се използва в различни социални и културни контексти; изучаването на песни и литературни произведения на целевия език им помага да усвоят не само езиковите структури, но и културното значение зад тях; проекти, посветени на културата, обичаите и традициите на страните, в които се говори изучаваният език, развиват тяхното по-пълно разбиране на социалните и историческите аспекти на езиковото обучение и др.

- *Персонализирано учебно съдържание:* Едно от основните предимства на СУО е възможността за персонализиране на учебното съдържание. Системите могат да анализират напредъка на всеки обучаем и да предлагат ресурси и упражнения, които отговарят на индивидуалните нужди и ниво на владене на езика. Това гарантира, че обучаемите получават нужната подкрепа, когато им е необходима, и могат да се съсредоточат върху слабостите си. Също така, обучаемите имат възможност да избират кога и как да учат, което е особено важно за заети хора или такива с различни ангажименти. Тази гъвкавост позволява на обучаемите да интегрират изучаването на език в ежедневието си, повишавайки мотивацията и ангажираността.

Въпреки горепосочените предимства, при използване на СУО остават редица предизвикателства, в това число необходимостта от по-голям обем синхронни упражнения за развиване на уменията за говорене и слушане. Това е особено важно, тъй като когато не получават достатъчно възможности за взаимодействие лице в лице, много от обучаемите могат да се сблъскат с трудности при устното общуване. Също така, в контекста на онлайн обучението, съществува опасност от потенциално откъсване от учебния процес на обучаемите с по-ниски нива на мотивация и/или самодисциплина, което може да доведе до намалена ангажираност и по-ниски резултати. В цифрова среда, тези обучаемите могат да се чувстват изолирани и да имат трудности при самоорганизацията, което допълнително усложнява процеса на учене.



Липсата на физическо присъствие и социални взаимодействия в класната стая може да ограничи развитието на междуличностни умения и емоционална интелигентност, важни за ефективната комуникация в реалния живот. В допълнение, техническите проблеми, свързани с интернет свързаността и достъпа до необходимите устройства, също могат да се окажат пречка за постигане на успешни резултати в обучението. Често се наблюдават затруднения в навигацията на платформите за електронно обучение, което може да доведе до объркване и стрес у учениците. Освен това, самият процес на оценяване в СУО може да бъде по-малко ясен и директен, отколкото в традиционните учебни формати, което може да породи несигурност относно напредъка и постиженията на учениците. В крайна сметка, всички тези фактори подчертават необходимостта от допълнителни стратегии и подкрепа, за да се гарантира, че обучението остава ангажиращо и ефективно за всички ученици, особено за тези, които могат да имат по-големи трудности в дистанционната учебна среда.

### **Заключение**

Системите за управление на обучението представляват трансформиращ подход към образованието. Способността им да подобряват достъпността, да предоставят разнообразно съдържание и да улесняват проследяването и сътрудничеството ги прави ценни инструменти в съвременните практики на преподаване. Заинтересованите страни обаче трябва да признаят и да се справят със свързаните с тях предизвикателства, за да се увеличи максимално ефективността на преподаването на чужди езици, при което нюансите на човешкото взаимодействие са особено важни. Въпреки че те предлагат значителни предимства по отношение на гъвкавост, разнообразие от ресурси и проследяване, от съществено значение е да се обърне внимание на техните ограничения, особено по отношение на междуличностните взаимодействия и необходимостта от лична мотивация. Комбинирането на СУО с традиционни методи на преподаване лице в лице може да осигури по-холистичен подход към чуждоезиковото обучение. Подходът на смесеното обучение, който съчетава СУО с традиционно взаимодействие лице в лице или под формата на онлайн конференции, може да осигури най-ефективното решение за задълбочаване на усвояването на езика и повишаване на мотивацията и удовлетвореността на обучаемите.

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# FOREIGN LANGUAGE LEARNING AND CULTURAL INTELLIGENCE

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**Abstract:** *Culture and language are inseparable and the complex relationship between them affects foreign language teaching and learning in at least two major aspects: on the one hand, mastering new languages can help build and expand learners' cultural awareness and intelligence; on the other hand, the process of learning a foreign language may be facilitated and largely influenced by the cultural sensitivity and cultural awareness of teachers and learners. Examples of the ways in which the culture of a community shapes its language are numerous: a source language often has idioms and unique cultural concepts that are hard to translate into the target language; in other cases, ostensibly similar phrases and expressions may mean quite different things in different languages. Furthermore, even a single language (English or Spanish, for example) may abound in culture-sensitive nuances depending on the country where it is spoken. Learners' awareness of those nuances is essential for building their communicative competence, and meaningful language learning extends beyond linguistic proficiency to intercultural competence. The latter is a vital skill for effective communication in diverse settings at both a professional and a personal level. Intercultural competence equips people who speak a foreign language with the knowledge and understanding they need to avoid misinterpretations and misunderstandings in cross-cultural communication that might be due not only to highly idiomatic expressions, but also to cultural differences in non-verbal communication (for example, body language, different attitudes to time, punctuality and personal space), cultural nuances in greetings, politeness expressions, humour, etc.*

**Key words:** language; learning; culture; intelligence; ambiguity.

## **Introduction**

In today's global world, borders are becoming less important, in an economic, social, and even physical context. National becomes international and cultural means multicultural and cross-cultural. Despite acting as part of the global community, every nationality has its own national culture which defines the behavioral patterns and interactions of individuals. Failure to account for cultural differences in a multicultural environment may cause culture clashes in the process of communication with serious implications for the counterparts' personal interactions or business operations. To avoid instances of culture conflicts, learning a foreign language should exceed mastering the grammar and vocabulary of that language but aim at developing awareness about the culture of its native speakers and raising learners' cultural sensitivity and cultural

intelligence. Considering a culture superior or inferior is ethnocentrism where you view other cultures in the context of your own. To develop cultural intelligence, we need to work toward cultural relativism and view a culture in its own context to eliminate judgement we are prone to make when encountering things we find confusing. In order to become intercultural communicators, it is necessary to keep a neutral position and approach things as „different”, not necessarily „better” or „worse”. Certain practices seem to become outdated and maladaptive and hence, more harmful than helpful (Laigo, 2020).

### **1. Culture and Cross-cultural Communication**

A key to the meaningful and effective integration of cultural sensitivity and cultural awareness into the processes of teaching and learning foreign languages is identifying the major elements of national culture. While there are hundreds of definitions of culture, this paper will focus on the one given by the Dutch social psychologist Geert Hofstede since it is globally used in international business, communication and negotiation. In 1980, Hofstede developed the Cultural Dimensions Theory to describe the effects which a culture has on the values of its members and how these values relate to the behaviour of the people living within that culture. The framework he proposed for understanding the differences in culture across countries initially included five dimensions: power distance, uncertainty avoidance, individualism-collectivism, masculinity-femininity, and short- versus long-term orientation. The model was developed further by researchers and a new dimension – restraint versus indulgence – was added to the list (Nickerson, 2023). Today, Hofstede’s framework is widely used to understand etiquette and facilitate communication across cultures in business, diplomacy, etc. Its assumptions and findings relate to foreign language teaching and learning as well, since linguists agree that to successfully learn (and teach) a foreign language and to use it effectively is inseparable from learning about the culture of the people who speak that language as their mother tongue.

The *power distance index* in Hofstede’s model describes the extent to which the less powerful members of a group, institution or organisation accept and expect that power is distributed unevenly. In societies with a high degree of power distance, individuals accept hierarchies without the need of justification. Cultures with low values of the power distance index, on the other hand, endorse and expect relations that are more consultative and democratic.

The *collectivism versus individualism* index refers to the integration of individuals into groups. While *individualistic* societies, where the focus is on achievement and personal rights, ascribe higher value to the needs of oneself and one’s immediate family, *collectivist* societies consider the goals and wellbeing of the group to be of greater importance and put a stronger emphasis on relationships and loyalty. Communication in individualistic societies is more direct than communication in collectivist ones.

The *uncertainty avoidance index* measures how threatening change is to a culture. A high value of the index indicates that both the individuals and the institutions in a society seek to avoid uncertainty and ambiguity and minimize potential risks by embracing strict rules and regulations. People in such cultures tend to be emotional in contrast to people in societies with low values of the index who feel more comfortable in a changeable environment with fewer and less strict rules and regulations.

The *Femininity versus Masculinity* index is used to measure the significance of traditional feminine and masculine roles within a society. Countries with high masculinity and low femininity scores value assertiveness and competition. In societies with high femininity score, cooperation, nurturing and quality of life are valued and countries with such culture tend to have better maternity leave policies and more affordable childcare.

The *short-term versus long-term* index is used to measure the degree to which delaying the gratification of individuals' needs is encouraged in a culture. Societies with long-term orientation value qualities like persistence, perseverance, saving, long-term growth, and the ability to adapt. Societies whose culture is short-term oriented put an emphasis on quick results and respect for tradition.

The *restraint versus indulgence* index refers to the impulse and desire control with a society. People in cultures with high levels of indulgence tend to spend more money on luxuries and enjoy more freely leisure-time activities. In contrast, people in restrained cultures tend to focus on practical needs, to save money, and to suppress the gratification of needs through social norms.

Examples of countries with extremely different cultural profiles according to Hofstede's cultural model are given below. The table lists five European countries with the highest and five European countries with the lowest values for each index of Hofstede's cultural model (see Table 1).

The way in which high or low values for each of these indicators affects the teaching-learning process creating different environments will be discussed in part three of the paper. This part focuses on Hofstede's ideas as keys to understanding cultural diversity. Describing the culture of a society by using Hofstede's framework can provide valuable insight about cultural traits and cultural differences in an increasingly diverse environment and help understand or predict specific behavioral patterns in different cultures. For example, communication between people from societies with different levels of distance power may prove to be more difficult since they will have different expectations about who will be in charge (Nickerson, 2023). Hofstede approaches national culture as „*the collective programming of the mind which distinguishes the members of one human group from another*”. Based on his approach to culture, Hofstede introduced **two models** to illustrate the role of culture as part of the human mind (Jaakkola, 2023). According to the Pyramid model, there are three layers of uniqueness in human mental programming (see Figure 1).

**Table 1.** European Countries and Hofstede’s Six Cultural Dimensions

| <b>Cultural Dimension</b>           | <b>Countries with the Highest Values for the Index</b>               | <b>Countries with Lowest Values for the Index</b>             |
|-------------------------------------|--|---|
| Power Distance                      | Slovakia; Romania; Croatia; Slovenia; Bulgaria                       | Austria; Denmark; Ireland; Sweden; Finland                    |
| Individualism vs Collectivism       | the UK; Hungary; the Netherlands; Italy; Belgium; Denmark            | Slovenia; Portugal; Romania; Bulgaria; Croatia                |
| Uncertainty Avoidance               | Greece; Portugal; Malta; Belgium; Poland                             | Denmark; Sweden; the UK; Ireland; Slovakia                    |
| Masculinity vs Femininity           | Slovakia; Hungary; Austria; Italy; Ireland                           | Sweden; Latvia; the Netherlands; Denmark; Slovenia; Lithuania |
| Long-term vs Short-term Orientation | Germany; Belgium; Estonia; Lithuania; Slovakia                       | Ireland; Portugal; Denmark; Poland; Finland                   |
| Indulgence vs Restraint             | Sweden; Denmark; the United Kingdom; the Netherlands; Malta; Ireland | Latvia; Lithuania; Estonia; Bulgaria; Romania                 |

**Source:** reddit.com

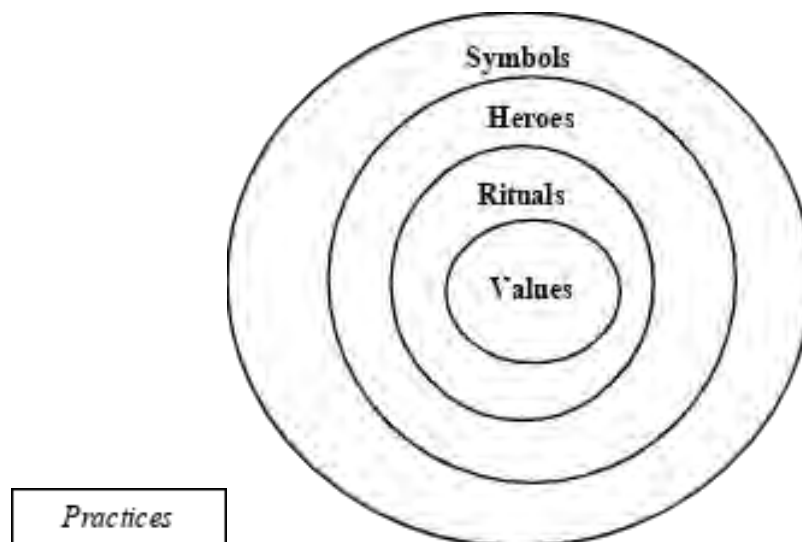


**Fig. 1.** Hofstede’s Pyramid model of Culture

**Source:** Jaakkola, 2023

The lowest level in that model is that of *human nature* (or the *operating system of the mind*) which is inherited, universal and culture independent. The second layer is that of *culture* (or the *collective programme of the mind*) which a specific group of people (nation) learns from parents and surrounding society. The top layer in the pyramid represents human *personality* (or *personal mental programmes*) which is specific to individuals and is partially inherited and partially learned.

Hofstede developed the Onion Model of culture to describe and compare different cultures, to illustrate some of their key elements, and to explain how different *practices* (behaviour, way of thinking, attitude) are developed as manifestations of a specific culture (see Figure 2).



**Fig. 2.** Hofstede's Onion model of Culture  
**Source:** Jaakkola, 2023

According to that model, culture is multilayered, and cultural differences can be described as symbols, heroes, rituals and values. The layer of *symbols* stands for all words, gestures, pictures or objects whose meaning is only recognized by the people sharing a culture. The second layer – *heroes* - consists of entities (alive or dead, real or imaginary) whose characteristics are highly prized by the members of a cultural community and serve as models of behaviour. Going closer to the core of a specific culture reveals the layer of *rituals*, i.e. all collective activities that are considered essential and therefore performed by the representatives of a culture, for example, greetings, modes of address, social and religious ceremonies, etc. The essence of a culture are the values shared by the people belonging to that culture. Unlike the symbols, heroes and rituals of a culture that can be identified by observing the practices of a culture, the underlying values of a culture are not immediately discernible or clear to outsiders.

## 2. Cultural Awareness and Cultural Intelligence

The ability to relate positively and effectively to people from different cultures is an essential skill in today's global world. To acquire and develop this skill, foreign language proficiency is essential but does not suffice. Nor is cultural intelligence the same as general intelligence, although as an ability they are related at some level. As Prof. Fatiha Guessabi, lecturer of translation studies at Tahri Muhammed University of Bechar, observes, „To interact with a language means to do so with the culture which is its reference point. We could not understand a culture without having direct access to its language because of their intimate connection...Language communicates through culture and culture communicates through language” (Guessabi, 2023).

The complexity of the relationship between languages and culture is intensified by four major attributes of culture which Jaakkola lists in her paper „How to Manage Cultural Differences”. According to her, culture is *re-learned and incremental* (new experiences of individuals constantly add to and update their culture); *clustered and multidimensional* (each individual has multiple roles within a culture); *dynamic* (it is modified by the changes that take place in an environment at a macro-level), and *adapted* (it is modified by external pressure, for example, prolonged exposure to a foreign culture) (Jaakkola, 2023:4). These features of culture explain why in some cases the behaviour of different members of the same culture may differ more than the behaviour of representatives of different cultures, in other words why culture-based stereotypes do not fit everybody. According to the author, they still provide a means to understand the features that are somewhere in the „culture kernel” of individuals. Another valuable insight to approaching cross-cultural communication is the concept of *high and low context cultures* which was introduced in 1976 by the American anthropologist Edward Hall (Jaakkola, 2023:12). His ideas complement the models and definitions presented earlier and help increase understanding of cultural differences by highlighting differences in verbal and non-verbal communication. High-context cultures (Japan, China, Egypt, Spain, France, Italy) prefer oral communication in which implicit messages are exchanged and many things are left unsaid. Understanding such messages largely depends on understanding the message context. In contrast, low-context cultures (the USA, the UK, Germany, Norway, Denmark) favour written communication with explicit messages in which all relevant information is included in the message and presented directly. Communication in low-context cultures is focused on basic questions, such as „**What** is happening?” and „**Where, when** and **how** is it happening?” (United Language Group, 2024)

Sternberg defines cultural intelligence as „one’s ability to adapt when confronted with problems arising in interaction with people or artifacts of cultures other than one’s own” (Sternberg et al, 2023:1). He also points out that adapting to another culture in most cases requires serious intellectual and sometimes, emotional, effort. The author emphasizes, though, that the experience is different from adapting to new people from one’s own culture since one is likely to share with them many cultural assumptions and cultural tacit knowledge that is not shared with someone from a different culture. The benefits of speaking one or more foreign languages extend beyond the opportunities for a good job placement or career advancement. The relationship between language learning and cultural competence has been subject of research for decades now. Eszter Szűcs-Imre, who was born in Hungary, grew up in Romania and is a professional English translator and interpreter, explains how learning a language increases cultural awareness, cultural intelligence, and cultural competence (Szűcs-Imre, 2019). By learning a language, we become more culturally aware because we do not only get the means of verbally communicating with people from different cultures, but

we also get a deeper insight into their way of thinking since the structure and logic of a language say a lot about the way in which the people speaking that language think and even their attitude towards life. What is more, accumulating a greater amount of knowledge and information about different cultures not only equips learners with the skills required to deal with existing cultural differences, but it also provokes learners to compare their own language and culture with the foreign ones. By inspiring and enhancing cross-cultural skills, learning of languages raises both tolerance in general and the ability to deal with ambiguity and the unknown, since the very process of learning a new language implies constantly being confronted with the unknown – unknown words and phrases, unknown grammar categories and rules, etc.

Amy Thompson, Associate Professor of Applied Linguistics, University of South Florida, points out that studying foreign languages has multiple cognitive and emotional benefits, improved tolerance being one of those that are less obvious. This happens in two ways, observes Assoc. Prof. Thompson, since learning a foreign language develops *cultural competence* and raises learners' *tolerance of ambiguity* (Thompson, 2016).

Her research on motivation, anxiety, and beliefs indicates that language learning improves people's tolerance of ambiguity (or the unknown), especially when more than one foreign language is involved. Tolerance of ambiguity may be defined as the ability of an individual to perceive, process and respond to ambiguous or uncertain situations without experiencing unique stress or anxiety". Research shows that individuals with high tolerance of ambiguity tend to engage more readily in creative problem-solving and embrace novel and unconventional ideas. In contrast, individuals with low tolerance of ambiguity tend to feel more anxious and stressed in similar situations and may be more prone to rigid thinking and decision-making that is based on incomplete information. Studies also point out that bilingual and multilingual individuals are more tolerant to ambiguity compared to monolingual speakers. Knowing more languages was found to be positively related to personality traits like openness to experience and extraversion. What is more, conducted studies suggest that the earlier someone learns foreign languages and the more they use them, the greater the effect on their personality traits (Purpuri, 2023).

The relationship between foreign languages and cultural awareness is two-fold. Learning and using a foreign language raises individuals' cultural competence and cultural intelligence increases foreign language learners' motivation and proficiency. Dr Hilda Brainee, Assistant Professor at the Faculty of Language Studies at Arab Open University Bahrein, investigates the impact of cultural awareness on language learners' motivation and proficiency. She emphasizes that a lack of cultural awareness and sensitivity may hinder learners from successfully mastering foreign languages and engaging with diverse communities. An inability to promote diversity and inclusion, when coupled with disrespectful attitudes towards other cultures, makes language acquisition extremely difficult.



In contrast, engagement in cultural activities and training on intercultural communication help mitigate cross-cultural issues when learning new languages. Cultural awareness is defined as the sense of being aware, conscious and observant regarding the similarities and differences between different cultural groups – their arts, literature, lifestyles, etc. It also involves the awareness of individuals' own cultural biases and a flexible mindset to accept the differences between the values, beliefs and customs in their own culture and that of another cultural community (Brainee, 2024).

A good example how cultural awareness may boost the interest in learning the language of a specific culture is the rise of popularity of Korean culture and the fact that in 2016, approximately 14,000 US university students wanted to learn Korean. The interest in Korean culture is growing even in the UK, a country whose population has traditionally been associated with a very low level of cross-cultural awareness. But there is a „K-everything trend”, as Tim Adams puts it in his article in Guardian, and now the world seems to have fallen in love with everything Korean, from music to movies, technology to food: K-pop groups like BTS and Seventeen, the movie „Squid Game”, Samsung and LG electronic devices, and *kimchi* being only four examples of the rise of popularity of Korean culture (Adams, 2022).

### **3. Hofstede's Cultural Dimensions and Foreign Language Learning Environment**

Part One of this paper reviewed Hofstede's Cultural Dimension Theory and the framework he designed to show how the values which are predominantly shared by the members of a culture affect their thinking and behaviour. Hofstede's six cultural dimensions highlight how learners' perspectives, thinking styles and learning approaches are shaped by social norms, cultural values and beliefs. A study conducted in 2021 to identify the impact of cultural differences on foreign language learning in the Hungarian, Chinese, and Mongolian cultures provides valuable insight about the impact which the culture of a society can have on the learning environment. High values of the power distance index, for example, signify that students would hesitate to ask questions because of the strict hierarchy between them and teachers. A very high value of the individualism versus collectivism index, for example, implies that learners may fail to develop cultural awareness due to a lack of interest in social frameworks (Habok et al, 2021)

A lack of cultural awareness that is due to the lack of interaction with cross-cultural communities and groups slows down the process of learning new languages. Furthermore, societal beliefs and cultural values create stereotypes which significantly influence learning (and teaching) behaviour. Cross-cultural understanding creates cultural awareness in foreign language learners and teachers and creates a positive learning environment (Jaakkola, 2023).

A report published by the Statista Research Department at the beginning of September this year summarises the findings of a survey conducted to measure

the share of people reporting to speak one or more foreign languages in different countries in Europe. According to the survey, Turkey was the country which had the largest share of its citizens self-reporting that they could not speak any foreign language (nearly 82%). The United Kingdom and Bosnia and Herzegovina also had more than 60% of their citizens self-reporting not being able to speak even one foreign language. In contrast, Slovenia, Sweden and Estonia were the three countries with the highest share of citizens stating that they speak one or more other languages beside their country's main language. Slovenia, Luxemburg, and Norway are three countries with the highest shares of citizens stating they speak three foreign languages (see Table 2).

**Table 2.** Share of citizens in European Countries reporting they speak a foreign language in 2022

| Country         | Share of people who speak no FL (in %) | Share of people who speak a FL (in %) | Share of people who speak two FLs (in %) | Share of people who speak three FLs (in %) |
|-----------------|--|---------------------------------------|--|--|
| Luxemburg       | 5.5                                    | 17.2                                  | 23.1                                     | 54.2                                       |
| The Netherlands | 7                                      | 20.7                                  | 32                                       | 40.2                                       |
| Slovenia        | 4                                      | 16.6                                  | 23.1                                     | 56.3                                       |
| Sweden          | 4.1                                    | 50.8                                  | 32.3                                     | 12.7                                       |
| Norway          | 7.9                                    | 26.9                                  | 21.5                                     | 43.7                                       |
| Estonia         | 4.5                                    | 19.3                                  | 43.2                                     | 33   |
| Bulgaria        | 51.8                                   | 34.5                                  | 11.2                                     | 2.5  |
| The UK          | 65.4                                   | 20                                    | 9.6                                      | 5  |
| Turkey          | 81.8                                   | 15.9                                  | 2.3                                      | 0  |

**Source:** Statista, 2024

Luxemburg is a multilingual environment with the majority of citizens speaking foreign four foreign languages, one explanation for that being the fact that the rare of foreign residents is nearly 50%. In administration, three languages are used – Luxemburgish, French, and German, and in other contexts, English, Italian, and Portuguese are also spoken. The high rates of people in the Netherlands who report speaking one or more foreign languages is due to a number of factors that add to the diverse linguistic landscape of the country. The high proficiency in English, for example, (with over 90% of the population using it as a second language) is attributed to the Dutch education system with its strong emphasis on language education from an early age. The high number of people from other nationalities who choose to settle in the Netherlands accounts for the significant share of people who speak Turkish, Arabic, Spanish, Chinese and Polish. Slovenia and Turkey deserve special attention. In her article about the relationship between cultural awareness and foreign language proficiency, Dr Brainee observes that the notable inability of some European nations to speak

foreign languages is largely due to their lack of interest in different cultures and unawareness of diverse cultural perspectives, Turkey being a case in point. In contrast, Slovenia with more than 56 % of its population being fluent in more than three languages, is an outstanding example of a country where the rate of people who report to speak one or more foreign languages is very high due to the high flexibility and adaptability of its population. It is worth noting that Scandinavian countries, which have the lowest share of citizens who self-reported not being able to speak even one foreign language and have substantially higher rates than the European average for people who speak one or more foreign languages, are described as „the gold standard for tolerance” (Frommer’s, 2024). Sweden, Norway, Denmark and Switzerland and in the top spots in the personal freedom and social tolerance category. Together with culturally and climatically similar Finland and Iceland, their residents are considered to be some of the happiest, healthiest, and most forward-thinking people in the world.

### **Conclusion**

In the era of globalization, individuals need to be proficient in multiple languages to increase their employability and meet social expectations. An active interest in a different culture is one of the prerequisites for learning the language of that culture and engaging confidently in various communicative environments by using that language. Foreign language learning has been identified as a critical process which goes beyond the acquisition of linguistics and communicative competence to adopting social and cultural values. Cultural awareness and cross-cultural communication develop cultural intelligence, which added to a high personal level of interest in a specific culture significantly raise learners’ motivation to learn a foreign language. In contrast, cultural insensitivity and lack of cultural awareness pose numerous challenges to foreign-language learners and users. Body language, social habits, religious beliefs and etiquette may become the source of misunderstandings and miscommunications both in a professional and in a less formal environment. That increasing importance of cultural awareness and competence in the 21<sup>st</sup> century is evidenced by the fact that even countries whose native languages (English and Spanish, for example) are spoken internationally are beginning to register a growing interest in foreign cultures and foreign languages. For instance, although English is recognized as the most spoken language worldwide with approximately 1.5 billion people worldwide who speak it either natively or as a second language, an increasing number of students at American universities have been enrolling in language courses since 2000. Leading US universities have already made studying foreign languages a mandatory part of their curricula. As a report from Princeton’s Task Force on General Education justifies the need to teach foreign languages to their students by saying „... we see language as a critical point of entry into cross-cultural understanding; ...enhanced language instruction would prepare students for deeper and sustained immersion in international contexts and give them the tools needed to more fully appreciate a different cultural worldview”. Yale University

also requires its students to take some foreign language courses, saying that „knowledge of more than one language and familiarity with more than one culture is becoming increasingly important”. As Rosemary Feal, executive director emerita of the Modern Language Association, points out that while the economic advantages of foreign language study are obvious and have been well documented, it is the cultural and intellectual formation of global citizens that is at stake now (Flaherty, 2016).

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**ВЪЗМОЖНОСТИ И ПРЕДИЗВИКАТЕЛСТВА  
ПРИ ВЪВЕЖДАНЕТО НА ИЗКУСТВЕНИЯ ИНТЕЛЕКТ  
В ОБРАЗОВАТЕЛНАТА ПРАКТИКА. ЗА ЧУЖДНИЯ ОПИТ  
ПО ТЕМАТА – В ИНОВАЦИИ И РЕЗУЛТАТИ  
ПРИ ПРЕПОДАВАНЕТО НА АНГЛИЙСКИ КАТО ВТОРИ  
ЧУЖД ЕЗИК**

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**OPPORTUNITIES AND CHALLENGES OF INTEGRATING  
ARTIFICIAL INTELLIGENCE IN EDUCATIONAL  
PRACTICE. REVIEWING FOREIGN EXPERIENCE ON THE  
SUBJECT - IN INNOVATIONS AND OUTCOMES IN  
TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE**

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**Abstract** *The integration of Artificial Intelligence (AI) in educational practices has increasingly influenced the methodologies of teaching English as a Second or Foreign Language (ESL/EFL). This paper refers for the most part to the research of a team of linguistic scholars (Département d'Anglais, Institut Supérieur des Langues de Tunis (ISLT), Université Tunis Carthage, Tunis, Tunisie) and reflects their experiments on the intervention of artificial intelligence in working with students, comparing the results of the experiment with the two types of groups: groups with introduced artificial intelligence and groups where the learning is conducted in a traditional way. The study examines the innovative application of AI technologies, including Natural Language Processing (NLP), machine learning, and adaptive learning systems, in ESL/EFL settings. Through a systematic analysis of various AI-integrated pedagogical approaches, the study aims to highlight significant outcomes related to student engagement, proficiency development, and personalized learning experiences. This research utilizes empirical data collected from several ESL/EFL classrooms that have adopted AI-driven tools and methodologies. The effectiveness of these AI applications is measured through both qualitative and quantitative analyses, considering factors such as linguistic proficiency improvement, motivational levels, and student-teacher interactions. Ethical considerations, particularly concerning data privacy, algorithmic bias, and the autonomy of educators and learners, are also explored to provide a comprehensive overview of the implications of AI in language*

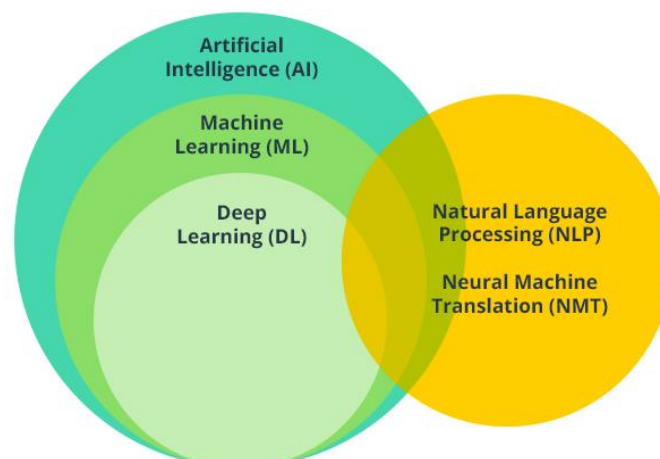
*education. The findings indicate that AI not only enhances the learning experience but also provides significant pedagogical benefits by supporting individualized learning paths and offering real-time feedback, which are essential for language acquisition. However, challenges such as the digital divide and the need for teacher training on AI technologies are identified as barriers to full integration. The diversity in learner proficiency levels, motivations, and educational settings calls for more adaptive and personalised educational methods.*

**Key words:** Artificial Intelligence, ESL, EFL, Natural Language Processing, adaptive learning, personalized learning, machine learning, language pedagogy.

### **Въведение**

Изкуственият интелект (AI) представлява трансформиращ потенциал в образователните иновации, особено в сферата на изучаването на езици. AI технологиите, включващи адаптивни системи за обучение, обработка на естествения език (NLP) и машинно обучение, могат значително да подобрят персонализирането и ефективността на езиковото обучение. AI може да осигури незабавна обратна връзка, да се адаптира към темпото на обучаемия и да въведе интерактивни и ангажиращи учебни среди, които са съобразени с индивидуалните нива на владеене и стилове на учене. В това изследване е отразен задълбочения анализ на начина, по който инструментите на изкуствения интелект се прилагат в момента, и на тяхната ефикасност за подобряване на резултатите от изучаването на езици и перспективите както на обучаващите, така и на обучаемите за възприемане на такива технологии. Събраните данни ще имат за цел да изградят цялостна картина на въздействието и бъдещия потенциал на изкуствения интелект при подобряването и трансформирането на образователните системи на ESL/EFL в световен мащаб.

### **Алгоритми за изучаване на езици с помощта на изкуствен интелект, често използвани в образователните технологии Преглед на технологиите и тяхната роля в езиковото обучение**



Изкуственият интелект (AI) обхваща различни технологии, предназначени да имитират човешките когнитивни функции, и приложението му в образованието показва обещаващ потенциал. В контекста на изучаването на езици ключовите AI технологии включват **обработка на естествен език (NLP)**, машинно обучение и системи за адаптивно обучение. Обработката на естествен език (NLP) позволява на компютрите да разбират, интерпретират и произвеждат човешки език по начин, който е едновременно смислен и полезен, помага на обучаемите да се включат в контекстуализирани езикови упражнения и симулации. Обработката на естествен език стои като основна AI технология в изучаването на езици. NLP инструментите анализират, разбират и генерират човешки езици по начин, който компютрите могат да го направят. В контекста на ESL/EFL, NLP приложенията улесняват набор от функционалности - от анализ на текст и анализ на език до разпознаване и генериране на реч. Тези инструменти са особено полезни за корекция на граматиката, предложения за речник и езикови упражнения, осигурявайки незабавна обратна връзка, която е от съществено значение за усвояването на езика. Освен това, NLP може да симулира разговори и диалози, предлагайки на обучавашите се ценна практика в използването на английски език в контекста на реалния живот, без необходимост от постоянна намеса на учител.

**Алгоритмите за машинно обучение** позволяват на системите да се учат от данни и да се адаптират към такива без изрично програмиране, предоставяйки персонализирани преживявания на обучавашите се. Адаптивните системи за обучение динамично коригират съдържанието и обратната връзка според индивидуалните нужди на обучаемия, осигурявайки оптимално темпо и ангажираност на обучението. Моделите за машинно обучение (ML) подобряват изучаването на езици, като създават персонализирани пътеки за обучение. Чрез използване на данни за представянето, предпочитанията и нивата на ангажираност на индивидуалния обучаем, алгоритмите за ML могат да предвидят най-ефективните стратегии за обучение за всеки обучаваш се. Например, те могат да дадат предложения за речникови думи, които могат да бъдат предизвикателство за учащите въз основа на тяхната история на учене или да адаптират представянето на нови концепции според предпочитания начин на учене на обучаемия (визуален, слухов и т.н.). Това ниво на персонализиране не само подобрява резултатите от обучението, но също така прави учебния процес по-ангажиращ и отговарящ на нуждите на обучаемия.

**Технологии за разпознаване на реч за практикуване на произношение и слушане.** Технологията за разпознаване на реч е от решаващо значение за развиване на уменията за произношение и слушане при изучавашите ESL/EFL. Тази технология позволява на обучавашите се да взаимодействат вербално с AI системите, като получават незабавна обратна връзка относно произношението, плавността и фонетичната точност. Такива инструменти могат драстично да увеличат количеството разговорна езикова



практика, която обучаемият може да предприеме, предлагайки му корекции и съвети в реално време, което често не е осъществимо в традиционната класна стая поради времеви ограничения или неналичност на учител. Освен това, усъвършенстваните технологии за разпознаване на реч могат да се адаптират към акцентите и особеностите на обучаемите, осигурявайки персонализирана обратна връзка, която им помага да подобрят своя говорим английски по-задълбочено. Тези AI технологии заедно представляват значителен напредък в начина, по който може да се предостави обучение по английски език. Те не само поддържат традиционните образователни методологии, но и въвеждат нови възможности, които преди това са били недостижими. Използвайки тези технологии, преподавателите могат да предложат по-ефективни, ангажиращи и персонализирани ESL/EFL учебни преживявания, които отговарят на разнообразните нужди на обучаемите в световен мащаб. Интегрирането на тези технологии в езиковата педагогика се проследява допълнително в следващите раздели на това изследване, илюстрирайки техните практически приложения и емпиричните резултати от използването им в реални образователни условия.

**Педагогически теории**, свързани с ESL/EFL. Интегрирането на AI в ESL/EFL е в съответствие с няколко педагогически теории, които са ориентирани към диференцирано обучение и към обучаващия се като център на обучението. Конструктивизмът, например, подкрепя идеята, че обучаемите изграждат знания чрез преживявания и взаимодействия, предполагайки, че персонализираната среда, управлявана от AI, може да подобри изучаването на езици, като предостави опит, съобразен с индивидуалните траектории на обучение (Суелър и др., 2011). Освен това, Хипотезата за взаимодействие и Хипотезата за въвеждане, и двете подчертаващи значението на смисленото взаимодействие и разбираемостта въвеждане при усвояването на езика, могат да бъдат ефективно операционализирани чрез AI технологии, които предлагат персонализирани, контекстуално подходящи езикови въведения и интерактивни сценарии за обучение (Liu & Li, 2019).

**Интегриране на AI с педагогически стратегии.** AI може да бъде интегриран в педагогическите стратегии чрез способността си да предоставя персонализирани учебни преживявания, незабавна обратна връзка и мащабируеми средства за предоставяне на индивидуално обучение. Инструментите, управлявани от AI, могат да помогнат при внедряването на модела на обърната класна стая, където учащите първо взаимодействат с нов материал извън класа, обикновено чрез цифрови платформи, и след това прилагат тези знания в класната стая чрез интерактивни, ориентирани към практиката дейности (Vásquez & Crean, 2016). Този модел може да бъде особено ефективен при изучаването на езици, тъй като позволява на обучаемите да се занимават с езикови упражнения със свое собствено темпо, докато времето в класната стая може да бъде оптимизирано за съвместни дейности и практически комуникационни практики (García, 2022).

**Преглед на предишни проучвания върху изкуствения интелект в изучаването на езици.** Преглед на предишни проучвания показва смесени резултати по отношение на ефективността на AI в обучението ESL/EFL. Докато някои проучвания подчертават потенциала на AI да подобрява значително владенето на езика чрез предлагане на персонализирани начини за обучение и интерактивни преживявания, други посочват предизвикателства като технически проблеми, липса на човешко взаимодействие и риск от прекомерно разчитане на технологиите (Alm, 2020), (Ellis, 2019). Например, изследване на Лиу и Ли (Liu & Li, 2019) установява, че инструментите на обработката на естествения език (NLP) могат да подобрят писането и усвояването на речник, като предоставят на учениците незабавна, персонализирана обратна връзка. Обратно, Ким и Гилман (Kim & Gilman, 2021) отбелязват, че без адекватно обучение на учители и педагогическа интеграция, ефективността на инструментите на AI може да бъде ограничена, подчертавайки необходимостта от балансиран подход към технологичната интеграция. Интегрирането на AI в ESL/EFL учебни среди включва сложно взаимодействие на технологии, педагогика и ангажираност на обучаемите. Ефективното внедряване на AI в езиковото обучение изисква разбиране както на възможностите на AI технологиите, така и на педагогическите теории, които подкрепят усвояването на езика. Предишни проучвания поставиха основата за разбиране на потенциала и ограниченията на AI в тази област, поставяйки основата за по-нататъшно емпирично изследване и практическо приложение в различни образователни среди. Тази теоретична рамка служи като основа за изследване на емпиричното въздействие на AI върху ESL/EFL образованието в следващите раздели на този документ.

#### **Разработване на учебни програми и изкуствен интелект**

**Разработване на учебна програма, управлявана от AI за ESL/EFL.** Интегрирането на изкуствения интелект (AI) в разработването на учебни програми означава трансформираща промяна в образованието ESL/EFL. Дизайнът на учебната програма, управлявана от AI, включва използване на алгоритми и анализ на данни за създаване на образователно съдържание, което е силно адаптирано към нуждите на различни групи обучаеми. Чрез анализиране на големи обеми от данни за моделите на учене, предпочитанията и резултатите на обучаваните, AI може да помогне при проектирането на учебни програми, които са по-ефективни при справяне с езиковото и културно многообразие на учащите. Този подход не само повишава уместността и отзивчивостта на учебната програма, но също така дава възможност за непрекъснато подобряване чрез итеративен анализ на данните за представянето на обучаваните (Alm, 2020), (Baker & Burri, 2018).

**Включване на AI инструменти в планирането на уроци.** Включването на AI инструменти в планирането на уроците позволява на преподавателите да създават по-динамични и отзивчиви образователни преживявания. Системите с изкуствен интелект могат да предложат персонализирани

планове за уроци въз основа на напредъка и представянето на отделни учащи или групи, като адаптират съдържанието и темпото според специфичните учебни цели. Например, ако конкретен обучаем се бори с глаголни времена, AI системата може да промени предстоящите планове на уроци, за да включва по-целенасочени упражнения и възможности за практика в тази област, като гарантира, че всеки от обучаващите се получава вниманието и ресурсите, от които се нуждае, за да успее (Kim & Gilman, 2021).

**Казуси от интегриране на AI в езикови учебни програми.** Няколко казуси подчертават успешното интегриране на AI в езикови учебни програми в различни образователни контексти. Един такъв случай включва езикова школа в Азия, където инструментите на NLP са използвани за разработване на интерактивни и адаптивни уроци по граматика. Системата AI анализира грешките на учащите в реално време и предоставя персонализирана обратна връзка, което води до забележими подобрения в граматическата точност на знанията им по време на курса. Друг пример от Европа показва резултати от внедряването на система за препоръки, базирана на машинно обучение, която подбира и препоръчва ресурси на обучаемите въз основа на тяхното ниво на владеене и история на учене, като значително повишава ангажираността и автономността им в обучението (Liu, & Li, 2019).

**Инструменти за оценка и оценяване, поддържани от AI.** Задвижваните от изкуствен интелект инструменти за оценка и оценяване революционизират начина, по който езиковите умения се измерват и разбират. Тези инструменти използват усъвършенствани алгоритми за оценка на успеваемостта на обучаемите в писмена и устна реч, предоставяйки незабавна, подробна обратна връзка, която не се ограничава до правилни или грешни отговори, но включва предложения за подобрене, граматически корекции и съвети за употреба. Освен това AI може да анализира модели в отговорите на учащите, за да идентифицира областите, в които те се затрудняват най-много, позволявайки целенасочени интервенции, които се информират от цялостен анализ на данни (Chang et al, 2021), (Heil et al, 2020).

Използвайки AI технологиите, преподавателите могат да разработят по-персонализирани, адаптивни и ефективни учебни програми за ESL/EFL, които отговарят на развиващите се нужди на обучаемите в дигиталната ера. AI не само поддържа административните аспекти на дизайна на учебната програма, но също така подобрява доставката на инструкции, правейки ученето по-ангажиращо и ефективно. Тъй като тази област продължава да се разраства, се очаква по-нататъшно изследване и развитие да усъвършенстват тези подходи, превръщайки AI в неразделна част от разработването на учебни програми в езиковото обучение в световен мащаб.

**Някои казуси (подробно описание случаи) на интегрирането на AI в учебни програми**

Интегрирането на AI в учебните програми на ESL/EFL се демонстрира чрез различни иновативни казуси по целия свят, показващи адаптивността и

ефективността на AI в различни образователни среди. Ето седем отделни казуси, които подчертават различни аспекти на приложението на AI в езиковото обучение (Williams, 2018).

**Казус 1: Адаптивно обучение в Южна Корея.** В Южна Корея програма за ESL за ученици от средното училище внедрява адаптивна платформа за обучение, която използва AI, за да приспособи уроците по английска граматика и лексика. Платформата оценява първоначалните нива на знания на учениците и адаптира учебното съдържание, за да съответства на техните индивидуални скорости на обучение и нужди. В продължение на един семестър обучаващите се, използващи адаптивната платформа, показват статистически значимо подобрене в езиковите тестове в сравнение с тези, използващи традиционни методи (García, 2022).

**Казус 2: Базирани на обработка на естествения език чатботове в Испания.** Университет в Испания въведе базирани на обработка на естествения език чатботове, за да улесни разговорната практика сред студентите, изучаващи английски език. Чатботовете са предназначени да симулират натуралистични диалози и да предоставят корекции и обратна връзка в реално време, помагайки на студентите да подобрят уменията за плавност и разговор. Обратната връзка от обучаващите се отчита повишена увереност в говоренето на английски, а анализът показва засилено използване на сложни граматически структури (Liu, & Li, 2019).

**Казус 3: Препоръки за машинно обучение в Япония.** В център за езиково обучение в Япония разработчиците интегрират алгоритъм за машинно обучение, за да може, след анализ на поведението на учениците при учене и данните за ефективността, да им се препоръча персонализирано съдържание. Системата е предложила специфични материали за четене и упражнения, като динамично се адаптира към напредъка на всеки ученик. Персонализираните препоръки са довели до забележимо увеличаване на ангажираността на обучаемите и часовете за самостоятелно обучение (Wang & Petrina, 2020).

**Казус 4: Разпознаване на реч за произношение в Бразилия.** В Бразилия програма ESL използва усъвършенствана технология за разпознаване на реч, за да помогне на учениците да подобрят произношението си на английски. Технологията предоставя незабавна обратна връзка за грешки в произношение, интонация и ритъм. Оценка преди и след интервенцията показват подобрения в точността на произношението на учениците и намаляване на акцента им (Patel & Zappavigna, 2018).

**Казус 5: Асистенти за писане, управлявани от AI в Съединените щати.** Един от големите университет в Съединените щати въвежда управлявани от AI асистенти за писане, за да помогне на студентите от ESL да подобрят уменията си в тази област. Асистентите използват обработката на естествения език, за да правят корекции на граматиката, предложения за стил и съвети за подобряване на речниковия запас. Инструментът също така

е предоставил анализ на преподавателите, а те да използват данните, за да идентифицират често срещани проблеми с писането и да дадат съответните инструкции (Chang et al, 2021).

**Казус 6: Изучаване на език във виртуална реалност (VR) във Франция.** Пилотна програма във Франция използва VR среди, интегрирани с AI, за да „потопа“ студентите в англоезични сценарии, като летища, кафенета и бизнес срещи. Изкуственият интелект в рамките на системата за виртуална реалност оценява устните отговори на обучаемите и предоставя обратна връзка относно използването на езика и уместността на отговорите. Студентите споделят, че завладяващото преживяване значително е подобрило техните ситуационни езикови умения и увереност (Plass et al, 2018).

**Казус 7: Автоматизирано оценяване в Индия.** Онлайн курс по ESL в Индия включва автоматизирани оценки, управлявани от AI, които могат да оценят устните и писмените отговори на учениците. За разлика от традиционните оценки, те предоставят изчерпателна обратна връзка за различни аспекти на използването на езика, включително плавност, съгласуваност и граматика. Тази незабавна обратна връзка помогна на учениците бързо да разберат грешките си и да подобрят уменията си (Heil et al, 2020).

Посочените казуси в съвкупността си илюстрират разнообразните приложения на AI технологиите в езиковото обучение и техния потенциал за значително подобряване на ESL/EFL преподаването и ученето. Те демонстрират как AI може да бъде пригоден, за да отговаря на различни образователни контексти и нужди на обучаемите, осигурявайки значителни ползи по отношение на персонализирано обучение, ангажираност и подобрения в езиковите умения.

**Адаптиране на учителя към среда за преподаване, подобрена с AI.** Адаптирането към среди, подобрени с AI, представлява значително предизвикателство за много учители. Докато някои бързо прегръщат новите технологии, гледайки на тях като на инструменти в помощ на техните способности за преподаване, други се борят с техническите аспекти на инструментите за AI. Обучението и непрекъснатото професионално развитие са от решаващо значение за придобиването на опит в използването на AI технологии. Ефективното интегриране на AI в класната стая зависи и от способността на учителите да съгласуват приложенията на AI с педагогическите цели, което налага задълбочено разбиране както на технологията, така и на образователната теория (Heil et al, 2020), (Plass et al, 2018).

**Предизвикателства пред учители и ученици.** Въпреки ползите, интегрирането на AI в преподаването на ESL/EFL не е лишено от предизвикателства. Учителите често цитират стръмната крива на обучение и необходимостта от постоянна техническа поддръжка като значителни пречки. Съществуват също така опасения относно равнопоставеността на достъпа до инструменти за изкуствен интелект, тъй като студентите с недостатъчни ресурси може да нямат същото ниво на достъп до усъвършенствани

технологични инструменти, което потенциално увеличава пропастта между различните групи обучаеми (Chang et al, 2021), (Nguyen & Fussell, 2017). Освен това, да се разчита на AI за аспекти като езикова практика и оценка може да доведе до опасения относно поверителността на данните и вероятността AI да прави грешки в преценката или да поддържа отклонения, открити в данните за обучение.

Въпреки че AI изглежда като обещаващ залог за подобряване на ESL/EFL образованието, перспективите на преподаващи и обучаващи се подчертават сложното взаимодействие на ползите и предизвикателствата, свързани с неговата интеграция. Разбирането и справянето с тези опасения е от съществено значение за максимизиране на положителното въздействие на AI върху езиковото образование. Непрекъснатият диалог между разработчици, преподаватели и обучаеми, наред с обучението със строги правила и равен достъп до технологии, ще бъде ключът към успешното интегриране на AI в учебните програми на ESL/EFL.

#### **Събиране и анализ на данни**

Посредством анализ на данни, събирани в продължение на шест месеца, са оценени езиковите умения на обучаващите се в началото и в края на проучването, за да се измери техния напредък. Анкети за мотивация и увереност са провеждани ежемесечно. Системата с изкуствен интелект предоставя постоянен анализ, включително време, прекарано за задачи, проценти на изпълнение на задачите и области на трудност. Анализът на данните включва сравняване на резултатите преди и след теста, за да се оценят постиженията в езиковите умения и чрез статистически методи е отчетена значимостта на разликите между групата с интегриран AI и групата с традиционно обучение.

#### **Емпирични доказателства за AI в ESL/EFL: Резултати за ефективността на инструментите за AI при усвояване на език**

Групата, използваща AI инструменти, показва статистически значимо подобрение в резултатите за владене на език в сравнение с групата с традиционни методи. Средното увеличение на резултата за групата с AI е 18%, в сравнение с 9% за традиционната група. Областите на особено подобрение включват придобиване на речник и граматическа точност, вероятно поради персонализираната обратна връзка и адаптивните пътеки за обучение, предлагани от AI (Baker & Burri, 2018).

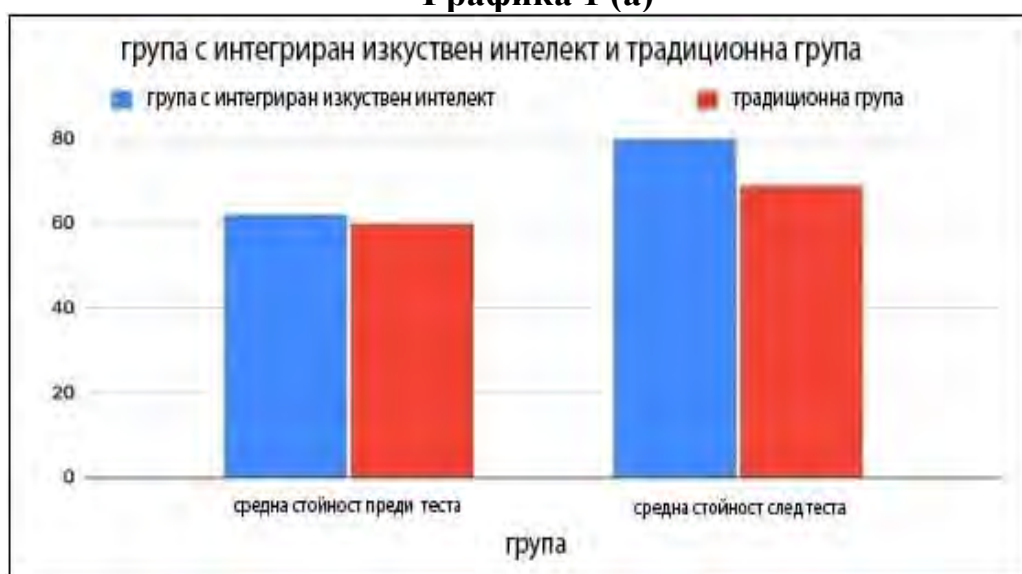
**Въздействие върху мотивацията и увереността на учениците.** Данните от мотивационните проучвания показват значително увеличение на ангажираността и мотивацията на учениците в групата с AI. Средният мотивационен резултат за тази група се повишава от 3,2 на 4,5 по 5-степенната скала на Ликърт. Формулярите за оценка на увереността по подобен начин показват, че учениците в групата с изкуствен интелект се чувстват по-уверени в използването на английски в различни контексти, особено в говорене

и писане, със значително увеличение на самооценената увереност от 2,8 на 4,3 от 5 (Kim & Gilman, 2021).

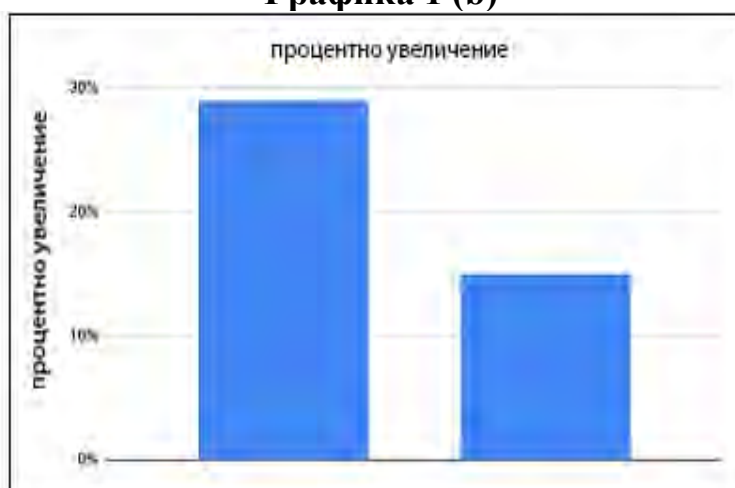
**Таблица и графика 1. Усъвършенстване на владенето на езика**

| Група                                 | Среден резултат преди теста | Среден резултат след теста | Процентно увеличение |
|---------------------------------------|-----------------------------|----------------------------|----------------------|
| Група с интегриран изкуствен интелект | 62                          | 80                         | 29%                  |
| Традиционна група                     | 60                          | 69                         | 15%                  |

**Графика 1 (а)**



**Графика 1 (б)**



**Забележка:** Процентното увеличение се изчислява на базата на разликата между резултатите преди и след теста, разделена на резултатите от преди теста, умножена по 100.

**Сравнителен анализ с традиционните методи на обучение.** Сравнителният анализ подчертава няколко предимства на интегрираните с AI методи на обучение пред традиционните подходи. Студентите в групата с изкуствен интелект успяват да получат незабавна персонализирана обратна връзка, което не винаги се оказва възможно в традиционната група поради голямата численост на класа и ограничената наличност на учители. В допълнение, инструментите за изкуствен интелект позволяват по-последователни и чести възможности за практикуване, особено в уменията за слушане и говорене - области, които често е предизвикателство да се покрият адекватно в условията на класната стая (Garcia, 2022), (Watson et al, 2020).

**Таблица 2.** Ниво на мотивация и увереност

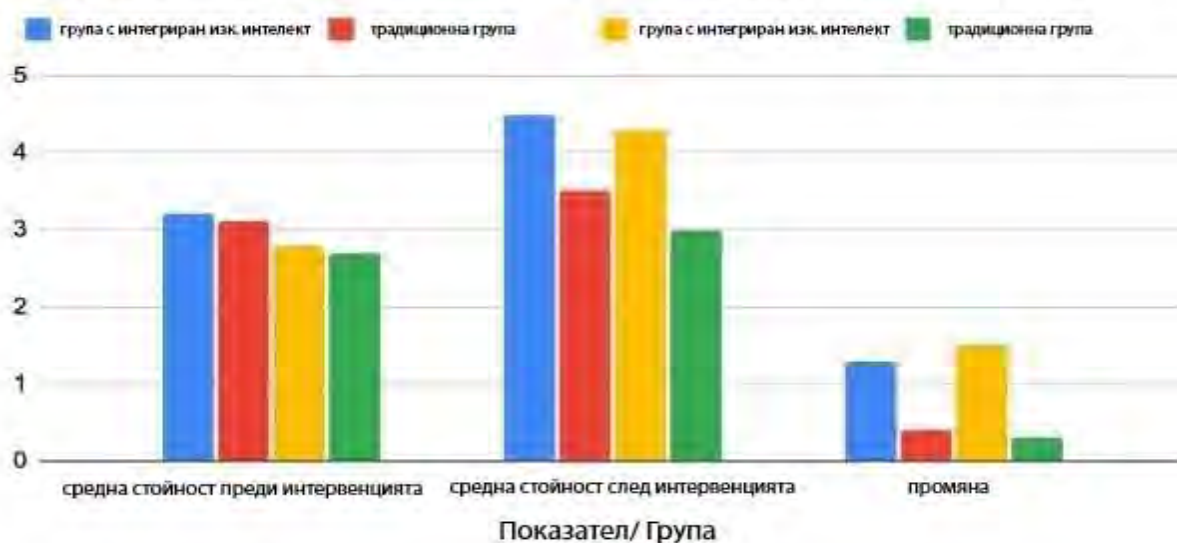
| Показател                      | Група                 | Средна стойност преди интервенцията | Средна стойност след интервенцията | Промяна |
|--------------------------------|-----------------------|-------------------------------------|------------------------------------|---------|
| Резултати за мотивацията (1-5) | Група с интегриран AI | 3.2                                 | 4.5                                | 1.3     |
| Резултати за мотивацията (1-5) | Традиционна група     | 3.1                                 | 3.5                                | 0.4     |
| Резултати за увереността (1-5) | Група с интегриран AI | 2.8                                 | 4.3                                | 1.5     |
| Резултати за увереността (1-5) | Традиционна група     | 2.7                                 | 3.0                                | 0.3     |

Тези таблици и графики предоставят ясна, количествено измерима илюстрация на това как интегрираните с изкуствен интелект методи на преподаване са повлияли на владенето на езика, мотивацията и увереността сред учащите ESL/EFL в сравнение с традиционните методи на преподаване. Данните подчертават ефективността на AI инструментите за подобряване на образователните резултати при изучаването на езици.



Графика 2. Ниво на мотивация и увереност

Резултати за мотивацията (1-5)/група с изкуствен интелект, Резултати от мотивацията (1-5)/традиционна група, Резултати за увереността (1-5)/група с изкуствен интелект...



**Забележка:** Колоната „Промяна“ показва увеличението на средните резултати от преди интервенцията към пост-интервенцията.

**Етични съображения при интегрирането на AI в ESL/EFL педагогиката.** Интегрирането на изкуствения интелект (AI) в педагогиката на английския език, въпреки че предлага значителни иновации и ползи, повдига и няколко етични съображения, които трябва да бъдат внимателно управлявани. Тези опасения включват въпроси, свързани с неприкосновеността на личния живот и сигурността на данните, потенциални отклонения в алгоритмите на AI, автономията на преподаващи и обучаващи се и дългосрочните последици от зависимостта от технологиите на AI в образователната среда (Zhang & Lu, 2019).

**Проблеми с поверителността и сигурността на данните.** Използването на AI в образованието неизбежно включва събирането, обработката и съхранението на огромни количества лични данни, включително модели на обучение, показатели за ефективност и евентуално биометрични данни в случаите, когато се използва проверка на самоличността. Гарантирането на поверителността и сигурността на тези данни е от първостепенно значение. Преподавателите и технолозите трябва да се придържат към строги стандарти за защита на данните, като тези, посочени в Общия регламент за защита на данните (GDPR) в Европа (Tammelin-Laine & Neri, 2019) и подобни рамки в световен мащаб.

**Пристрастност и обективност в AI алгоритмите.** AI системите са толкова безпристрастни, колкото и данните и принципите на проектиране, върху които са изградени. Съществува значителен риск управляваните от AI

образователни инструменти да запазят съществуващи отклонения или да въведат нови, особено ако данните за обучението не са представителни за разнообразните студентски популации, използващи тези инструменти (Liu & Li, 2019). За да намалят такива рискове, разработчиците на AI трябва да използват различни набори от данни и непрекъснато да тестват и усъвършенстват алгоритми, за да осигурят справедливост и приобщаване. Освен това, необходима е текуща оценка за откриване и коригиране на изкривени резултати, които могат да поставят в неравностойно положение всяка група обучаеми.

**Автономия на учителя и ученика.** Въпреки че AI може да подобри учебния опит чрез предоставяне на персонализирано съдържание и обратна връзка, съществува опасение, че прекаленото разчитане на автоматизирани системи може да намали ролята на учителите и да намали тяхната автономия в класната стая (Kim & Gilman, 2021). По същия начин обучаемите могат да станат пасивни получатели на информация, зависейки от AI за насоки повече от собственото си изследване и критично мислене. От съществено значение е инструментите за AI да бъдат проектирани и внедрени като помощни средства, които подобряват, а не заместват, човешките елементи на преподаване и учене. Учителите трябва да бъдат обучени не само да използват тези инструменти ефективно, но и да ги интегрират по начини, които допълват техните стилове на преподаване и педагогически цели.

Като съблюдават внимателно етичните правила, преподавателите и технолозите могат да гарантират, че AI допринася положително за образователния пейзаж, насърчавайки среда, която е справедлива, сигурна и благоприятна за учене.

### **Дискусия**

Интегрирането на изкуствения интелект (AI) в педагогиката на английския език предоставя както значителни възможности, така и немалко предизвикателства, както е илюстрирано от резултатите от това изследване. Тази дискусия интерпретира горните констатации в по-широкия контекст на ESL/EFL рамките, разглежда ограниченията на изследването и проследява практическите последици за преподавателите.

**Тълкуване на констатациите.** Емпиричните доказателства от това проучване показват, че изкуственият интелект може значително да подобри резултатите от изучаването на езици, особено по отношение на персонализиран учебни пътеки и ангажираност на учащите. Инструменти за изкуствен интелект като адаптивни системи за обучение, обработка на естествен език и разпознаване на реч се оказват ефективни за насърчаване на усвояването на език и подобряване на мотивацията и нивата на увереност на обучаемите. Тези констатации са в съответствие с предишни изследвания, което предполага, че AI може да играе решаваща роля в модернизиранието и подобряването на езиковото образование (Chang et al, 2021), (Richardson, 2019). Ефективността на инструментите на AI обаче зависи до голяма степен

от интегрирането им в съществуващите образователни рамки. Успехът, наблюдаван в усъвършенстваните с изкуствен интелект учебни среди в това проучване, подчертава значението на обмисления и стратегически подход за включване на технологиите в образователните среди.

**Интегриране на AI в съществуващи ESL/EFL рамки.** Интегрирането на AI технологиите в съществуващите ESL/EFL рамки изисква повече от просто внедряване на нови инструменти; това налага преоценка на педагогическите стратегии и дизайна на учебните програми. Преподавателите трябва да обмислят как AI може да допълни и подобри традиционните методи на преподаване, вместо просто да ги замени. Това може да включва използване на AI за задачи като помощ при домашна работа и практика на произношение, което позволява на учителите да се съсредоточат върху преподавателски задачи от по-висок порядък като улесняване на дискусии и подхранване на умения за критично мислене (Garcia, 2022), (Liu & Li, 2019). Освен това, за да бъде интегрирането на AI наистина ефективно, обучението на учителите и професионалното развитие трябва да бъдат приоритетни, за да се гарантира, че преподавателите са подготвени не само да използват тези инструменти, но и да ги интегрират педагогически. Успехът на внедряването на AI също зависи от непрекъснатото наблюдение и адаптиране въз основа на обратна връзка и показатели за ефективност, осигурени от системите за AI.

**Ограничения на изследването.** Въпреки че резултатите от това проучване са обещаващи, трябва да се признаят няколко ограничения. Първо, продължителността на изследването може да не е достатъчна, за да се наблюдават дългосрочни ефекти и адаптации както от учащи, така и от преподаващи към инструментите на AI. Освен това проучването се фокусира върху относително хомогенна студентска популация по отношение на социално-икономически статус и образование, което може да ограничи възможността за обобщаване на констатациите в други контексти. Друго ограничение се крие в потенциалните отклонения, присъщи на AI алгоритмите, които не са подробно проучени в това изследване. Бъдещите проучвания трябва да имат за цел да идентифицират и смекчат тези отклонения, за да гарантират справедливи и безпристрастни резултати за всички обучаеми (Plass et al, 2018).

Като предвиждат вълнуващия потенциал и предизвикателствата, които крие AI в ESL/EFL образованието, и се подготвят по подходящ начин, преподавателите и политиците могат да гарантират, че AI не само подобрява езиковото образование, но го прави по начин, който е етичен, справедлив и ефективен.

### **Заклучение**

Ролята на AI в трансформирането на ESL/EFL образованието става все по-очевидна и влиятелна. AI не само предлага инструменти за подобряване на традиционните методи на преподаване, но също така отваря нови

педагогически пътища и възможности за обучение, които преди това се считаха за неосъществими. Той насърчава подход, ориентиран в по-голяма степен към обучаемия, който може да бъде пригоден към нуждите на различни студентски популации в различни географски и културни контексти. Въпреки това, за да бъде AI наистина ефективен и трансформиращ, той трябва да бъде интегриран обмислено и стратегически. Това включва гарантиране, че изкуственият интелект поддържа, а не замества човешките аспекти на преподаването, осигурява адекватно обучение за преподавателите и се занимава с етични съображения, свързани с използването на данни и алгоритмичните отклонения. В заключение, тъй като AI продължава да се развива, потенциалът му за подобряване на ESL/EFL образованието вероятно ще нараства. Бъдещето на изучаването на езици с AI изглежда обещаващо, но изисква внимателно планиране, непрекъсната оценка и съвместни усилия между преподаватели, технолози и политици, за да се реализират напълно ползите от него, като същевременно се намалят рисковете. Имайки предвид тези съображения относно AI, областта на ESL/EFL образованието може да се придвижи към по-иновативно, ефективно и приобщаващо бъдеще.

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# TEACHING ENGLISH AS A LINGUA FRANCA – CHALLENGES FACING TEACHERS NOWADAYS

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**Abstract:** *Being part of a global community and at the same time belonging to smaller, local social groups, people have a primal need to communicate within the corresponding group as well as to expand this circle as far as the possibilities of real world and virtual reality allow them. The significance of using one shared language has been realized in today's global village. Businesses and multinational companies have acknowledged the importance of using one language as an internal communication tool. English as a lingua franca is one of the most important symbols of the contemporary world along with globalization, economic integration and the Internet. The use of English as a lingua franca imposes a lot of demands on teachers around the globe. The paper aims to focus on the English language as a communication tool worldwide between individuals who don't share a common native tongue or culture, why it should be taught in English language classes, and on the challenges facing teachers while trying to get their students ready to interact within the global community.*

**Keywords:** teaching English, ELF, pronunciation, communication.

## **Introduction**

Nowadays, people, being part of a global community and at the same time belonging to smaller, local social groups, have a primal need to communicate within the corresponding group as well as to expand this circle as far as the possibilities of real world and virtual reality allow them. Today, we can connect with people in the most remote corners of the planet hence we look for a means beyond the mother tongue to communicate with others. In this sense, „the use of a lingua franca appears to be a very common phenomenon, most probably an ‘anthropological characteristic of mankind’” (Frath, P., 2012:1).

English as a lingua franca (ELF) is the use of the language as a global means of inter-community communication. It can be defined as „any lingual medium of communication between people of different mother tongue, for whom it is a second language” (Samarin, 1987:371). ELF is one of the most important symbols of the contemporary world along with globalization, economic integration and the Internet. English has become the lingua franca in many fields, such as

- business – (multinational companies often use English as a common language in their operations worldwide, even if based in non-English-speaking countries;

- science – the English language is the language of research and publication, because researchers want to reach the widest possible audience;
- Internet and technology – most of the content on the Internet is in English and a lot of the programming languages are based on English vocabulary;
- diplomacy – English has been chosen as the language of international relations and diplomatic negotiation and conflict resolution. Representatives of international bodies most often communicate in English. The EU has 24 official languages. However, English is the working language during sessions and conferences;
- entertainment – English gives access to more entertainment and more access on the Internet. It is often the primary language used in international entertainment sectors, influencing the way content is created as well as the dynamics of global cultural exchange.

### **1. The role of pronunciation**

Most students learning English at schools or universities will use English for communicative purposes in the future, and people they communicate with will mostly be non-native speakers (NNSs) from all over the world. „It’s no secret that more than three-quarters of all English users are ‘non-native speakers’. As a result, an average student is much more likely to use English with a Brazilian, a Spaniard, a Russian or a Chinese, than they are with a Brit, an American or an Australian” (Marek Kiczowski, 2018). This means that they need to learn English as a lingua franca to be able to communicate with their interlocutors whether they are native or non-native speakers (E. Muyan, M. Tunaz, 2017). The goal is to prepare students for real life scenarios and get them ready to interact in the globalized inter-community.

A lot of studies (e.g. Björkman 2014; Kaur 2011; Mauranen 2006; Ellonen 2019) point out diversity as a key feature of interacting in ELF because users of ELF have to deal with different accents, cultural norms, levels of proficiency, communicative styles. Despite this, speakers are likely to have gained different learning experiences with regard to the language and may display different pronunciation patterns and degrees of lexical and grammatical knowledge. All these pose challenges in achieving mutual understanding.

The role of English as a lingua franca has implications for various aspects of classroom practice. This is mainly true of pronunciation, since ELF users around the world communicate in accents that differ significantly from any native-speaker accent. In other words, they speak with their own accent, the nature of which depends on the pronunciation of their first language. Therefore, it is very important to consider questions like how communication is possible if people bring different accents to conversations and none of them is a native-speaker accent or what such accents have in common. A lot of research has been done in which the sound systems of English and other languages are compared and the

problems and difficulties of learners predicted. This applies not to the individual sounds but also to combination of sounds and features such as rhythm and intonation (Kenworthy, J., 1990:4). Not long time ago, Jennifer Jenkins (Jenkins, J., 2000) did some research and offered guidelines, known as the lingua franca core (LFC) according to which pronunciation features are necessary if English is to operate as a lingua franca. They can be summarized in four areas:

- Consonant sounds – ELF users have to be able to produce all of the English consonants correctly, except for /θ/ and /ð/ (the voiceless and voiced ‘th’ sounds in ‘thanks’ and ‘mother’ respectively) because mixing them doesn’t really impact comprehensibility too much. Some users even switch them for consonants /f/ or /v/ (e.g. ‘third’ is pronounced /fʌrd/ instead of /θɜ:d/ while ‘mother’ is pronounced /mʌvə/ instead of /mʌðə/) and can still be understood;
- Consonant cluster simplification – the deletion of a consonant from a cluster at the beginning of a word will seriously compromise ELF intelligibility (e.g. if one deletes /s/ from Spain, they will produce ‘pain’).
- Vowel length – ELF users have to produce the differences in length of English vowels. They must also learn to shorten all vowels followed by a voiceless consonant (e.g. the difference between ‘ice’ and ‘eyes’ depends not only on /s/ vs. /z/, but also on the longer vowel in ‘eyes’).
- Sentence stress – people speak in the so called thought groups in which one word is made prominent and listeners usually pay attention to it. So choosing the right word to be stressed is very important for ELF intelligibility (compare: The DOG ate my sandwich. The dog ATE my sandwich. The dog ate MY sandwich. The dog ate my SANDWICH.)

According to Joanne Kenworthy (Kenworthy, J., 1990:2), teachers play a key role in helping students improve their pronunciation. She summarizes their role in the following:

- help learners hear – teachers need to check that their students hear sounds according to the appropriate categories and help them develop new categories if necessary;
- help them make sounds – some sounds, typical of the English language, do not occur in other languages. The role of the teacher is to provide hints that will help their students make the new sounds;
- provide feedback – teachers must provide students with information about their performance because most of the time they can’t tell if they have ‘got it right’;
- devise activities – teachers must consider what types of activities will help students improve their pronunciation while being aware of the fact that certain activities suit the learning styles of some students better than others;



- assess progress – this is a type of important feedback because most of the time students find it difficult to assess their own progress. Giving such information is sometimes a crucial factor in maintaining students' motivation.

## **2. Intercultural Communication**

Culture is essential in intercultural communication so the use of ELF has given rise to challenges in people's understanding of the relationships between language, culture and identity. Research into the uses of ELF worldwide, outlines the diversity of communicative practices in intercultural and transcultural communication through English. All communication involves participants, purposes, contexts and histories, none of which are 'neutral'. Thus new approaches are needed to understanding the relationship between language, culture and identity which are able to account for the varied and dynamic nature of EFL communication (Baker, W., 2015). When incorporating culture into English language courses, teachers aim not only to revisit the need for intercultural awareness, which focuses on understanding the differences between cultures and appreciating them, but also to highlight the importance of endorsing similarities and commonalities, which can be found among different cultures (Hariri, K., 2022). Nowadays, English language teaching has started emphasizing the inherent relationship between culture and language and also started moving towards cross-cultural understanding in the real situations of everyday life because it is very important that students are exposed to various cultures in order to successfully participate in intercultural communication and be able to mediate between their culture and the target language, in our case English as a lingua franca. Here is an example: Business Matters 1 (a course book used in teaching ESP at D. A. Tsenov Academy of Economics in Svishtov): Unit 4 – Cultural Differences; Cross Cultural Communication (Doing Business Abroad, Doing Business in Bulgaria); Business Skills (Introductions) (Deneva, R., 2016).

## **3. Level of proficiency**

English as a lingua franca and its predominant use in various international and economic areas together with the expanding e-communication led to the widely agreed viewpoint that the predominant users of English nowadays are bilingual and multilingual speakers which makes English now a pluralistic language with diverse and complex grammars and vocabulary. Therefore, the variety of English that is used is diverse and unpredictable. However, over the last two decades, researchers have identified some common features of ELF communication and specified them as regularly occurring. Table 1 illustrates some of the characteristics of the so called lexicogrammar of ELF.

By using ELF in the globalized world people can communicate successfully and achieve mutual understanding. Some may argue that the English standards are deteriorating because in most cases sounding as much as a native speaker as possible is not the first thing on students' priority lists.

**Table 1.** Common characteristics of ELF communication

| Characteristic feature   | Example  |
|--|--|
| 1. ‘dropping’ the 3 <sup>rd</sup> person singular present tense –s             | -She speak French instead of She speaks French                                     |
| 2. ‘confusing’ the relative pronouns who and which                             | -She took the money who (instead of which) I left on the table                     |
| 3. ‘leaving out’ definite or indefinite articles where they are obligatory     | -I went to theatre last night instead of I went to the theatre last night          |
| 4. ‘failing to use correct forms’ in tag questions                             | -It can be argued, isn’t it? instead of It can be argued, can’t it?);              |
| 5. inserting prepositions where they are not needed                            | -They discussed about my report instead of They discussed my report;               |
| 6. lack of agreement between singular and plural                               | -There is about 10 minutes left;   |
| 7. ‘overdoing’ explicitness (e.g. saying ‘black colour’ rather than just black | -I’d like it in black colour instead of I’d like it in black                       |
| 8. using the plural form with uncountable nouns                                | -My baggages got lost instead of My baggage got lost                               |
| 9. using that-clauses instead of infinitive constructions                      | -I want that we go to the theatre instead of I want to go to the theatre with you; |
| 10. creating new words   | -Wait a minute! My handy’s ringing instead of My mobile is ringing.                |

**Source:** Developed by the author based on ideas given by the R&D team creating online courses at the University of Southampton. [https://www.elanguages.ac.uk/los/mooc/features\\_of\\_english\\_as\\_a\\_lingua\\_franca.html](https://www.elanguages.ac.uk/los/mooc/features_of_english_as_a_lingua_franca.html)

However, English proficiency should be sought, because it enables effective communication with partners, friends and colleagues from diverse backgrounds. It is essential for people who wish to advance in their careers and take on leadership roles in multinational companies. Being able to communicate effectively with friends and partners can demonstrate a level of competence that is highly valued in the global world. There are a number of language schools, online courses, podcasts and books that can help students achieve the level of proficiency they need and improve their language skills.

#### **4. The Role of Motivation**

The rise of ELF has significantly impacted the interactions between people around the world today. English language students can be successful if they set goals, determine their own language requirements, and have expectations.

All these lead to increased motivation. It plays a significant role in the process of learning. Most researchers define motivation as the feeling of enthusiasm or commitment to do something. When motivated, students show positive attitudes towards learning and do their best to achieve the best possible results. The lack of motivation leads to getting no results or only poor ones; whereas when students are motivated, they obtain greater achievements. Usually, hardworking students who are not motivated are less successful than students who do not study hard and yet are highly motivated. These students are not only more likely to learn and retain course content but also more willing to practice their skills by communicating with people of different backgrounds and cultures. Teachers' key role in motivating students lies in making them take action, participate in class activities and experience success.

### **Conclusion**

Nowadays, the English language serves as a powerful tool to promote the global unity, preserve heritage and promote the development of diverse societies.

English is not just a tool for communication; it is a catalyst for cultural development. Spreading it globally promotes understanding and enriches societies with the richness of human diversity. Adopting the English language as a medium of cultural expression and communication is not about unifying cultures, but about creating a harmonious symphony in which each cultural note contributes to the beauty of the whole.

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



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



- A view to the church „Holy Trinity” and the Danube river



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

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