

Bulgarian English Teachers' Association

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Editors' Corner



Dear Reader,

This is the 42nd issue of BETA-IATEFL bi-monthly e-newsletter!

On behalf of BETA, I sincerely hope that this issue is reaching you in good health and ready for a brief reminder of all the informative talks and workshops from the Annual Conference, this year held again at Paisii Hilendarski University of Plovdiv (the uni has hosted for us twice in the last four years). We laughed, we read, we discussed together, we got informed by exceptional professionals from all corners of the vast field that TEFL is.

Let me start chronologically with Yordan Kosturkov's talk, which was the last plenary of the conference but appears as the first paper in this issue. As co-conference secretary, I would like to thank my colleague and teacher not only for wholeheartedly agreeing to give a plenary but also for taking a slot out of the spotlight that the first day of the conference provides and agreeing to speak on Sunday – Thank you, Dancho! The talk addressed the issue of linguistic atrophy as a result of extralinguistic reality. Although it comments on serious linguistic concerns it was presented in such a way that it grasped everyone's attention. Midway through the talk, Dancho had every person in the room eating out the palm of his hand. We agreed with him on all points and were gladly entertained by the anecdotes he had prepared for us. Please give it a read, as it will really inform you and better your mood.

Boryana Ruzhekova-Rogozherova talks about the relationship between learner autonomy and language awareness; at the onset of the article, the concepts are treated theoretically - a framework is introduced then theory is put into practice. We are given a comprehensive account of what the survey used in the experiment included. Read it to find out more about how the two concepts act on each other.

In "Project work as a vehicle for developing foreign language and entrepreneurship skills" Irina Ivanova discusses the implementation of a teaching methodology for young learners with a triple focus of the content, language and entrepreneurship.

Then, Mariya Chankova draws the line between myth and reality when it comes to the digital literacies of millennial students. In "Students' digital literacies: myths and reality" she analyses the digital literacy of her students through questionnaires and in-class discussions.

In "Online Language-Learning Platform DUOLINGO from Different Perspectives" Gergana Gerova presents a platform that has been a hot topic for debate in the last couple of years (we have had workshops and presentations regarding some of the issues she raises at previous Annual Conferences). Give it a read and find out more about the learning mechanisms that underlie Duolingo.

In "Presentation Formats in EAP" Aglika Dobрева focuses on various versions of presentation in English for Academic Purposes with special attention to the preparation process and student-oriented activities. She discusses traditional approaches and Pecha Kutcha. Don't miss it!

Mariya Neykova, Milka Hadjikoteva, Latinka Stefanova, Slavena Dimova's work deals with the main aspects of teaching case studies in a university setting. The cases are designed by students based on their own university and working experience.

In “The communication between teacher and students while teaching Medical English” Boyka Petkova deals with the problems surrounding the concept of communication itself, as well as its methodological dimensions concerning the communication between teacher and student.

Petranka Ivanova examines and compares a binominal structure which came up during her teaching in seminars. In her paper, she presents possible Bulgarian translations of the binominal structure ‘peace and quiet’, drawing on two corpora - the British National Corpus and the Bulgarian National Corpus.

In “Forest school for very young learners” Zhivka Ilieva and Desislava Terzieva present an idea for a feast with very young learners. They stress that drama can be a useful strategy to employ for various purposes and explain why in detail. Their paper can be used as a ready-made material straight for the classroom with little to no adaptation.

Happy reading!

Polly Petcova

Issue Editor

Linguistic Atrophy Reflecting Extralinguistic Reality

Yordan Kosturkov

This is the last day of your annual conference and you will be travelling home no doubt enriched with new experience, full of vim and vigor, as it always happens when you spend refreshing time in the friendly environment of your peers.

And it is on this last day of your professional holiday that I would like in this keynote farewell speech to say some words of inspiration and encouragement to you. I do know many of you personally and I have known you in another capacity but it is at sessions such as this that I really feel proud of my former students because I feel fulfilled in my mission.

The word atrophy in the title of my keynote does not sound inspirational, does it? In standard usage we apply it in situations when we want to describe degeneration, decline, decrease, wasting away. It however originates from the Old Greek expression denoting 'not fed'. In linguistics, too, we would not want to remember it and use it, and we would prefer to ignore both concept and phenomenon alongside with it, although the term denotes and determines indeed only a linguistic phenomenon. But we are all here because of the language, brothers and sisters in the cause of developing that instrument of human superiority. Humans may be losing ground in many aspects of life today but humans are truly superior creations in possession of two most valuable and valued qualities: speaking languages and remembering.

The linguistic atrophy, as suggested in the title of my speech, results from the impact of the extralinguistic reality factors on the language. I would like to acquaint you further with my arguments historically believing that will make much more sense.

History is the science of what never happens twice. This was said by Paul Valery. It sounds romantic, very romantic. Paul Valery was not a Romantic, he was Modern. Which ultimately seems to be the same thing.

The charm of history and its enigmatic lesson consist in the fact that, from age to age, nothing changes and yet everything is completely different. This was said by Aldous Huxley. It sounds logical, pragmatic, practical, very practical. Aldous Huxley was also Modern. Which does not matter.

All in all, the definitions of history fit the definition of language chronologically.

I may be a professor of literature and I may be a teacher of English but I am also a writer of fiction and so allow me to be less academic in this address today and try and tell you my story like a linguistic tale rather than deliver it as a scholarly study.

Once upon a time when I graduated from the MA programme of English and considered my future career, briefly practising a number of odd jobs, I was offered a teaching position and I courageously walked into the English classroom. I was so brave because I knew next to nothing about teaching methods: for at my university the professor of Methodology had broken her leg, she could not come to teach and we were provided no instruction whatsoever. All of us here, however, have since an earlier age clear memories of our teachers and even when we have excelled in academic teaching methods, we could always chose and resort to imitate our

favourite teachers. That was exactly what I did. And I was successful. I had always held my English teachers in great esteem and awe, and it was rewarding: Mr. Elliot, Mr. Brown, Mrs. Jezzard, Mr. Neal: here they are, I well remember them all, only the form of address was 'comrade' rather than 'Mr. and Mrs.', and I today am even periodically in close contact with them. I know, you will not believe that last thing said. Neither did my wife, when I came home one night a year ago slightly inebriated and told her I had a great reunion with Mr. Christopher John Neal, my secondary school teacher of English Literature and his wonderful wife Josephine. 'That is a nice excuse', my wife said, 'And how old is your teacher?' Well, I explained what I explain to you now: Mr. Neal was simply very young when he was my teacher, in fact just a few years my senior. That is why we can meet these days and be friends, actually re-discovering we had both attended the same university, Leeds, and we had there a great old-fashioned by now scholar, the late Arnold Kettle. I do not know if my wife ever believed me.

Back to my topic, I tried to revive in my teaching practice their, my former teachers', teaching methods and to some extent it was very successful. In those times, when TV was little popular and even sci fi writers could not imagine computers, smartphones and the like, it was probably easier to manage an English class without too much theory and pedagogy (many teachers in Britain today pronounce the word pedagoGy). In fact there were two options: to use the local national textbook which dealt with local use of English and where the vocabulary was infested with attempts to reconstruct English lexis for culturally unfamiliar concepts to Britons, such as Central Committee of the Bulgarian Communist Party, exit visas, five-year plan, collective farm, block of flats and the like, and no one ever thought students may have to use their English in the UK, translated as 'England', or the USA. The only available media was *The Morning Star* (the former *Daily Worker* and I wish I had saved copies of it to document this speech), the Communist Party of Great Britain's

newspaper, and also some very poor reception of BBC radio broadcasts. CPGB ceased to exist in 1991. We tried to imitate the speakers on BBC, for this was then the standard, BBC English, equivalent to Queen's English, and in those days no one imagined they could ever have ethnic speakers on the programme.

In addition to the local (one and only, no choice!) textbook there were two textbooks of immense popularity, one was Eckersley's *Essential English for Foreign Students* (students, not learners, no learners then), supposedly recommended by Cambridge, and the other, Hornby, the Oxford rival. In fact, Mr. Eckersley had studied at Manchester University, where he earned an M.A. in English. He had served in the Royal Artillery during World War I and later gained his first civilian job as a schoolmaster. Hornby's *Progressive English for Adult Learners* (Ah, learners, you see!, obviously Oxford was more progressive) was published by Oxford, where they still reprint some of Hornby's dictionaries although he, too, had not read at Oxford.

Eckersley was easily available and affordable (perhaps because the textbook was piratically reprinted in the Soviet Union, just like quite a number of English and American novels, the only ones you could buy here). You should know however that both Eckersley and Hornby were highly respected at the time and their textbooks were state of the art, as we say today.

English in the Hothouse of Bulgaria, this is how I will describe the situation. During a subsequent historical period, meaninglessly named Transition, equally foreign and nonsensical to an English ear as the Thaw, or the Détente, coined out of local idioms, things started changing.

And I was back to the English classroom with new challenges and ambitions. I associate this period with our discovery of IATEFL, graciously introduced here by the

British Council. In fact internationally this coincided with the very recent emergence of the organisation. It was a real inspiration and at its sessions fresh new ideas were prompted and promoted by major scholars, such as David Crystal, who actually came to Plovdiv to a local conference. Prior to it Claire Kramsch, soon after publishing her groundbreaking *Context and Culture in Language Teaching* also attended a Bulgaria conference and they, as well as many more international scholars, were sharing their progressive, revolutionary ideas. In fact, it was in Plovdiv that Professor Crystal admitted a gross mistake was made ignoring literary texts in language learning, since literature, I am almost quoting him, is the best incarnation of language. I still think these were great times and there were serious reasons for that.

A very special historical period of English studies is associated with the European Union (aka European Economic Community or EEC, now in the singular, and now in the plural, European Community, popularly known as the Common Market etc.). I have no idea what language was spoken then and there from the beginning, quite likely a mixture of French and German, but obviously English was singled out only after 1973 when the UK and Ireland became members, for General de Gaul had died in 1970. For those of you who fail to grasp the pun let me translate it: French president Charles de Gaulle twice vetoed the accession/entry of Britain to the EU (1963, 1967). Obviously he knew already before 1970, before his death, that only Brexit could come out of such an experiment.

Since then a new idiom was created known popularly as Euro English. *“The EU has 24 official languages, of which three (English, French and German) have the higher status of ‘procedural’ languages of the European Commission (whereas the European Parliament accepts all official languages as working languages).”* ([Wikipedia](#)) Nothing is explained about language usage by the Council and the

numerous bodies and agencies. Because obviously it is English. *“The three procedural languages are those used in the day-to-day workings of the institutions of the EU. The designation of Irish as a ‘treaty language’ meant that only primary legislation (the treaties) was to be translated into Irish, whereas secondary legislation (Directives and Regulations) did not have to be. The EU asserts that it is in favour of linguistic diversity. This principle is enshrined in the EU Charter (art. 22) and in the Treaty on European Union (art. 3(3) TEU). In the European Union, language policy is the responsibility of member states and EU does not have a common language policy; European Union institutions play a supporting role in this field, based on the principle of ‘subsidiarity’, they promote a European dimension in the member states’ language policies. The EU encourages all its citizens to be multilingual; specifically, it encourages them to be able to speak two languages in addition to their native language. Though the EU has very limited influence in this area as the content of educational systems is the responsibility of individual member states, a number of EU funding programmes actively promote language learning and linguistic diversity. The most widely spoken language in the EU is English, which is understood by 51% of all adults, while German is the most widely used mother tongue, spoken by 18%.”* (ibid.) It is not possible obviously to compare understanding and speaking. *“All 24 official languages of the EU are accepted as working languages, but in practice only two – English and French (sic! where did German go, wasn’t it procedural?) – are in wide general use and of these English is the more commonly used. French is an official language in all three of the cities that are political centres of the Union: Brussels (Belgium), Strasbourg (France) and Luxembourg City (Luxembourg).”* (ibid.) As it becomes clear, though pretty muddled as well, from those instructions, this policy resulted in great historical tales such as the famous EU Parliament debate about frozen seamen and frozen semen.

The English ear in the meanwhile has been changing and no one objected to the new idiom. All the more that at home such changes were taking place and today in a supermarket on the outskirts of London I am often the only one who tries to speak idiomatic English, and there my companions are exactly the same type of speakers I find in a supermarket in Germany or France, or even Italy – multilingual. I have problems with the driver of my London taxi, but amazingly he has not. I already commented on the changes in BBC, and how now people often speak aphoristically that even Her majesty no longer speaks Queen's English. A friend of mine, an Oxford don from Yorkshire, was relieved to speak to me in his native idiom, admitting he had to model his accent for prestigious purposes. In the USA there are interesting trends and fashions, for instance, speaking with what is believed to be British accent. I once watched a local amateur theatrical company performing in the open *Comedy of Errors*, while struggling again to sound British, who were astonished to hear from me that it would be more appropriate to speak their native accent which is closer to Shakespeare's English. In academic journals in the USA there are now strong protests to the holy of holies, a denial of nativespeakerism – 'who speaks like that today and where in the never-never England'?

Now with Brexit probably approaching (it has been approaching for quite a while and it is ever so difficult to use an appropriate verbal tense to describe the phenomenon), the excuse of preserving English in the EU with the loose unclear status of 'procedural, working, official or treaty language' (who cares!) is because it is the second language in Eire (where their native tongue is a 'treaty language') and in Malta.

Do you want to hear an anecdote at this point? Offering both a linguistic and an extralinguistic solution to the problem.

“The European Commission has just announced an agreement whereby English will be the official language of the European Union rather than German, which was the other possibility.

As part of the negotiations, the British Government conceded that English spelling had some room for improvement and has accepted a 5-year phase-in plan that would become known as ‘Euro-English’.

In the first year, "s" will replace the soft "c". Certainly, this will make the sivil servants jump with joy. The hard "c" will be dropped in favour of "k". This should klear up konfursion, and keyboards kan have one less letter.

There will be growing publik enthusiasm in the sekond year when the troublesome "ph" will be replaced with "f". This will make words like fotograf 20% shorter.

In the 3rd year, publik akseptanse of the new spelling kan be expekted to reach the stage where more komplikated changes are possible.

Governments will enkourage the removal of double letters which have always ben a deterrent to akurate speling.

Also, al wil agre that the horibl mes of the silent "e" in the languag is disgrasful and it should go away.

By the 4th yer peopl wil be reseptiv to steps such as replasing "th" with "z" and "w" with "v".

During ze fifz yer, ze unesesary "o" kan be dropd from vords kontaining "ou" and after ziz fifz yer, ve vil hav a reil sensibl riten styl.

Zer vil be no mor trubl or difikultis and evrivun vil find it ezi TU understand ech oza. Ze drem of a united urop vil finali kum tru.

Und efter ze fifz yer, ve vil al be speking German like zey vunted in ze forst plas.”

[\(Google books\)](#)

Do you understand what I say? You don't have to. This is post-Brexit Euro English. Please, sprechen Sie Englisch, bitte schoen? And we need to rapidly invent a French version of it in a compromise. Please, M. Macron, je vous en prie...

Atrophy is common in all languages and it originates from changes in the extralinguistic reality, which has numerous dimensions: political, social, economic, historical, pedagogic etc...

A very central one is the illiteracy dimension.

Let me quote an example.

The Uses of Literacy: Aspects of Working Class Life is a book written by Richard Hoggart and published in 1957. *'The book has been described as a key influence in the history of English and media studies and in the founding of cultural studies. The Uses of Literacy was an attempt to understand the changes in culture in Britain caused by 'massification'. It has been described as marking a 'watershed in public perception of culture and class and shifted academic parameters'. Hoggart's argument is that 'the mass publicists' were made 'more insistently, effectively and in a more comprehensive and centralised form today than they were earlier' and 'that we are moving towards the creation of a mass culture, that the remnants of what was at least in part an urban culture 'of the people' are being destroyed.'*

Actually Hogarth was mildly warning us that as we are achieving what we deem is a democratic linguistic process, culminating in the educational policies of the EU, universal, compulsory university education (I am of course exaggerating), the ultimate result will be mass illiteracy.

This is what we have today:

On the level of PHONETICS, SPELLING AND PUNCTUATION, and VOCABULARY: common mispronunciation, no one bothers with intonation any more, and a great example I have is when a student of mine pronouncing the very popular Bulgarian *lazy L* demanded that I use such a phoneme in English because she could not understand me, so I had to say *wike*, instead of *like*; another example is neglecting the triphthongs; and yet another example out of a book: a police inspector (who had studied at Cambridge), Inspector Morse, the alter ego of late author Colin Dexter, himself a graduate of Christ College, corrects the British police women at the station who were discussing the fashionable concern of harassment mispronouncing it. 'We are British', Morse says desperately in the novel.

On a humorous note, the spell check does not like me to capitalize Her Majesty because it is an object and not a subject. Dear old teacher friend John who had pestered me about all possible mistakes now is writing his emails only in small letters with no punctuation, and I in my turn skip the hyphen in the word.

MORPHOLOGY: Perfect tenses are ever so easily ignored, starting with the Past Perfect and ending with the Present Perfect, since the auxiliary is so easily omitted (interestingly English speakers of German have imported this practice into the German language substituting their misleading colloquial *Perfekt* with *Präteritum*); and yet other examples are the neglect of the Conditionals, the complete misunderstanding of the idea of the progressive tenses, and in SYNTAX the use of wrong word order in statements.

Similar processes of atrophy are happening in all native tongues and then some of it is transferred to the foreign language where it will become a norm.

Eventually, what we shall end up with is a discourse entirely in the present indefinite, randomly replaced with present progressive for no special reason. The determinators, mind you, do not really matter and that is about all.

I am not pessimistic, if you would think I am, listening to all these much familiar stories of atrophy. These are all challenges you will overcome perhaps but even if you could not, remember this is not your fault, it results from extralinguistic changes and I do not think you can control these. Remember 'atrophy' originally meant 'not fed', which I shall interpret as insufficiently, poorly fed, supplied, supported. By whom? By us, as part and parcel of the extralinguistic world at large. Thus it is us who must decide what to do with our lives and the world and the language will merely be bearing the consequences, for better or for worse.

Once Oscar Wilde said, '*It is the spectator, and not life, that art really mirrors.*' Then he also said, '*Life imitates Art far more than Art imitates Life*'. This is anti-mimesis philosophy and you can simplify it by saying, 'Life is trying all the time to imitate art unsuccessfully.' And you can also replace 'art' with 'language'. Or you can re-read the Preface to *The Picture of Dorian Gray* as I did. As well as the essay, 'The Decay of Lying'.

It will do you good.

Be good.

Till we meet again!

Yordan Kosturkov

Associate Professor, Phd, Plovdiv University

Yordan Kosturkov is a British and American Literature and Cultural Studies scholar, member of MLA, Union of Bulgarian Scholars, Union of Bulgarian Writers, Union of Translators in Bulgaria, Fulbright Alumnus, Fellow of the Salzburg Seminar. He holds an MA from St Kliment Okhridski University of Sofia and a PhD from Plovdiv University. As graduate student he has attended the Metropolitan University of Leeds, UK, and the University of Louisville, KY, USA. He is honorary citizen of Louisville and Kentucky Colonel. His principal fields of research are British literature of the Enlightenment (Laurence Sterne) and Modernism and Postmodernism (Willa Cather).

EFL Learner Autonomy and Language Awareness Connection among University Students

Boryana T. Ruzhekova-Rogozherova

Abstract

The current paper treats aspects of EFL learner autonomy and language awareness connection among first year students at the Todor Kableshkov University of Transport, Bulgaria. The study is based on presenting researchers' views in the fields of learner autonomy and language awareness description, on the one hand, and, on the other, on an analysis of a specifically designed survey prepared by the author to examine the status of crucial EFL learner autonomy and language awareness parameters after a General English course completion. Survey analysis corroborates theory testifying to the tight connectedness between the examined constructs: language awareness enhancement by means of varied and appropriate language learning strategies implementation greatly preconditions learner autonomy improvement; reverse relationship turns out to be also valid. Conclusions are made with reference to the importance of both constructs joint teaching in contemporary EFL education.

Keywords: EFL teaching, learner autonomy, language awareness, language learning strategies.

Introduction

The current paper sets the objective of treating aspects, in theoretical and practical perspective, of learner autonomy (LrA) and language awareness (LA) to exemplify these constructs interconnection and, more specifically, to make conclusions as to LA development impact on LrA enhancement. Research in the field is relevant due to LrA and LA role in EFL (English as a foreign language including ESP) communicative competence improvement, communicative competence enhancement being the ultimate goal of EFL as well as of any FL education. The study is founded on applied linguists' insights in LrA and LA spheres as well as on an analysis of a survey prepared by the author in order to examine the evaluation of crucial EFL LA and LrA parameters by university students, before and after a general English course completion. Based on greatly encouraging results, conclusions are made with reference to contemporary EFL university education.

Paper layout

Current article will be developed in the following layout. First, LrA characteristics will be examined through views pertaining to researchers in the field not only in the objective of theoretically considering the examined concept, but also of supporting the above mentioned LrA / LA relationship exploration. Second, LA formation and improvement will be briefly treated in the light of mental representations (MR) formation and language learning strategies (LLS) teaching. Thirdly, topics of a survey, carried out among university students, along with survey results and analysis will be offered to readers' attention. Finally, conclusions will be made as to LA / LrA interconnection, LA development beneficial impact on LrA, a relationship similarly valid in reverse direction, as well as to the relevance of both constructs teaching to university students.

Learner autonomy: essential characteristics

LrA has been studied in applied linguistics and has been commented on for a number of decades not without a reason. It has been commonly agreed on the fact that LrA building largely contributes to a number of crucial language education parameters, among which learning motivation, the ability to take appropriate decisions about one's learning, to easily comprehend one's learning needs and accordingly self-direct training inside and outside the classroom in terms of individual LLS implementation, choice and use of relevant educational materials. LrA is "a precondition for effective learning" (Benson 2013: 1) as it does definitely support all spheres of learner's communicative competence improvement. Hence, it is fundamental not only to explore LrA features, but also their connectedness with other crucial EFL (and FL) teaching concepts in order to more profoundly study these constructs in terms of their interaction, a prerequisite to better teaching / learning results.

LrA features will be treated, here below, in more details in the perspective of applied linguists having contributed in this field of research; some author's insights will be also referred to.

LrA was defined as "the ability to take charge of one's learning... to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning" (Holec 3, rf. to in Borg & Al-Busaidi 4). Autonomous learners are supposed to be able to set their goals, determine learning material content, progression rate, choose learning strategies and assess quality of acquired language material (rf. *ibid.*). They are also active in paying attention to taught language form / semantics connection, in building and testing hypotheses and assuming risks (partial reference to St. Louis). Quite obviously, assuming charge of "all the decisions" and "all

aspects” of ELT (and FLT) process (rf. above) is rather an ambitious target to be reached. Research and practice have proved that each student or group of students have their own, individual and specific awareness, competence, skills, and, thus, sphere of LrA. That is why, it is important to note, as Sinclair puts forward, that there exist various degrees of autonomy (rf. to in Borg & Al-Busaidi 5). In Nunan’s 1997 view (rf. to in Borg & Al-Busaidi 39) we can differentiate between five degrees of autonomy, namely: Awareness; Involvement; Intervention; Creation; Transcendence, the lowest stage, being characterized by *learners’ becoming aware of fruitful to them learning strategies*, the second one, by cultivating the *ability of choosing their own goals*, the third level, by *adapting tasks to their objectives*, the fourth degree, by *generating their individual tasks*, and finally, the fifth one, by *learners’ becoming educators and explorers* of the connections between classroom knowledge and outside reality. As Nunan 2003 recommends, to construct LrA, nine steps need to be taken, among which, *clarifying instruction goals* to learners; giving the opportunity to learners to *set their own objectives*; *enhancing awareness of learning processes*; *supporting students in finding out their own learning strategies* and in *creating their own tasks*, *in teaching some language material to classmates* and, at the utmost degree of LrA teaching, *familiarizing students with language research* (196-202). It needs to be explicitly emphasized on the fact, in compliance with LrA researchers’ views, that *developing LrA does not mean studying without a teacher or a lecturer, neither making them useless*. However autonomous learners may become, they will always require competent, profound and specialized guidance into details, peculiarities, complicated and intriguing spheres of language and language learning. It needs to be also pointed out that the above presented stages and processes accompanying LrA construction should not be considered separate or independent; there is leakage and communication between LrA creation levels, which may be overlapping, to some extent, with respect to the teaching circumstances. It is relevant likewise to be put forward that various LrA levels are

developed to various degrees within one and the same group of learners, and, also, that LrA stages are not equally well constructed in terms of language material taught; a student (or students) may, for instance, have satisfactorily created LrA in vocabulary learning, but not, to the same extent in grammar (or certain grammar categories) or language functions studying. Though, it must be born in mind that LrA different spheres in terms of skills do interfere and stimulate each other.

Which are the essential prerequisites to LrA formation? LrA, in line with a number of researchers' views in the field, depends on LA parameters, as LrA incorporates aspects of language learning process awareness, language learning strategies mastering and use.

Thus, for example, Sinclair postulates that LrA necessitates learning process understanding and involves student readiness to take charge of learning (rf. to in Borg & Al-Busaidi 5). This preparedness to assume responsibility cannot be, though, built without motivation, corollary to LA (rf. as to LA / motivation interconnection in Ruzhekova-Rogozherova 2013). The relationship "between autonomy and motivation is well-established at a theoretical level" (Benson 2001: 86) (rf. to in Borg & Al-Busaidi 15) and in practice as well, as the more a lecturer works on learners' LA enhancement, and, hence, on their motivation, the more responsible for their studying they become.

As estimated "Learning how to learn is key to developing learner autonomy" (Borg & Al-Busaidi 14) and "To become autonomous, learners need to develop the ability to evaluate their own learning" (ibid. 14). The knowledge of "how to learn" (ibid.) is a crucial aspect in LA construction, focusing on LLS (basically on cognitive and metacognitive ones, preconditioning the others) understanding and implementation in the purpose of forming adequate to language material mental representations

(MR) (rf. to Ruzhekova-Rogozherova 2018). Learning process evaluation (an important LrA component) by students is primarily a result of metacognitive LLS development, tightly related to cognitive ones, as it is impossible to assess parameters of learning without possessing a certain awareness degree (likely to increase in the process of MR development) of taught categories features.

Here below, for more details, will be treated facets of LA, with respect to the way LrA is stimulated. Thus, for instance, learners need to “learn the process of learning and to be able to manage the complex learning network of learning goals, materials, sequencing of the materials” (Dickinson 9) (rf. to in Ceylan 86). As Ceylan affirms, LA is tightly connected with LLS use; what is more, a greater number of LLS implemented leads to a higher LrA degree.

Gurbanov & Mirzayeva’s work can be referred to while treating LLS importance in LrA formation, the authors considering self and peer assessment, pair or group work, individualized homework assignments in terms of cognitive and motivational development, and, thus, in LrA.

Surma lays emphasis on metacognitive consciousness development, crucial in promoting learning parameters understanding and in facilitating learners in accomplishing set objectives.

Balçıkanlı concludes that “students need to be encouraged to develop their own strategies in learning a foreign language” (96), this way acquiring the awareness of accomplishments and of learning parameters to be enhanced.

Najeeb writes about promoting learners’ experimenting with LLS and endowing them with “the skills to be able to seek out materials and resources outside the

classroom” (1240) in order to better discriminate between important and unimportant learning issues.

Chitashvili not only lays emphasis on metacognitive awareness and personally applied LLS understanding, but also on reassessing and remodeling of “approaches and procedures for optimal learning” (21).

Current paper following section will be devoted to concisely presenting LA features in order to facilitate forthcoming LrA / LA connection conclusion making, mainly based on the analysis of already mentioned survey among university students.

Language awareness essential characteristics

LA formation, by means of LLS implementation is a crucial concept in applied linguistics, preconditioning the creation of mental representations (MR), constructs or images of language phenomena, at all levels of language (rf. as to MR Evans, Langacker, Davidko, Ruzhekova-Rogozherova 2015). MR adequacy has been proved responsible for many aspects of learners’ communicative competence improvement, contributing to still better and more appropriate language constructs creation, their association and interaction, prerequisite to learners’ language knowledge formation (rf. Ruzhekova-Rogozherova 2018).

LA is a complex phenomenon, encompassing different levels of consciousness and understanding in all spheres of language activity, including teaching, learning and use (rf. to researchers’ views on LA in Ruzhekova-Rogozherova 2014). Realization of LA role has been constantly increasing as it has been proved on numerous occasions that LA greatly contributes to EFL (FLT) teaching and learning process. Most frequently referred to LA facets so far have been consciousness, explicit knowledge

about the nature of language in general and about a specific language characteristics, ability to carry out linguistic reflection, and this way to make analysis, build, test, accept or reject, while studying, hypotheses as to language functioning and use, among others. The more highly aware learners become, the more successful and motivated language learners they are. LA can be built through adequate LLS application, most crucial types, in author's view, being cognitive and metacognitive ones, preconditioning the others (rf. Ruzhekova-Rogozherova 2014, 2016, 2018).

Here below will be briefly mentioned most frequently used by the author LLS aimed at corroborating learners' mastering of taught material. Some of these approaches impact is examined in the following LrA / LA assessment survey.

Essential cognitive and metacognitive LLS

- Predicting language from content, text structure, titles, photographs, drawings, formulae and diagrams;
- Word-formation analysis;
- Pattern observation and analysis; comparing similar in terms of form or semantics categories, or applying comparative teaching (CpT);
- Exploring materials for specific categories and underlining them accordingly;
- Hypothesizing about language phenomena and verifying hypotheses;
- Formulation of learners' viewpoint on treated issues and justifying it;
- Concluding, summarizing, paraphrasing, performing grammar transformations;
- Studying patterns in terms of their relatedness to text building;
- Contrastive teaching (CT), based on En/NL (and /or FL1) similarities and divergences analysis; CpT / CT joint application;

- Supporting learners in assessing their own learning process parameters and, consequently, in setting their own learning objectives;
- Promoting self-correction, peer correction and correction justification.

The way and extent to which LA is responsible for LrA construction among university students will be revealed through researching the connection between LLS implementation and LrA parameters status, by means of the analysis of a carried out purposefully designed survey. The vast majority of survey questions were aimed not only at revealing LA / LrA connection, but also at assessing examined constructs status before and after a general English course completion. Thus, the “How can you evaluate this situation before and after the course?” sentence will not be included, for conciseness, in below presented questionnaire items. It needs to be mentioned that although survey participants were first year university students, with rather low degree of EFL LA and LrA development, results can be considered applicable to university learners in general, surveyed students having built, to some extent at least, university student motivation and university classroom behaviour.

The study was anonymous to minimize learner anxiety and stimulate sincere and considered learner replies. To facilitate students, survey items were written in Bulgarian, contained plenty of additional explanation and examples, below presented items are deprived of, for conciseness, and learners were allowed enough time to build their answers. Issues evaluation was in terms of four levels, and namely: poor, satisfactory, very good and excellent.

LrA / LA survey questions

1. How do you evaluate your general English knowledge before and after the course in terms of receptive, productive skills, grammar, vocabulary, language functions, compensatory skills (other not mentioned skills)?
2. How do you evaluate your English studying motivation before and after the course?
3. What motivation types were important to you before and after the course?
4. Do you understand the importance of knowledge improvement in General English and ESP with respect to future workplace requirements?
5. Do you notice similarities and differences in terms of form and meaning between En / NL or FL1, n categories (rf. to mentioned ones or others)?
6. Do you think noticing the above relationships is relevant in learning?
7. Are you interested in the reasons for the above similarities and differences?
8. Are lecturer's explanations in terms of the above mentioned relationships helpful in acquiring better awareness of studied categories characteristics?
9. Is understanding enhancement in terms of taught EFL items helpful in NL knowledge improvement?
10. Does NL improvement lead to better EFL/FL competence and vice versa?
11. Are you aware of which activity types are helpful to you for understanding, memorizing and using language (rf. to mentioned ones or others)?
12. Do you consider useful for understanding comparisons between categories similar (or opposite), in terms of form / meaning (rf. to mentioned ones)?
13. Is English / NL joint explanation beneficial for understanding?
14. How do you assess the extent to which you implement individual LLS?
15. Do you think you are able to assess the degree to which you have mastered taught categories (rf. to mentioned ones)?

16. Do you think you are able to assess the type of hardships (easier issues) you face in learning? Are you aware of underlying reasons? If not, are you interested in these reasons? Do you think acquired awareness of reasons for failure /success contributes to better mastering of taught material?
17. Do you think you are able to assume responsibility for your EFL knowledge enhancement and to elaborate an action plan in that respect?
18. Do you think you are able to set objectives in terms of your EFL education?
19. **(A)** Would you like to become more autonomous and responsible in the purpose of your learning results improvement? **(B)** Are you convinced that higher LrA in EFL learning is beneficial to performance? **(C)** Can you prove that relationship based on personal experience?
20. Are you aware of which sphere of EFL (General English or ESP) is personally more relevant to you?
21. Are you aware of which communicative situations you can deal sufficiently well with, and to what extent, based on your competence?
22. **(A)** Are you aware of types of errors you usually make? **(B)** Are you aware of the extent to which errors impact your message understanding? **(C)** Are you willing to combat refractory and grave errors impeding your message interpretation?
23. **(A)** Are you striving for listening at / watching / reading original or graded materials in English? **(B)** Are you willing to learn outside the classroom as well as to choose EFL knowledge spheres you would like to improve? **(C)** Do you analyze materials you watch and / or read? **(D)** Do you look up in paper / online dictionaries vocabulary or phrases you cannot adequately understand? **(E)** Is relatively weak understanding degree satisfactory to you or are you aspiring at a better one?

Concisely presented in Table 1 are survey items as well as survey items results which will be briefly commented on next. Some results are given in terms of dual

percentages, e.g., X% [Y%], X% referring to percentage with respect to all survey participants, whereas Y%, with respect to the number of respondents having provided an answer to a particular questionnaire item.

LrA / LA survey results

Table 1

No	Survey items	Survey results
1	EFL level	90% of students reply; 10% - lack of relevant reply; 50% of students – general knowledge level preservation a.c. (a.c. stands for <i>after the course</i>); 40% [44%]– enhancement of overall communicative competence level a.c. (20% [22%] satisfactory → very good; 10% [11%] very good → excellent; 10% [11%] poor → satisfactory)
2	EFL learning motivation	90% of students reply; 10% - lack of relevant reply; 70% [78%] of students - motivation level preservation a.c.; 20% [22%] motivation level improvement a.c. (satisfactory → very good)
3	Motivation types relevance	80% of students reply; 20 % [25%] of students – reference to all motivation types before and a.c.; 60% [75%] - reference to different types; 40% [50%] - enhancement of motivation level a.c. (20% [25%] - satisfactory → very good; 10% [13%] - poor → satisfactory; 10% [13%] - satisfactory → excellent)
4	Awareness of competence improvement necessity	50 % of students reply – clearly stated awareness of competence improvement necessity in General English and ESP, 30% [60%] - to the highest degree, 10% [20%] - to a very high degree
5	Noticing of En / NL / FL1,n contrasts	90% of students reply; lack of reply; 30% [33%] - enhancement of this LA parameter a.c.; 40% [44%] - level

		preservation a.c.; 20% - incomplete assessment
6	Awareness of contrasts noticing relevance in EFL (FL) studying	80% of students reply; 0% of learners – reference to poor awareness a.c.; 40% [50%] - increase of this parameter a.c.; 40% [50%] - awareness degree preservation; 25% (within increased assessment) – poor → excellent degree transition a.c.
7	Interest as to contrasts reasons	90% of learners reply; 40% [44%] of learners - awareness degree increase (50% of these – very good evaluation) a.c.; 50% [56%] - parameter degree preservation a.c.
8	Understanding improvement (through CT based explanation)	90% of students reply; 60% [67%] of learners – assessed parameter increase a.c.; decrease of poor and satisfactory assessment a.c.; 30% [33%] - degree preservation a.c.
9	Beneficial impact of EFL LA improvement on NL competence	90% of learners reply; 30% [33%] of learners – examined parameter increase a.c.; 10% [11%] - satisfactory and excellent assessment at the same time, probably referring to various competence types; 50% [56%] - assessment level preservation a.c.
10	Awareness of the interconnection of NL / EFL / FL competences	90% of students reply; 20% [22%] of learners – examined parameter increase a.c. (increase of excellent assessment at the expense of satisfactory evaluation decrease); 70% [78%] - assessment level preservation a.c.
11	Awareness of LLS usefulness in EFL learning	80% of learners reply and provide overall assessment of LLS; 40% [50%] – examined parameter increase a.c. (lack of poor awareness, accompanied by improvement towards very good and excellent evaluation levels); 40% [50%] - assessment level preservation a.c.

12	CpT usefulness for understanding in ELT	90% of learners reply; 80% [89%] - assessment degree increase (lack of poor and satisfactory evaluation, being transformed into very good and excellent) a.c. ; 10% [11%] - level preservation a.c.
13	Usefulness of joint En / NL explanation	80% of learners reply; 40% [50%] - degree evaluation increase a.c. (lack of poor and satisfactory evaluation, being transformed into very good and excellent assessment) ; 40% [50%] - assessment preservation a.c.
14	Implementation degree of LLS	80% of learners reply; 30% [38%] - LLS implementation degree increase a.c. (very good assessment - predominant) ; 50% [63%] - degree preservation a.c.
15	Assessment ability of taught categories mastering	80% of learners reply; 50% [63%] - increase of this parameter assessment (very good evaluation increase due to poor and satisfactory assessment decrease) a.c. ; 30% [38%] - tendency preservation a.c.
16	Hardships evaluation and justification	80% of learners reply; 50% [63%] - increase of parameter evaluation degree a.c. ; 30% [38%] - assessment preservation a.c.
17	Ability of a learning plan elaboration	80% of learners reply; 40% [50%] - parameter improvement (excellent evaluation degree appears) a.c. ; 40% [50%] - assessment preservation a.c.
18	Ability of setting EFL learning objectives	80% of learners reply; 60% [75%] - increase of assessment degree (very good evaluation increase and excellent evaluation appearance) ; 20% [25%] - degree preservation
19	Desire to become more autonomous in EFL learning	50% of learners reply positively (40% - overall assessment of sub parameters), though in different degrees, and testify to LrA strive to achieve better results, being aware of LrA /

		LA connection
20	Awareness of EFL spheres individual relevance	50% of learners reply (40% - positive reply, though most do not specify the sphere of knowledge; different awareness degrees referred to; 10% - negative reply)
21	Awareness of language functions mastering	50% of learners reply (40% referring to various functions and tasks; 10% - to all enumerated ones)
22	Types of errors awareness; willingness to combat errors	60% of learners reply and testify to serious awareness degree (40% [67%] - focusing on all sub parameters (half of them - very good overall assessment degree); 20% [33%] - referring to individual sub parameters); lack of poor assessment degree
23	Desire to learn individually, select EFL improvement spheres	60% of learners reply positively and testify to high LrA in sub parameters (40% [67%] – all or most of sub parameters assessment; 20% [33%] - very good assessment degree; 10% [17%] - excellent evaluation degree)

Survey results analysis

Based on the above table information it can be definitely concluded that practice corroborates theory substantiating LrA parameters enhancement through appropriately implemented LLS (rf. the above sections focusing on LrA and LA features). In addition, questionnaire outcomes are encouraging as both examined constructs, LrA and LA, turn out to be improved as a result of assiduously applied cognitive and metacognitive approaches on the above mentioned general English course with university students.

Before referring to specific survey items assessment percentages to more explicitly comment on results, it needs to be laid emphasis on the rather low LA / LrA level first year university students embarked on the course. The very fact that most survey participants (80% - 90% frequently) showed interest in studying questions and providing replies, testifies to ameliorated LA and LrA, its corollary. Giving answers with respect to issues related to EFL teaching / learning process parameters, such as skills; motivation types; CT, CpT explanation usefulness; awareness of LLS level of mastering; awareness of taught material mastering; understanding of hardships and their underlying reasons; evaluation of ability to individually plan learning tasks and set objectives; striving towards more autonomous learning in terms of outside-the-classroom studying, choosing study materials and analyze them to achieve better awareness of language items of interest, among others, witnesses to improved metacognitive awareness (deriving from cognitive awareness building), prerequisite to LrA construction. Thus, for instance, on course completion, **50%** of students improved learning motivation types (item 3), **50%** of respondents witnessed to increase in their awareness of En / NL / FL contrasts noticing relevance in learning (item 6), **67%** of learners testified to CT-based improvement of understanding (item 8), **89%** of respondents revealed CpT-based understanding increase (item 12), **63%** of students confirmed increased ability in the assessment of taught categories mastering degree (item 15), **75%** of learners affirmed their increased ability in setting EFL learning objectives (item 18), **50%** of students testified to their willingness to achieve more autonomy aiming at better results, being aware of LrA / LA relationship (item 19), last, but not least, **60%** of surveyed learners declared a desire to learn outside the classroom and choose EFL learning spheres to improve, along with authentic or graded study materials (item 23).

To better explore LA / LrA connection, it needs to be pointed out that not only LA strengthening positively impacts LrA, but that the reverse relationship is likewise valid. A control group of university students, participating in a conversation focusing on LrA and its role in understanding taught material parameters, shared the view that the more goal-oriented EFL (FL) learners are in terms of self-evaluation, analysis of hardships, willingness of taking adequate remedial actions, looking for suitable study materials, with respect to their learner needs, the better performance they have. They deemed LrA building crucial as they associated the concept with better analysis and understanding of learning problems, of hard and easy to master language categories, and, respectively, with language knowledge enhancement. Students particularly put emphasis on En / NL / FL comparisons in taught items analysis process as really useful in understanding and knowledge improvement. Ideas they arrived at brought lots of satisfaction to everyone, revealing LrA positive impact on LA.

Conclusion

The article reveals, in theoretical and practical perspective a tight LA / LrA mutual relationship. The better LA university students build, the more responsible they grow with respect to their learning process. It is evident from theory as well as from carried out survey and its analysis that LLS influence beneficially LA parameters enhancement, and, thus, LrA features, LrA being strongly preconditioned by improved understanding of learning process parameters and taught language characteristics. On the other hand, LrA parameters increase stimulate taught language items analysis, contributing to higher LA degree building.

To sum up, LrA and LA constructs, due to their interdependence, need to be jointly taught. To adequately direct university learners' endeavours in LrA and LA

parameters development, EFL (FL) learning process characteristics and mechanisms are to be revealed by lecturer, based on teaching LLS: more numerous, varied and conform to specific teaching and learning context requirements.

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Project work as a vehicle for developing foreign language and entrepreneurship skills

Irina Ivanova

Abstract

Project work as part of a larger project-based learning approach in education has long proved its suitability as a vehicle for developing and strengthening various aspects of the teaching curriculum in a motivating, student-friendly and accessible way. By engaging students in activities with relevant and measurable outcomes, teachers can simultaneously pursue other educational goals, such as developing students' foreign language and entrepreneurship skills. The article discusses the implementation of a teaching methodology for young learners with a triple focus of content, language and entrepreneurship. Based on analysis of project plans and lesson observations during the piloting stage of the methodology, the article argues that the triple-focussed methodology is a flexible tool for developing students' knowledge and skills through project work which follows a 4-staged design process of research, idea generation, prototyping and action, and reflection.

Key words: project-based learning, foreign language, entrepreneurship, design process.

Introduction and current research in the field

Project-based learning has many advantages, the most important of which are flexibility and applicability to a variety of needs and educational goals. It places students in realistic, contextualised problem-solving environments where they can work in teams or groups to solve problems, preferably outside the classroom and over an extended period of time (Botha, 2010). Another important feature of project work is that students take the initiative, while the teacher acts mainly as a monitor and facilitator (Thompson & Beak, 2007; Frank, Lavy & Elata, 2003; Boss & Krauss, 2007). According to Blumenfeld et al (1991), in project work students develop and pursue solutions to non-trivial problems by asking and refining questions, debating ideas, designing plans and experiments, communicating their ideas and findings to others and creating artefacts. Holt (1990, p. 10) points out that "a child is most intelligent when the reality before him arouses in him a high degree of attention, interest, concentration, involvement; in short, when he cares most about what he is doing".

Project work is inherently cross-curricular and integrative. Discussing children's learning, Clyde (1995, p. 115) describes it as "an interpretive network which spreads across domains". The move from discrete disciplines or school subjects to integrated teaching is based on some fundamental principles which involve replacing the focus on content and objectives with a concern for skills and processes, and shifting the emphasis from didactic teaching to self-directed learning (Lawton, 1997). Self-directed learning is closely linked to the idea of developing and supporting children's learning styles and multiple intelligences (Gardner, 1999), an acknowledgement of the fact that students learn in many different ways. It also caters for creating equal opportunities, multicultural education and improving the learning experiences of students with special educational needs.

Integration has also been found to be more effective in producing cognitive outcomes (Kerry, 2011). However, teaching an integrated curriculum requires that teachers master the skills of class management, explaining, questioning, task setting and differentiation, and assessment (ibid, p. 16).

Cross-curricular teaching is organised around themes - the elements which enrich the educational experience of students, such as citizenship, health, the environment, industrial and economic understanding and careers, rather than the topics which are used in traditional curriculum organisation (Webb, 1996). Project themes chosen or suggested by the students have the potential to foster active learning and acquisition of skills through students' cooperative endeavour, active investigation, problem-solving and discussion.

The project

The discussion of project work in the present paper is based on two sources of information - lesson plans and lesson observations conducted during the piloting stage of the Erasmus + project **CRADLE**, which took place in 2018 -2019 in partner schools in three European countries: Bulgaria, Greece and Belgium. The project, which is still in progress, draws on the experience and expertise of Goethe Institute Athens as a project manager, two universities which offer teacher training programmes (The National and Kapodistrian University of Athens and Shumen University, Bulgaria), and two private institutions aimed at promoting and strengthening entrepreneurship education (The Danish Foundation for Entrepreneurship, and Bantani Education, based in Belgium).

CRADLE, which stands for *Creating Activity Designed Language Learning Environments for Entrepreneurship Education* (<http://www.cradleproject.eu/>) is based on an innovative triple-focused teaching methodology for primary schools, which employs a cross-curricular, activity-based, student-centred, exploratory teaching and learning approach, focusing on the simultaneous development of content, foreign language and entrepreneurial skills. The methodology places students' interest, curiosity and initiative at the centre of the learning process, thus promoting the development of basic entrepreneurial skills, such as problem-solving, personal responsibility, social responsibility, curiosity, communication and cooperation, all resulting in self-efficacy and value creation.

Teachers who are trained to work with the Cradle Methodology combine the three key elements - content, language and entrepreneurship into meaningful cycles of lessons based on topics relevant to local curricula and learning outcomes. They organise their lessons as a series of activities which support and sustain basic language and entrepreneurship skills and knowledge. The activities are organised in a linear four-step process inspired by Design Thinking with an emphasis on research, problem-solving, prototyping, action and reflection.

Design thinking and the stages of the design process

Design thinking is an approach to curriculum and instruction which "engages students in inquiry, promotes transfer of learning, provides a conceptual framework for helping students make sense of discrete facts and skills, and uncover the big ideas of content" (Wiggins & McTighe, 2005). Its main goal is to enable learners to connect, make meaning of, and effectively use discrete knowledge and skills. The evidence of understanding is revealed through performance: learners transfer

knowledge and skills effectively to a variety of real-life situations; they learn how to explain, interpret, apply, shift perspective, empathise, and reflect with minimum scaffolding and prompting. In the process, the teachers are seen more as coaches and facilitators; they design for and support learning, rather than being mere purveyors of subject knowledge. Thus, design thinking is seen as a strategy for creative problem-solving which effectively builds essential 21st century skills and prepares students to be collaborative, inventive, and entrepreneurial.

The selected entrepreneurial competences are developed by involving students in working on cross-curricular projects which go through a 4-stage design process which is both cyclical and iterative, and requires ideation, visualization, experimentation, discovery, and reflective assessment of solutions to real-life problems.

The role of CLIL in CRADLE

One of CRADLE's aims is to create opportunities for developing students' foreign language skills while they are learning subject-related content. As Cameron (1996, p.61) points out, "learning and operating in a new language is an experience involving the whole child, touching, and sometimes threatening, the heart of identity and self-esteem". Therefore, teachers should create supportive environments "where the child's language and cultural background are valued and respected" (ibid.). In this respect, CRADLE draws on the successful experience and good practice of another Erasmus + project, *Schools: Future labs*, one of the key elements of which was CLIL.

The advantages of CLIL in the context of integrative cross-curricular learning are contained in the fact that it sees language as a vehicle through which content is

learnt, and promotes intercultural knowledge and understanding, as well as intercultural communication skills. It provides opportunities to study content through different perspectives without requiring extra teaching hours. By diversifying forms of classroom practice, it increases learners' motivation and confidence in both the language and the subject being taught. Coyle points out that its distinctiveness lies in that it integrates language and content in a flexible and dynamic way, without an implied preference for either (Coyle 2006, 2007).

The teaching in CLIL programmes is based on the integration of the 4 Cs – content, communication, cognition, and culture (Coyle, Hood & Marsh, 2010) which define both teaching aims and learning outcomes, and the interrelation of BICS (Basic Interpersonal Communicative Skills) for less cognitively demanding tasks, and CALP (Cognitive Academic Language Proficiency), for the more demanding subject-specific language required for academic school study (Cummins, 2001). Currently almost all EU states implement some form of CLIL with varying degrees of success in compulsory education (Eurydice Network, 2012), and there are also a lot of extra-curricular activities and a variety of educational projects aimed at CLIL development and implementation.

The role of entrepreneurship

The entrepreneurship element in CRADLE is linked to developing basic entrepreneurial competences which can be incorporated in existing subjects and as special entrepreneurial processes in everyday activities in school. The idea is that schools which include entrepreneurship in their curricula ensure that students participate in coherent entrepreneurial processes where the competences are applied, ideally in a value generating exercise.

There are different ways of integrating entrepreneurial education into general education: through a cross-curricular approach, by integrating it within existing subjects, or as a separate curriculum subject. Even when it is a separate school subject, its teaching curriculum might differ across national educational contexts.

Moberg (2014) differentiates between education *for* entrepreneurship, linked to a business perspective with a focus on new venture creation, and education *through* entrepreneurship, focusing on fostering innovative, creative and enterprising individuals. Usually at the primary level, instead of teaching entrepreneurship as a stand-alone school topic, it can be embedded in all school topics, with a focus on personal development rather than on entrepreneurship as a profession (Vestergaard, 2015). The Danish Foundation for Entrepreneurship (a partner in CRADLE) has developed a Progression model for continuous development of entrepreneurial learning, which consists of four dimensions – Action, Creativity, Environment and Attitudes. The model traces the acquisition of entrepreneurial competences within these dimensions in close relation to the core subject knowledge at a given educational level, programme and field, which is in line with the simple yet flexible definition of entrepreneurship teaching as "teaching that supports the development of entrepreneurial resources, competences and experiences" (Rasmussen & Fritzner, 2016).

In 2016 the European Commission published *Entrecomp* - a framework for entrepreneurial competences which proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders, and to establish a bridge between education and work. The framework has 3 competence areas: Ideas and Opportunities, Resources, and Into Action, made up of 5 competences each. The resulting 15 competences are developed along an 8-level progression model.

Since CRADLE is a methodology for young learners, the entrepreneurship skills are limited to the first of the 8 levels and some selected learning outcomes. There is special focus on creativity, and more specifically on student's curiosity and ability to develop relevant ideas within a topic, and to imagine desirable future scenarios. Other key areas involve students' self-esteem, belief in their abilities, willingness to cooperate and get support from peers, teachers and parents when this is needed. CRADLE also fosters developing communication skills, and doing simple planning, tasks and presentation, showing responsibility, working alone and with others, respecting others, and overcoming uncertainty. The last competence is linked to student's ability to reflect on their own learning.

Focus of creativity

The special focus on creativity in entrepreneurship is motivated by the need to maximise student learning by involving them in processes which are intrinsically interesting and give them a sense of ownership and achievement. In order to develop students' creativity, teachers need to be creative themselves. In the introduction to the book *Creative Learning in the Primary School*, Jeffrey and Woods (2009) list the features of creative teaching, stating that it involves ownership of knowledge, and control of teachers' own pedagogy, which means that teachers can choose what methods or combination of methods to employ, and when. Teachers should cater for the personal, social, emotional and intellectual development of children, and be enthusiastic, energetic, inspired.

There is a wide range of strategies for creative teaching, which emphasise child-centredness; home and school links; revisiting activities and thus developing children's conceptual skills; teaching in the margins; spontaneous reactions;

emotional connections; creating atmosphere and tone; stimulating the imagination; developing empathy; devising critical events (Woods and Jeffrey 1996). CRADLE Toolbox contains a Checklist for strategies and resources, which teachers can consult when planning their projects and selecting or designing activities for their lessons.

Planning cross-curricular projects

The two major outputs of CRADLE are a blended teacher training course, designed to train teachers how to implement CRADLE methodology in a variety of teaching context, and a Toolbox, which contains tools for lesson observation, a checklist for strategies and resources, and a collection of project plans, prepared by the teachers from the participating schools. There is also a collection of teaching and learning activities suitable for the different stages of the design process. The lesson plans present examples of good practices in implementing CRADLE methodology in a variety of national and institutional contexts, which are flexible and can be adapted to the level and needs of different students. The planning templates designed as part of CRADLE Toolbox, contain a Project overview, an Overview of the stages and lessons in the project, and a Single lesson plan template.

The **Project overview** provides information about the title of the project, the school, country, age and level of students, the foreign language and content areas (subjects the project draws on). Teachers shortly describe the prerequisites or requirements for the chosen project in terms of subject knowledge, cognitive and language skills. Then they write the project goals in terms of students' competences in the field of a) Subject knowledge and cognitive skills (LOTS and HOTS); b) Foreign language knowledge and skills (BICS and CALP), and c) Entrepreneurship skills. Next, they

briefly describe 4 stages in the design process. Finally, they describe the anticipated final product(s) of the project, and the possible presentation of the final product(s).

The **Overview of the stages and lessons in the project** briefly describes the lessons in the project (usually about 8-10) organised into the 4 stages of: 1. Prior understanding and research; 2. Idea generation and design; 3. Prototyping and actions; and 4. Evaluation and reflection. For each of the stages there is a brief outline of content and activities, and an overview of the key knowledge and competences.

The individual lesson plan template contains a brief description of the lesson content, the materials and tools and the lesson aims in terms of content, language and entrepreneurship. This is followed by a description of each stage and the time it requires. The planning template has separate columns for describing procedures, interaction patterns, key language in terms of BICS and CALP (in the respective foreign language), and the key entrepreneurship competences (as described in Entrecomp) for each stage of the lesson.

Using these templates, the teachers produced detailed project plans for the first stage of the piloting of the CRADLE methodology. However, the feedback after the first projects showed that it is difficult to foresee the exact developments in the project, as they usually undergo changes and depend on students' decisions during the course of their implementation. Therefore, a second, shorter version of the planning templates was developed, which contained only the project overview and the overview of the lessons, without the detailed individual lesson plans.

Both long and short planning templates seemed to work well for the teachers. In most plans there was a consistent and detailed statement of goals and description of stages. They provided a clear and meaningful description of the design process employed in the projects.

Implementing CRADLE methodology

The implementation of the methodology was monitored during the project piloting year. Project members visited partner schools to observe lessons at different stages of the design process. The observations were preceded by short introductory discussions with the teacher(s) and the headmasters for introducing the context and specifics of the school, the students and the preferred ways of teaching. The observations were followed by post-lesson discussions during which observers provided feedback to teachers. Observation reports were written based on the observation checklists. The checklists included 3 groups of indicators: 1. Lesson structure, design and outcomes; 2. Teaching and learning strategies; and 3. Classroom and learning processes management.

The lessons observed during the piloting year reflected different steps or stages of the design process, and consisted of a series of activities developing students' language and entrepreneurship skills. The observers identified some common features in the lessons: they followed a well-established classroom routine, consisting of greetings, reminder of students' classroom rules or behaviour code, followed by a progress chart to remind students of the stage they are currently at. Usually there was revision of previous work and setting the goals of the new lesson. The main part of the lessons consisted of a number of well-staged activities, carried

out in groups or individually, and the final stage consolidated the acquired knowledge and the work done, and contained the teacher's evaluation of the lesson and students' work, achievement and behaviour.

The activities were well structured and their aims were clear and recognisable for the students. They followed a clear logical structure and seemed to be leading to the desired results and learning outcomes in terms of developing students' cognitive, language and entrepreneurship skills. The working environment and the materials were suitable for the activities, and the students had plenty of opportunities to communicate and collaborate, generate and exchange ideas.

A variety of teaching strategies such as modeling, explaining, clarifying, contextualising, eliciting ideas and scaffolding language were used to develop target skills; graphic organisers and rich visualisation was used in presenting ideas.

Most students demonstrated a good command of the target language, and were able to express their ideas fluently and effortlessly. Throughout the lessons the teachers motivated and engaged the students and skillfully facilitated their work.

Conclusion

The results of the piloting year showed that the CRADLE methodology was successfully adopted and implemented in a variety of national educational contexts. The reports on school visits revealed some specific features, similarities and differences which stem from a number of factors, such as the school curriculum, the status of the respective foreign languages, the way of working and communicating in class, the monolingual or bilingual profile of the students, etc. However, all project participants agreed that project work provided students with hands-on

experience in researching, planning, prototyping and realising projects' results and products. It facilitated a pro-active approach, creativity and entrepreneurial thinking. Most of the students were able to work independently on a variety of group tasks related to the topic of the project. Frequently, students were allowed to choose the teams to work in depending on their preferences and natural talents. The teachers closely monitored their work and provided support and explanation when necessary. All the teachers involved in the project were satisfied with their students' and their own work, and expressed their willingness to continue working on projects in the future.

To sum up, working on projects with a triple focus on content, foreign language and entrepreneurship, turned out to be a successful undertaking, which was beneficial for both students and teachers, and created new exciting opportunities for creative, self-directed and motivational learning experiences.

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Students' digital literacies: myths and reality

Mariya Chankova

Abstract

This contribution focuses on questions about the digital literacies of millennial students, their use of digital tools for education purposes, and their interaction with the multimedia environment. It follows up on a project on academic communication in multimedia environment, an important part of which dealt with students' academic information search and exploitation, as well as with their navigation patterns in multimedia environment for academic purposes. Using data from questionnaires and in-class discussions on issues such as search strategies, information reliability, and cyber security, I try to separate myths and realities about the students' digital literacies.

Keywords: digital literacies, Millennials, multimedia environment, learning.

This contribution focuses on one aspect of a larger study on students' learning habits, attitudes to learning and expectations, namely the Millennials' use of the multimedia environment for academic purposes in terms of steps they follow in their search for information, the assumptions that guide them in the choice of websites and the decision on the information reliability. The background assumption about the multimedia environment used to be that of a tool – a tool (and a channel) for communication, a repository for information to be perused, a learning tool, and a source of news.

It has gradually taken on new roles, especially with Web 2.0, as an outlet for personal expression, an environment to seek and claim a sense of belonging to a group, all the way up to creating personal spaces for lucrative purposes. In terms of ontology, the value people attach to their digital existence is harder to evaluate: judging by the degree to which they are invested in online activities (accounts on social media platforms, personal websites and blogs, participation in online communities, fora and commentary sections of news sites, etc.) it appears to be the norm that people register for many different things online; if we count other types of activities, such as buying and selling items online, or using online banking to manage accounts and spending, or else, the ever-increasing number of apps that one has on their Smartphone, it may well turn out that the amount of activities which have been outsourced to the digital environment is growing exponentially.

One of the major challenges for educators lies in accommodating cohorts of students who evolve (partly) in the multimedia environment (e.g. Hunt, Chankova, in preparation). Research into digital abilities of students - representatives of Gen X, Millennials, and the Google Generation – has mostly drifted away from Prensky's enthusiastic announcement of a special group of students inherently tech-savvy, who process information differently to a serious examination of the set of digital skills that are needed in order to navigate the increasingly complex digital environment (e.g. Eshet-Alkalai, Godwin-Jones). Comparing approaches to digital literacies with traditional school-taught literacies, one cannot help but notice a peculiar discrepancy regarding generations born into the multimedia environment: whereas reading and writing are still considered to be skills that are taught (as opposed to developed naturally or picked up), digital literacies are sidelined as an amorphous set of abilities that mere exposure to the internet suffices to develop. In Bulgaria, a compulsory Information Technology course for all pupils in 9th and 10th

grades in secondary schools was introduced in 2000; in 2006, a similar course was introduced in primary school (Ministry of Education). While these courses aim to provide a solid background about information presentation modes, preserving information, online security and skills to use several software products, the rapid progress in information and communication technology exposes the need for digital literacy skills.

The exact extent of the digital literacies is difficult to outline: Smith et al. focus on three domains of digital literacies, cognitive, procedural and technical, and socio-cultural. Buckingham argues that a four-partite conceptual framework captures well the requirements of the new environment: representation, language, production and audience. Eshet-Alkalai suggests a working distinction between photo-visual literacy, reproduction literacy, information literacy, branching literacy and socio-emotional literacy. Reproduction literacy consists in “the art of creative recycling of existing materials” (Eshet-Alkalai 97); branching literacy consists in understanding how to effectively navigate hyperspace and construct knowledge from non-linear sources (98). Information literacy consists in developing abilities to search for, find, evaluate and use appropriately and effectively information, which involves critical thinking as well as analytical skills; as such, it is intrinsically linked to learning. While not proper to digital environment learning (Eshet-Alkalai 101), information literacy is especially relevant in the digital environment due to some of its particularities: reliability, originality, authorship, accuracy are real questions that can arise of a piece published online in the era of Web 2.0. Information literacy skills allow the user to sift through and identify faulty, irrelevant or biased pieces of information (Gilster); but also, information literacy consists in understanding that information is usually biased and “couched in ideology” and “how political, economic, and social context shapes all texts, how all texts can be adapted for different social purposes,

and how no text is neutral or necessarily of 'higher quality' than another" (Fabos, 95).

Knobel and Lankshear identify and critique three key features of what they call "mainstream definitions" of digital literacy: digital literacy is treated as a set of skills, information-centered, preoccupied with truth and/or veracity/credibility and these definitions do not do justice to social purposes of ICT interaction which is not always aimed at truth and certainly does not follow a pre-established list of steps in order to accomplish a particular digital environment act, such as conducting a search for a margarita recipe. Their criticism is aimed mostly at digital literacies courses, which follow, they add slyly, "the exact reverse [logic] of what young people do when they set about learning how to play an online game and become part of an online gaming community".

Of course, researchers mostly agree that digital age students are heterogeneous cohorts of people with various interests, technical expertise and skills regarding their consumption of ICT/ the internet (e.g. Combes, Selwyn); empirical studies often reveal insufficient information searching skills or information exploitation skills (Rowlands et al.). For the educator, the importance of the debate lies in knowing how to frame their interventions effectively.

Aims of the study

The study aims at probing the students' attitudes towards their own learning process, their perceptions about cheating, their investment and motivation in their

studies in higher education in a Bulgarian university. It comprises different ways of gathering data: through start-of-term questionnaires, follow-up semi-structured interviews and written production completed for class. The data collected from students who gave their consent to participate in the study was anonymised and analyzed qualitatively, using both descriptive and statistical methods. The sample of students is too small to allow for generalizations, but the study will permit at least a sketch of different factors and tendencies that move our students. More particularly, a closer look at their digital skills is taken in order to disentangle myths and misconceptions about the students' digital literacies. A full report on the study is currently in preparation. In this report, the answers to 5 questions of a start-of-term questionnaire (17) are presented, along with relevant follow-up discussion. The participants are second-year students in English Philology and Applied Linguistics.

Results and discussion

In the questionnaire, several questions probed into the students' interaction with the digital environment:

- platforms/ social networks/ blogs etc. they use on a regular basis (open-ended question);
- solving a problem for class (multiple-choice question);
- where they get their news (multiple-choice question);
- the importance of spelling in the digital age (open-ended question);
- Language changes under the influence of gadgets and the internet (agree or disagree).

The students do not report using a great variety of internet tools on a regular basis: social media are predominant with Facebook and Instagram, content-sharing platforms are rarely used (YouTube with 6 mentions), and a handful of other kinds of tools – Wikipedia, Flipboard, Viber, Briefing, Tumblr – each mentioned once. This shows a tendency to use the internet as a communication tool rather than as information repository.

What do you do to solve a problem for class? Responses in absolute numbers

Table 1

Go to library	Browse the internet	Ask my Fb friends	Read the course book	Other
4	15	4	8	0

As shown on Table 1 above, school preparations involve the internet to a large extent: nearly all of the respondents report turning to the internet to solve a problem for class. It is curious that no additional /alternative methods/steps or sources were cited, even though the question offered that possibility. Learning groups, either traditional or online, wikis, or discussion groups are not mentioned; information is approached as a commodity which is accessed, copied and used for a purpose. This is reflected in the websites the students select to complete school assignments; the students show a preference for websites which have brief, clear notes or explanations on the subject matter (also, Breuer et al.).

The question about their news consumption was not very inspiring to them: in class, it quickly became evident that some students were sensitive to some public areas (social problems, rarely politics), but that the majority of them were rather unconcerned. Even big cases may slip underneath their radar, such as the Cambridge Analytica scandal which unfolded around the time of the interviews. Few of the students seek out the news on news websites (7 responses); most are passive

or accidental consumers (relying on Facebook news feeds – 10 responses or television – 6 responses).

The question on spelling in the digital age sought to elicit the students' perceptions of the digital environment and its influence on traditional literacies. Even though many answered affirmatively (9 responses), some nuance was brought by the qualification that some people do not consider spelling important and by the four blanks. One respondent suggested that the importance of spelling depended on whether one is "texting with a friend or employer"; in several more answers texting and autocorrect appeared, connecting spelling conceptually to typing rather than to writing. One response connected spelling to understanding, thus to successful communication. Interestingly, after 8 weeks' worth of classes on English Punctuation and Orthography, the students (who are training to be language specialists) did not change their perspective, on spelling, contrasting mainly practical contexts of CV writing and professional communication with social network posts and texting, failing to acquire enough knowledge about language and spelling standards to express informed professional opinions about the matter. These results correlate well with studies on students' attitudes to writing production (e.g. Bogdanov).

Finally, the statement about language change under the influence of gadgets was almost unanimously agreed upon (3 blanks, 1 negative); out of the 11 affirmatives, it inspired 3 responses which involved an exploration of the influences. One mentioned video-games as being responsible for the respondent's changed attitude towards English; another two mentioned the creation of new words and botched grammar they observe online. It seems logical that language is intrinsically linked to

the digital environment and the students perceive it as such; they also seem to pay attention to language online.

Conclusions

Students prevailingly identify the internet as the source of information *par excellence* for academic purposes. In order to prepare an assignment, they conduct information searches online and look for suitable information. They prefer short texts or multimodal sources for both academic purposes and entertainment. They do not report failed searches; they do not share difficulties of judging information reliability; they do not consider the question of truth when it comes to academic information. They do not use scientific papers (publications in scientific outlets or online repositories) even though they are required to read scientific texts for class. They do not create content themselves, being rather passive consumers: the extent to which they enhance and pamper their social network profiles was not discussed in the interviews; though some shared that they mostly posted images and pictures. Social networks are also used to create online groups for academic purposes, with sharing handouts and examination dates.

Knobel and Lankshear's criticism of mainstream definitions of digital literacy are quite relevant to understand these conclusions: in their interaction with the digital environment, the students do not seem to privilege information, as social preoccupations appear to be much more important to them; they do not appear to be overly concerned with truth and veracity either: if an item is sought for academic purposes, it is academic and no further considerations are needed. Even though all of the respondents took the compulsory IT classes mentioned above, none of the systematic steps in information exploitation or search can be found in their

approach to the digital environment. They also critically lack knowledge about bias and are somewhat lax about internet security.

In my view, these results do not really validate Knobel and Lankshear's stance on approaches to digital literacies, which can vary according to the purpose that the users may have in exploiting the environment; rather, they help the researcher overcome their own blind spots about the purposes of navigating the digital environment (which, more often than not, are information-related). What these results (with all their limitations and case-study-like quality) show is that the digital environment, though prevalent in the students' lives, is not explored nearly as deeply or extensively as the term "digital native" seemed to suggest. It does not help shape novel approaches to life and reality, or to information consumption for that matter. However, it may precipitate critical alterations to the students' attitudes towards traditional literacies, without which digital literacies cannot as yet be conceptualized.

The main value that students put on their interactions with the multimedia environment seems to be a social (or socio-cultural) one: communication, connections, a sense of belonging to a community of 'friends' is what they associate with the internet; everything else is secondary.

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Online Language-Learning Platform DUOLINGO

from Different Perspectives

Gergana Gerova

Abstract

The article presents the online language-learning platform Duolingo and its strong and weak points from a methodological perspective. The review will also touch on the ways this platform can be helpful in or for the classroom work even though it is mainly a multimedia self-learning language tool. Learning mechanisms will be reviewed in a comparison between traditional and digital language learning.

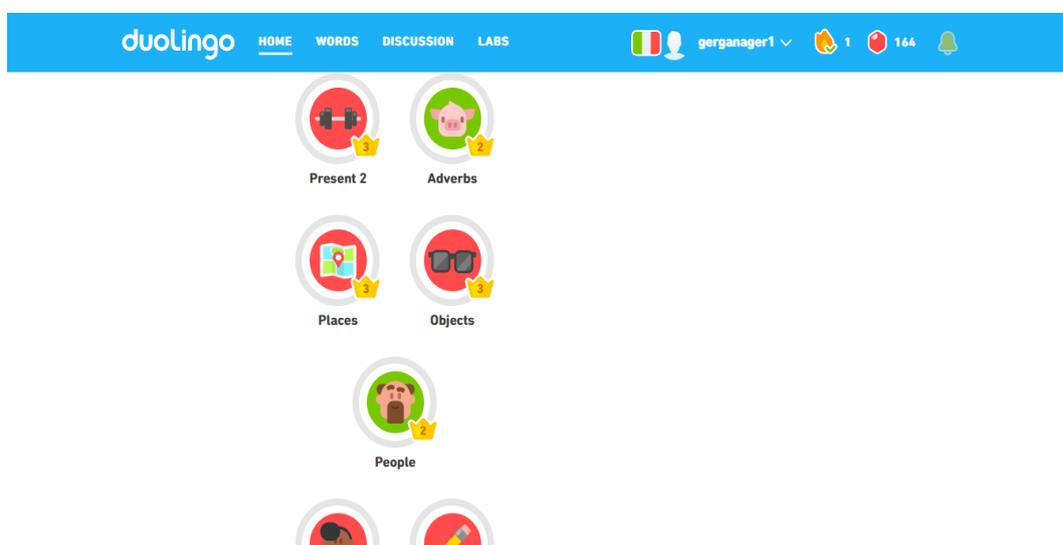
Keywords: online language-learning, university students, student's perspective, self-study, learning transfer.

Learning a foreign language today, broadly considered to be of vital importance, has gone beyond the boundaries of traditional instruction. The Internet provides a variety of options for studying a second/foreign language in language learning platforms such as Duolingo, Memrise, Busuu, Parla X etc., which share similar purposes and methods, but of course, differ in design and certain other aspects. These online learning tools are very suitable for self-study and among them Duolingo stands out as the most popular and used by over 200 million people around the world.

Duolingo is an on-line language learning platform (available also as an app in Google play store) aimed at acquiring basic knowledge of a foreign language using another,

but it can be also used by more advanced learners. However, its effectiveness has been considered higher with beginners at their initial stage of learning the language (Vesselinov & Grego 1).

The platform was launched for the general public in 2012. It is compatible with iOS, Android and Windows 8 and 10 operational systems and offers courses in more than 20 languages (Wikipedia, 2019). Access is free and learners only need to be connected to the Internet, set up an account and choose the languages to use and learn. The platform is gaining in popularity in Bulgaria although Bulgarian is not yet among the languages one can use to study a foreign language. Bulgarian learners, therefore, actually need two foreign languages to use the platform or the app. Thus, people who are fluent enough in another foreign language such as Russian, German, French or Greek, for example, can use one of them as a language learning prop and take advantage of the platform to study English or vice versa – one can use English to study another foreign language.



(<https://www.duolingo.com>, 2019)

The above screen shot represents a page of the site. Various topics and grammatical categories are organized in sections of a skill tree. There are at least 10 lessons in each section, and after one has finished all the lessons in a section and practiced the new items in them, they have the chance to test their knowledge on the particular topic or grammatical category by doing 5-level tests. Up to four mistakes are allowed at a test to consider it completed successfully. Additionally, a learner can review any lesson that has already been completed, so if they think they need further practice or some refreshment of certain material, they can do a lesson over again.

The Advantages

The platform has a number of advantages viewed from a methodological perspective that are worth noting. To begin with, access to this self-learning tool is unlimited at any time as long as learners have a reliable Internet connection. Thus, a learner can decide on the most suitable time to study and plan their learning in the best possible way. It is entirely up to learners when to study and how much time to devote to it.

Another positive characteristic is that learners are reminded daily to make time to study, which definitely contributes to their gradual progress. If a learner uses the computer version, they get an e-mail reminder, and if they use the app, they receive a message. Developing good learning habits and studying regularly are prerequisites for long-term language-learning success (Hagiwara & Settles, 2017).

Learners study under no pressure and have the chance to plan, organize and self-regulate their learning. This relates to Hagiwara & Settles' concept of developing "a habit of distributed practice, or a number of short study sessions over a longer

period of time” (2017). Both researchers also point out the importance of spacing effect and lag effect that help learners remember ideas and concepts if they regularly review old material and thus knowledge works its way from short-term to long-term memory (ibid.).

Translation of statements from one language to the other or vice versa is used as a technique to practice speaking and writing skills, which may be important in statement structuring and raising learners’ awareness of word order patterns, peculiarities and differences in both languages.

The key feature in the platform is frequent repetition, which is the most essential technique for facilitating good memorization of lexical items and grammatical structure units. Frequent repetition also helps learners practice and master pronunciation as well as intonation patterns. B. Settles and B. Meeder use the term *spaced repetition* in their research, and they believe “it is a key component of the student model which captures what the student has learned and helps them manage their practice schedule” (1850).

Explanations and grammar tips are offered for each thematic or grammatical part of the skill tree while a learner is studying and practicing, which provides further clarification and answers to any questions which may arise.

The language learning process involves two very important aspects which are mutually connected – feedback and error correction. They are both provided immediately and again it is frequent repetition that facilitates limitation of errors and contributes to more efficient language acquisition. A user scores experience points (XP) and they need to score at least 10 points to consider a lesson successfully learnt. Another important feedback mechanism is the strength bar

which represents computer-calculated assessment of how well certain words and phrases have been memorized by the user. The bar can be an indicator if a user has to review or redo a lesson or upgrade a skill (Wikipedia, 2019).

The disadvantages

As well-organized and designed as it is, Duolingo is not entirely flawless. There are certain disadvantages, though very few, that should be pointed out and taken into consideration.

First of all, although it is indisputably valuable for developing both receptive skills of reading and listening, it turns out that productive skills of speaking and writing may be more difficult to master equally well. This might be due to the fact that speaking is practiced mainly through repetition and if a learner tries to produce their own statement, the platform does not provide constructive feedback on whether the utterance is correct or not.

Writing, meanwhile, is only guided and likewise, if learners want to produce a written text of their own, they are provided neither with the option, nor with the relevant feedback. Guided writing can certainly be effective at an initial stage of learning a language. It can teach learners correct spelling and give them appropriate spelling feedback, but, the on-line platform does not offer options for attempts at creative writing even at an elementary level.

There is one more element of note in the contents of the platform. There are some examples of sentences which sound meaningless though grammatically correct. Such an example spotted and taken from one of the sections in a skill tree in an Italian course is “The men write in the sugar” with the instruction to write the same

sentence in Italian choosing from among several prompts of scrambled words. The statement is grammatically correct, but it sounds a bit misleading and unusual, and does not appear to have communicative value.

Students' perspective

The university students' views presented here are based on a short questionnaire aimed at finding out what their impressions of the platform are. Fifteen university students, who are familiar with Duolingo and have used it, took part in the survey. The number of these students is quite small indeed, but there are objective reasons for it. To begin with, as mentioned previously, Duolingo has not gained such great popularity among Bulgarian learners. One can get information about the platform in two ways: if you deliberately look for a language learning tool on the Internet, or if you are told or advised by someone to use it. Even if a learner decides to try the platform, many of them become discouraged from taking up learning a foreign language when they find out that they cannot use Bulgarian for the purpose. Another reason that many give up the idea is their judgement that their knowledge of a foreign language is not sufficient to study one more foreign language.

The students interviewed can be roughly classified into two groups. The first group includes students who are comparatively older, and use Russian as a medium through which to study English. The second group consists of students who use English (as they feel fluent enough) to study another language, mainly Spanish, Italian, French or German.

The experience of learning with a digital language learning tool is different from the traditional methods they are used to, so their insight is an interesting and valuable area for research. Therefore, they were interviewed about their choice of language

and thoughts about the platform. All of them admitted that they use a language they feel fluent enough in to study English or study another language through English. Some of them explained that even though they had studied a foreign language at school (usually Russian or German) they preferred to use a language they had picked up almost effortlessly in their living or working environment such as Greek, for example, to study English. So, their choice of language for Duolingo use depended entirely on their individual judgment of language command and fluency.

All students agreed that when practiced regularly, progress in studying is considerable, in spite of the different pace and routine everyone has.

Although the platform has not yet offered a course with or for Bulgarian language learning and the students have had no other choice but to deal with two foreign languages, they are positive that using one foreign language to study another is very beneficial for gaining and expanding knowledge in both languages. Moreover, one can use the platform to refresh his or her knowledge of a language studied in the past.

The students also pointed out that frequent repetition facilitates memorization of the meanings of words and phrases, and as a result, they are certain they already have quite extensive target language vocabulary stored in their long-term memory.

Their final comments referred to making mistakes, which is an inevitable part of language learning but can be very frustrating. The students admitted that when studying individually with the platform they do not find it so stressful to make mistakes and do not feel as embarrassed as they have sometimes felt while studying a language in a class with other students.

The students were also asked what they did not like about the platform. Their opinions varied, and can be considered highly subjective but still worth mentioning. Some of the students expressed the view that they did not like the design of the site as they believed it was targeted at younger users. Others found speakers' voices monotonous and their intonation artificial. One student, who used Russian to study English, said that frequent repetition can be annoying if you use your mother language to study another.

Finally, the students had to compare both traditional and digital language learning and judge if they used the same approach in both learning situations. Their individual ways of language learning were associated with their learning styles. The majority of the interviewed students turned out to be mostly auditory learners (67%) and found studying with Duolingo very easy and effective as there are a lot of listening tasks included. The rest of the students declared they were visual types and stated that they needed to take notes on paper while studying, which is exactly what they usually do when they study a language in the conventional way. All students were positive that no matter how they study a new language and what the language is, they use the same learning approaches and strategies. This might be considered a possible answer to a question for SLA modeling posed by B. Settles and his co-researchers in their article on Duolingo: "To what extent does an approach generalize across languages?" (Settles et. al 57).

Transfer of learning

When it comes to language learning, there are two types of strategies that are present in most classifications – cognitive and metacognitive strategies. Cognitive strategies contribute directly to language learning through deductive reasoning, inductive inferencing, clarification, analysis, note-taking, summarizing, synthesizing,

outlining, memorization and practice. Metacognitive strategies are used to self-direct, regulate and monitor one's learning. Such strategies involve identifying one's own learning style, preferences and needs, planning, prioritizing, setting goals, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy (Williams & Burden, 150, R. Oxford 12). Regularly applying metacognitive strategies in the learning process in addition to the contents of the language course may lead to the "automatization" of these skills. This in turn would help learners make their learning more effective and achieve better results.

If language learning strategy use has been effective, it is more likely to be transferred to a new language learning situation and applied with a similar or even the same positive result.

"Learning transfer refers to the application of acquired knowledge and skills used in a previous task to the completion of a present task. When a learner who has learned how to guess from context while reading applies the same strategy to the comprehension of oral communication, learning is being transferred. Learning transfer can take place at the outset of learning, as learners plan how best to complete a task or while they monitor the implementation of their plan. In learning transfer metacognitive knowledge facilitates the appropriate choice of previously learned strategies to achieve learning goals and/or to deal with problems, encountered during the learning" (Wenden 526).

As a self-learning tool Duolingo is best suited for use as an individual strategy aimed at achieving optimal results in language learning. As Veenman and his co-researchers propose a possible conception of metacognition "as (knowledge of) a set of self-instructions for regulating task performance" (6), so the platform can

assist in organizing one's learning by the appropriate individual selection and use of cognitive and metacognitive strategies.

How to use Duolingo for classroom English language learning?

As Duolingo is generally designed for individual learning, it raises the question of how it could be used in the classroom. In fact, the use of the platform can be more beneficial *for* than *in* classroom language learning.

Here are some ideas of how Duolingo could be applied with the aim of producing far-reaching effects on student learning. In the first place it can promote students' individual language learning. Students can be encouraged to devote more time to studying on their own as it is a game-like learning tool. This in turn can facilitate and stimulate self-regulation, help them acquire good learning habits and plan their study time more efficiently.

The platform can be used prior to a language course. According to some students who have tried it, getting an idea of what a language is in advance of a traditional language course gives students confidence, causes less stress and provides them with some basic knowledge beforehand. This is especially important if they, as true beginners, are about to start learning a language in a multi-level group where the learning pace might get very fast and it might become very challenging for them to catch up with the rest of the learners.

A very common feature of a group is to include students who are either very shy or unwilling to practice English verbally in class as they are afraid of making mistakes and being laughed at. Duolingo makes a very helpful learning support for those

students who can practice at home and thus begin feeling more encouraged to speak in front of the others in the group.

For further practice on their own students can choose certain topics or grammatical categories related to the book contents and use the platform as much as is necessary for them to fill gaps or build on their knowledge. This additional practice can be also linked to homework assignments for constructing statements or texts.

Of course, these are some ideas of how students can take advantage of Duolingo. During a course teachers may come up with other ways of using the platform to its full potential so as to help their students become more independent and successful language learners.

Presently, it is far from possible to imagine education without digital devices and tools. Computer-based learning is going to grow more and more advanced and popular. That is why it is crucially important for educators to keep track of digital educational products and relevant trends as much as possible in the rapidly changing conditions, so as to incorporate these new technological materials into the learning process. Thus, classrooms will become more attractive to today's students and this could both increase their motivation to learn and contribute to their progress.

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Presentation Formats in EAP

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Abstract

The article focuses on various versions of presentation in English for Academic Purposes paying attention to the preparation process and student-oriented activities, stimulating language development. The activities are meant to develop students' critical thinking, creativity, collaboration and communication. Traditional forms of presentation and Pecha Kutcha, used in EAP, are discussed, laying stress on their contexts of use. Further suggestions are made on teaching presentation formats adaptable to various language levels.

Keywords: Presentation, teaching, EAP, formats, activities.

One problem an English language teacher might face is: How can presentation skills and different types of presentations be taught effectively within a limited number of hours (e.g. 10 classes) in a general English or EAP course? What activities are suitable for students of different language levels? Can materials related to presentation skills be applied to all kinds of presentations?

We assume that the students' level is intermediate or higher and they have already had some instruction and experience on essay development. In such situations teachers usually focus on teaching the stages of the composing process such as: choosing the topic, gathering materials, making an outline, organizing the presentation, revising, peer-reviewing.

It is important at this point to acquaint the students with the various **subject areas and purposes** of the presentations. They can be commercial, business or academic. Another key issue is the **audience**. As Ken Haemer put it: “Designing a presentation without an audience in mind is like writing a love letter and addressing it: To Whom It May Concern.” (www.inc.com/alison-davis/19-quotes-that-will-inspire-you-to-create-an-amazing-presentation.html)

Presentations may vary according to **the strategies** that are used in them: description, narration, comparison and contrast, cause and effect, example, persuasion, argumentation etc. These strategies are closely related to the purpose of a presentation and they are used in essay writing, too. For example, a commercial presentation will favour persuasive strategies but is not restricted to persuasion only, while an academic presentation will use argumentative strategies primarily. Presentations differ in **length** – from 10 minutes to longer.

A special type of short presentation is Pecha kucha presentation, or 20x20 presentation (twenty slides for twenty seconds each). It is not an easy task though, as the short duration of the presentation presupposes careful preparation. This type of presentation may be a good option for those students whose level or fluency is not very high. The advantages of Pecha kucha presentation are the following:

- A) After 6.40 minutes there is enough time for Q & A session and a conversation
- B) There is enough time for presentations, especially if the class is bigger. It saves time.

A good Pecha kucha presentation reveals something unexpected, grabbing the audience's attention. One of the most common (and the best) ways to do it is by telling a story that can be personal or amusing. A presentation following that style will be outstanding and memorable. Many authors (Powell 2011:42; www.visme.co/blog/7-storytelling-techniques-used-by-the-most-inspiring-ted-presenters; www.te-st.ru/2018/03/30/how-to-make-a-presentation-of-pecha-kucha-format/, etc.) focus on the importance of sharing a story in all kinds of presentations. So, story-telling seems to be a universal tip for all types of presentation, no matter what their length or subject area is.

Another universal characteristic is the common structure involving introduction, body and conclusion or the model: tell them what you are going to tell them; tell it; tell them what you have told them. Tips for a good intro: set the theme, provide an outline. Tips for a good body: open and close each section with a clear transition (first, second, then, etc.); make statistics/images meaningful (do not simply repeat what is written in the slides); use discourse markers (*furthermore, for example, on the positive, side, therefore* etc.); use stories to illustrate your point. To close a presentation the students should be encouraged to use one of the following techniques: a summary, wisdom, a call for action, an emotional message. It seems relevant at this stage to teach the students **The five golden rules you must follow to be effective in presentations** (Powell 2011:20):

Long introductions at the beginning are a complete waste of time – get to the point!

Never apologize for being unclear, skipping points, having difficult-to-read visuals, etc.

It's a mistake to get too involved in the details – put those in the handouts.

Quoting figures is not as effective as telling anecdotes and stories to illustrate your point.

Conversation, not presentation – that’s how to build rapport with your audience

And last but not least, tips concerning **the body language** should be introduced to the students: 1. Stand straight. 2. Try not to cross your hands. 3. Gesture with your hands open. 4. Make eye contact with the audience. 5. Smile.

The following exercises are meant to be used for different stages of the presentation.

Introduction exercises:

A. Write in the missing words from the openings. Depending on the level of the students you can decide whether to give them a list of words in advance (know, turn, raise, belief/misconception, imagine) (Powell 2011:7).

1. Did you..... that 2. Could I ask you to..... your hand if you... ? 3. Could you... to a partner and discuss... 4. Just... what it would be if 5. There is a common..... that

B. Write an opening for a presentation that you plan to give and present it to the rest of the group. You may use one or more of the expressions in exercise A to gain the audience’s attention. Follow the model suggested by Powell (Powell 2011:6): “Attention” (capture your audience’s attention), “Benefit” (explain what they will gain from the talk), “Credibility” (Show them you have the authority to speak), “Direction” (give them a map/outline of the presentation).

Body preparation exercises:

C. An exercise that can stimulate students to use story-telling technique:

Make the students read a passage (telling a story) and make them guess the subject of the presentation. Stories from www.visme.co/blog/7-storytelling-techniques-used-by-the-most-inspiring-ted-presenters, can be used.

- Make your audience Immersed in the story.
- Tell a personal story.
- Create suspense.

Conclusion exercises:

D. **Which of the following techniques:** a summary, wisdom, a call for action, an emotional message can be associated with the following closing remarks? (*In the end/ to sum up/ finally/ in the famous words of/ So next time you... remember to... / in a nutshell/ in the end that is what matters*).

Body language exercises:

E. **Tip for an exercise on body language:** Watch clips of short presentations and make comments on body language and other paralinguistic features (pitch, tone, facial expression).

F. Encourage students to make videos of their presentation and discuss them.

Peer review answer sheet should focus on the following points

1. Range and accuracy of the **vocabulary**.
2. Accuracy of **grammar**.

3. The structure of the presentation? What **linking words** are used?

4. **Visuals**. Are they helpful?

5. **Paralinguistic features** (eye contact, directing one's voice to all parts of the room, using pitch and tone to keep attention, upright body posture).

An alternative example of a checklist on a task for presentations on major historical events or a personal story might be the following one:

- Does the presenter greet the audience?
- Does the presenter use the past tense/variety of tenses?
- Tick the linking words in from the presentation.

It is important to note that the same criteria from the above peer-review answer sheet are used by the teacher. Making students fill peer-review sheets makes them more responsible; adds to development of their critical thinking and analytical skills.

To sum up, teaching presentation skills can be organized as follows (using the above mentioned activities and suggestions): 1. Teaching the structure and preparation stages of a presentation (2 hours). 2. Focusing on different types of presentations, according to their purpose (2 hours). 3. Watching and commenting on short presentations and visuals (2 hours). 4. Watching and commenting on longer presentations and visuals (2 hours). 5. Watching the students present on a topic they have chosen and prepared. Filling a peer review answer sheet (2 hours).

The activities can be adapted according to the level of the students and combined with the required independent preparation and individual tutoring.

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Case studies: changing students, changing the world

Mariya Neykova, Milka Hadjikoteva, Latinka Stefanova, Slavena Dimova

Abstract

The article focuses on some of the main aspects of teaching case studies to university students. It concerns both major theoretical points related to the actual teaching of the subject and cases designed by students based on their university and working experience.

Keywords: case studies, designing case studies, foreign language teaching.

Foreign language teachers are supposed to bridge the gap between knowledge acquired at university and its implementation in real life. They explore numerous teaching methods and approaches, among which the case-based method is recognized as a form of learning by doing, within which theoretical knowledge is applied to process, analyze and discuss concrete cases. The method, being an effective form of active learning and comprising different types of cases, provides foreign language teachers with a powerful tool for developing a number of skills implemented by university students in their professional practice.

As an effective form of active learning, the method of teaching through case studies guarantees a thorough understanding of the learning material and longer durability of knowledge. The implementation of theoretical knowledge in the process of analyzing a concrete case not only enhances the durability of knowledge but also creates the necessary prerequisites for the positive transfer of skills, techniques and strategies from one context to another. As Nunan points out it is vital that students

become good at “comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form” (10). Thanks to case-based teaching students learn step by step how to design their own cases drawing upon their personal experience and expertise reaching a higher level of autonomy. It can be argued that the case study method contributes to students’ professional and personal growth.

The four skills, i.e. reading, writing, listening, and speaking, are generally developed concurrently since the activities the students are involved in stress on developing reading comprehension skills (processing information; making notes; analyzing, and comparing data), writing skills (writing reports, summaries, press releases, etc.), listening comprehension skills (asking questions and taking part in discussions), speaking skills (preparing and delivering presentations, negotiating), as well as communication and interpersonal skills during the process of working in pairs and groups. Moreover, apart from developing the four skills in stages, it is possible for the students to integrate them in order to prepare their own cases, deliver the information to their colleagues and participate in discussions on finding solutions to the problems set. Thus, apart from developing the essential skills needed in order to communicate efficiently in the target language a number of advanced skills are developed, usually associated with professional, soft and life skills, namely research skills, critical thinking, data evaluation skills, problem solving skills, decision-making competence, understanding of global businesses, markets and cultures. The above-mentioned prove that among the numerous advantages of the case study method, the most important ones are that it links theory to practice in an authentic setting, stressing interdisciplinary knowledge.

Crossman has formulated four forms of case studies. The classification envisages the application of the case study research method in the field of social sciences primarily but it can be used in the sphere of education too, particularly for the purposes of foreign language teaching. The four different forms are defined as illustrative, exploratory, cumulative, and critical case studies:

1. Illustrative case studies are descriptive in nature and designed to shed light on a particular situation, set of circumstances, and the social relations and processes that are embedded in them. They are useful in bringing to light something about which most people are not aware of.

2. Exploratory case studies are also often known as pilot studies. This type of case study is typically used when a researcher wants to identify research questions and methods of study for a large, complex study. They are useful for clarifying the research process, which can help a researcher make the best use of time and resources in the larger study that will follow it.

3. Cumulative case studies are those in which a researcher pulls together already completed case studies on a particular topic. They are useful in helping researchers to make generalizations from studies that have something in common.

4. Critical instance case studies are conducted when a researcher wants to understand what happened with a unique event and/or to challenge commonly held assumptions about it that may be faulty due to a lack of critical understanding.” (Crossman)

According to the classification of Heath, case studies are temporal, media and structural. Temporal case studies are retrospective, i.e. they focus on past problems which have already been solved. The tasks of the students in dealing with temporal cases are usually to analyze the information and data provided, to discuss and assess the solutions provided and to propose other alternatives. Media case studies comprise paper-based and Internet-based case studies. Dealing with the former the students are asked to skim and scan the information provided, making notes and assessing it under pressure, usually setting a time limit in order to emulate a real-life situation, while the latter incorporates online research when it is easier for the students to get access to various sources as well as visual and audio aids. In such a way the students are more autonomous and independent for they decide where, when and how to analyze the information they are going to search for on the net. The third type consists of structural case studies which are more often than not open since the students are presented with a limited amount of information and they are supposed to search for additional information. It is their task to decide which of the materials are pertinent to their cases thus developing their assessment and decision-making skills. In some cases the case studies provided may be closed, i.e. the students are provided with all the information they need in order to reach a solution.

When designing case studies, we should take into consideration their underlying characteristics. Georgiev defines case studies as follows:

- (1) To begin with, case studies tell real stories;
- (2) These stories are told differently by different teachers and by the same teachers at different times;

- (3) The type and the subject of the case study determine the final decision; The final decision depends on the type and the subject of the case study.
- (4) For some case studies the decision is definitely one, and for others there may be multiple decisions;
- (5) The decision may be predictable or there might be an arbitrary decision/decisions;
- (6) In some cases, importance is attributed to the final result and the conclusions that follow, while in others importance is attributed to the effect of the discussion itself;
- (7) In addition to providing knowledge on the subject, the case study method is designed to create teamwork habits with all the ensuing consequences for the learner's education, future practice and social life.

(cf. Georgiev)

Exemplifying the above-mentioned underlying characteristics are two cases designed by second-year students at Applied Foreign Languages for Administration and Management (in English and a second foreign language) Programme at New Bulgarian University.

Case 1

Your Music

Background

Your Music is a digital music and podcast streaming service that gives you access to numerous songs and other content from artists all over the world. Basic functions (e.g. playing music) are free of charge, but you can also choose to upgrade to the Premium version.

Free vs. Premium Version

	Free service	Premium service
Access to over 20 million songs	✓	✓
Access to podcasts and audiobooks	✓	✓
Travel abroad with your music	for up to 7 days	✓
No ad interruptions		✓
Listen without an Internet connection		✓

The launch of *Your Music* – main points for discussion

- What is the economic situation of the target country (price for Premium)?
- What should the app look like (design, artists, songs)? Which features will be available only for Premium users?
- When will the official launch be and where will the official conference be held?
- What should the advertising campaign look like in your opinion?

Tasks:

- 1) As a member of the Marketing Department of *Your Music* prepare for a meeting by discussing each of the main points about the launch.
- 2) Write a report to the director of the Marketing Department about the decisions taken during your meeting.

(Designed by: Latinka Stefanova)

Case 2**Gender Inequality at Work****Background**

An engineering company is a leader at project management solutions and development in the automotive industry. The company has grown rapidly in the last 10 years thanks to its successful working solutions and to the quality services it offers to its customers. Many well-known business magazines include it in their “Top 10 most successful companies in the world”. However, the company has been having issues regarding gender inequality. Two big issues that took place recently are about to ruin its reputation and make it suffer legal consequences.

Issue 1

Two months ago, a vacancy for the position of a new Product Development Engineer was announced in the company. Four candidates were interviewed, of which three women and one man. Although all four candidates had the requirements needed for the position, the interviewing team decided to hire the man. The other three candidates felt offended and as a result, they filed a complaint to the HR Department, accusing the company of gender inequality.

Issue 2

Last week, two former female employers sued the company for gender discrimination:

Mariah Nickson alleged that the company overlooked her for promotions on the basis of gender and later terminated her when she brought up the issue;

When she was pregnant, Alyson Black requested a break from her work obligations, per her doctor's recommendations. The company refused and put her on unpaid leave citing the lack of a specific medical condition.

Examining the issues

A firm of consultants was hired to analyze the situation and to come up with ideas for improvement. A report was made which showed that the percentage of female workers in the company is very small compared to the one of male workers. Moreover, women are paid less than men in the same positions and those salary disparities can persist even if the employees perform at the same level.

Task

In the role of consultants, come up with ideas on how to eliminate the inequality in the company and restore the image of the company.

(Designed by: Slavena Dimova)

University students acquire both theoretical and practical knowledge in the foreign language courses they are enrolled in which allows them to bridge the gap between university knowledge and its implementation in their professional lives. Being trained according to the premises of the case-based method they learn by doing, developing much necessary skills not only related to the use of the foreign language

but connected to communication and interaction with colleagues and other professionals. Thus, the method as an effective form of active learning provides university students with a set of competences to apply in their professional practice.

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The communication between teacher and students while teaching Medical English

Boyka Petkova

What is “communication”?

According to the Oxford Wordpower Dictionary the word means “the act of imparting, especially news”, or “the science and practice of transmitting information”. These definitions clearly show the link between “teaching” and “communication”, because the teachers are constantly imparting new knowledge, or transmitting information.

Etymologically, the word “communication” comes from the Latin *communis* (common) that formed the verb *communico* (doing jointly, participate in maintaining of what is common). “Communicate” means being with “sharing and sharing yourself”, “achieving a communication of thought, feeling and action”, “building a reality with others by using a system of signs and a mutually acceptable set of principles that makes the exchange possible” (Ghiglione 1986; Abric 2002).

Communication was interpreted as (Craig 1999): the practical art of discourse (rhetorical tradition), intersubjective mediation of signs (semiotics tradition), processing of information (cyber tradition), expression, interaction and influence (socio-psychological tradition), reproduction of social order (socio-cultural tradition), speech (critical tradition). From an educational perspective, communication is not just a matter of knowing the other as well it does not reduce itself to the fundamental notion of influence.

The methodological aspects of the relation of communication between teacher and students:

They are that being a multidirectional and polyfunctional act, communication is not restricted to transmission, but also requires an exchange of information, knowledge, views or opinions, attitudes and impressions. Also from the wide range of studies on communication analysis, there stands the communication approach from a psychosocial perspective, approach that J.-C. Abric (2002) agrees with. According to him:

- Communication is a phenomenon based on interaction and occurs as an exchange relationship between partners;
- Communication is a social fact, that characterizes the human being;
- Communication uses multiple channels by which meanings are spread;
- Communication is a process with an ending character, which requires internationality;
- Communication is influenced by the cultural and social context it takes place in;
- Communication operates as a circular system, equipped with self-adjustment, the system of this adjustment being feed-back.

Also to communicate means to build together, to add, to contextualize, to shade, to interpret, to act, to negotiate, to identify. Based on these approaches to communication, some methodological references and suggestions may contribute to the formation and the development of the communication skills. For example: when the teacher is open and encourages communication, students feel encouraged and respected; the teacher maintains a close relationship with all

students being helpful for those students who are shy or for those who have low self-esteem; having feedback is important, and from this perspective the teacher must establish a positive, emotional relation with the students and learn more about them; in achieving communication, it is important that the teacher uses teaching materials aids to ease, facilitate the spread of knowledge, to demonstrate, to motivate the students; the communication of positive expectations favorably influence the academic performance of the students; the teacher can avoid communication barriers by the correct identification of the restraining factors.

Person-to-Person Communication

Some teachers like to talk, and expect the students to write down what they say and to learn it. That is why an important element of communication in teaching is the use of teaching aids like pictures, written posters and practical demonstrations. They improve communication and they must be used as much as possible. They can be used to prepare aids for the lessons like summaries of important facts, pictures and diagrams. The overhead projector is particularly useful, because it allows the teachers to face his students while using it. Communication is a skill and the teachers improve their skills by getting feedback on the way they perform them.

Written Communication: Handouts

Teachers communicate by speaking, but also by writing. The handout is not a photocopy of a journal, or of some pages out of a textbook. It is a document which the teacher writes himself. It may be a summary of important points to be learnt; or

a guide to students on work they have to do, or references they have to look up. Teachers may use handouts for students to refer to during a lesson, and students will definitely use them in their self-study time. Because handouts are such an important way of communicating with students, they must communicate effectively.

Tips for good communication:

- Clarity in communication;
- Personalizing communication with emotions;
- Build relationship;
- Document every communication;
- Talk often;
- Use of technology for effective communication between teachers, parents and students;
- Connect effectively;
- Safe and simple;
- Feedback.

Steps for good communication:

- Get to know each student as a person as soon as possible after meeting them. This can give the teacher valuable information that will help him/her to find out who the student is and how he/she can best teach and support them.
- Spend time with students individually every day. It is crucial to make personal connections with the students. They need to know they are important to the teacher.
- Fill your classroom with positive messages and quotes.

- Provide frequent positive feedback. The teacher must let students know that they are doing a good job. He must tell them that their efforts are noted and their hard work - appreciated. Praise is a powerful positive motivational tool.
- Conduct a daily community meeting with students.
- Allow students to make appointments with the teacher to talk privately about overwhelming problems, issues and dilemmas.
- Make it clear that everyone in the classroom is to conduct themselves in a respectable manner, treat others with respect and respect the property of others.
- Make discipline about accountability and growth instead of punishment. The teacher must give students who exhibit inappropriate behaviors a place to cool off and calm down.
- Do everything you can to make the physical environment of your classroom as comfortable and cheerful as possible.

Effective communication between teachers and students has the potential to improve the learning experience and create a positive environment in the classroom. However, the relationship takes work on both ends. Communication barriers in the classroom certainly make it difficult for students to get the most out of their education. Many times, teachers fail to create engaging lessons and struggle to connect with their students on a one-to-one basis. Students also have unaddressed language or speech difficulties which lead to poor communication. That is why the gravity of the situation is immense.

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The Binomial Structure Of “Peace And Quiet”

Petranka Ivanova

Abstract

The paper considers a binomial structure which occurs in the Student’s Book we use in the seminars. The gist is to compare the order within this structure in English with the possibilities for translation in Bulgarian suggested by the students. The issue of ir/reversibility is examined in the light of two more sources, i.e. on the one hand, Brigham Young University – British National Corpus and on the other – Bulgarian National Corpus.

Keywords: binomials, peace and quiet, corpora.

Introduction

It is a fact that in the linguistic literature binomial structures occur under a variety of names. Called one way or another, the power they designate remains. As Shanthi Streat puts it “if you want to sound natural when you communicate in English, you need to add binomials to your vocabulary basket” (2017).

The elements within some binomial structures occur in a fixed order. Other binomials allow reversibility. There are a number of constraints listed in the linguistic literature that explain or try to explain the reasons for the fixedness. The focus in this paper is on a structure that our students come across in their textbook. As far as most of the students are false beginners, we start teaching using *New Headway elementary*. In the Student’s Book, Unit 12, p. 94, there is a text where a coordinated structure of two nouns is used, namely “peace” and “quiet”.

The idea about this particular binomial evolved in two main aspects. One of them concerns the structure in English, and the other involves the Bulgarian equivalent/s. In terms of the binomial in English, the study goes in several steps. Firstly, the two possibilities of elements ordering within the structure are searched in BYU-BNC. Then, the verbs that go together with the binomial are compared as regards to frequency. Finally, after finding the predominant variant, I try to mark a potential reason or reasons for the preference of that ordering.

As *peace* and *quiet* are words with similar meaning, there is a bit of a risk of tautology when translated into Bulgarian. Teaching Bulgarian students evokes an impulse for the next stage of the study. An inquiry was conducted among the students. They were asked to suggest an equivalent of the binomial structure that suits best the meaning in Bulgarian and sounds the most natural of all the variants they could think of. The results from the inquiry are analyzed in terms of most preferred structure, ordering of the elements within the structure, and comparison with the preference of the binomial in the data of the Bulgarian National Corpus.

The binomial structure in English

As a matter of coincidence or not, this particular binomial is given as an example in *Cambridge online dictionary*, where *peace* is the first element of the structure.

Fig. 1. An excerpt from *Cambridge dictionary* with an example with *peace and quiet*.



The high frequency of occurrence, compared to the structure with the reversed element order in BYU-BNC, confirms that this very order is the preferred one. The structure of *peace and quiet* is found 151 times, and only twice the elements occur in a reversed order.

Fig. 2. Two excerpts of the 151 examples with *peace and quiet* from BYU-BNC.

1	KB8	S_conv	A	B	C	those triplets so you must be (SP:PS14B) (laugh) (SP:PS15U) absolutely worn out and ready for peace and quiet . Cos I know what it is myself with (pause) I mean,
73	ANJ	W_biography	A	B	C	I can say I am at home, where I can live in peace and quiet with my most beloved father and my dearest sister, where I can do as

The suggested examples above are by one of each – spoken language and written language. Most of the binomials in the corpus are from written language. Only 15 of the given ones are from the spoken language – conversations, (medical) consultations, and one not classified. Those taken from the written language are non-academic (political law, medicine), newspapers, advertisements, biographies, etc.

Fig. 3. The only 2 examples from BYU-BNC with the binomial in a reversed order

1	A6J	W_fict_p rose	A B C	be awake when other people were still sleeping and half pleased with the intensity of quiet and peace . Downstairs she made herself a cup of coffee and carried it out
2	AR0	W_non_ ac_soc_s cience	A B C	his father confessor that he could find nowhere in London where he could meditate in quiet and peace , he was astonished to hear the caustic answer: 'Have you

Both examples are from written sources, though of different genres. The data in BYU-BNC clearly state that *peace and quiet* considerably outweigh *quiet and peace*. According to Cooper and Ross “In order to achieve a freeze, the conjoined elements in question must share a certain degree of similarity”, though they admit that “often, freezing occurs for polarity items” (1975: 71). In our case, one cannot speak of polarity but the closeness of meaning between the two conjuncts is obvious. Another source puts *peace and quiet* among the 40 most common binomial expressions in English (<https://www.eslbuzz.com/40-common-binomial-expressions-in-english/>). In BBC Learning English the binomial is stated as a fixed phrase and it is claimed that “we **don't** say 'quiet and peace'” (<http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode81/languagepoint.shtml>). In “English With a Twist: Succeed in Business English” Shanthi Sreat also says that the word order is fixed and adds that “if you tried saying “*less or more*” or “*quiet and peace*” you would receive some strange looks from proficient speakers of English” (2017). Gabriel Clark (2018) lists it among the “29 must-know binomials in English”. His claims rely on his examining an online corpus and thus he selects and puts the phrases among the most useful binomials nowadays.

All the sources mentioned above confirm the statement about the fixedness of the *peace and quiet* elements' order. The data from BYU-BNC is also a confirmation of this fact, though there are two examples of the reversed order. The hitherto paper suggested opinions about the word order but the reasons for this syntactic arrangement needs also to be revealed. Some authors search for the understanding of the fixed order in semantic constraints and in phonological constraints.

In order to draw conclusions and produce some kind of argumentation about the predominance of the first variant of the binomial over the second one, I tried to follow Renner's example (2014). While studying element ordering of binomials, compounds and blends, he chose some constraints from those that appear in literature, paying special attention to the work of Cooper and Ross (1975). Unfortunately, none of the semantic constraints suggested by Cooper and Ross (1975) can be applied here, since the two nouns in the binomial structure are synonymous, it seems that they cannot be differentiated. Even the last one – the 19th constraint which concerns count and mass nouns – cannot be applied, since both words are mass nouns.

If considered an idiom, the binomial receives a sort of a support for its fixed order. As Cooper and Ross (1975: 64) put it "idioms are generally characterized by a fixed linear ordering". Although *peace and quiet* is offered as an example in some dictionaries and online sources (e.g. The Free Dictionary By Farlex; in BBC Learning English, etc.), I assume that in American English it is more likely to be adopted as an idiom. The definitions of the meaning vary in terms of words chosen to depict it - "freedom from noise and disturbance" (BBC Learning English); "Freedom from disturbance or interruption by others" (English Oxford Living Dictionaries); "A period

of calm, silence, etc., especially after noise, stress” (40 Common Binomial Expressions in English), etc., but the essence is the same.

Although the two elements have independent meaning of their own, the following excerpt from *The American Heritage Dictionary of English Idioms* (Ammer, 2013: 345) gives the idea of wholeness:

peace and quiet Tranquility and freedom from disturbance. This phrase’s redundancy—*quiet* here does not mean “lack of sound” but “peacefulness” — gives added emphasis. It often is used in wishes for this condition, as in *All I want is a little peace and quiet*. [Mid-1800s]

Gabriel Clark’s perception of this idiom is also at work. His suggestion is that “peace and quiet is something we often want, but don’t always get.” And he tries to back up this idea by providing an excerpt of online corpus where in his opinion “Most of the verbs that are used with “peace and quiet” are verbs that either mean “want” or “look for”” (2018). He lists verbs such as *need, look forward to, beg, seek, etc.*, among *want* and *look for*.

His idea suits well the results from our study of the BYU-BNC data. There *peace and quiet* follows a variety of verbs, but as it is obvious from the chart below, *want* and *need* are among the top verbs that precede the binomial.

Table 1. Results from the study of BYU-BNC data in terms of verbs preceding the binomial.

verb	Frequency/ the number of times it occurs
want	14
need	7
have	7
get	6
give	5

enjoy	3
like	3
leave me to	2
find	2
love	2

There are some other collocations, but they occur only once. However, they come really close to the meaning of *want* and *need* (e.g. *be interested in, prefer, complain about the lack of, hope to spend in, be desperate for, would like, require, look for, ask for, seek for, long for, go for, etc.*).

In their work Cooper and Ross (1975: 71) claim that “no purely semantic account of frozen ordering can be sufficient” and they suggest some phonological criteria. First, among the constraints they list, comes the so called Panini’s law in the interpretation of more syllables. The authors suggest that “frozen conjunct order reflects a perceptual processing principle whereby conjuncts which are easier to process tend to occupy place 1 in freeze, enabling the listener to handle the preliminary processing of this conjunct while new information is still presented to him by the speaker” (1975: 92). As for the binomial I examine, the word *peace* is monosyllabic while *quiet* consists of two syllables.

There seems to be one more phonological constraint determining the place of each element in the binomial. In his online version of lecture notes (p. 2) Nigel Musk, as it is in some other sources as well, lists /w/ among consonants, though pointed as a significant variation of “voiced labio-velar approximant (semi-vowel)”. Bearing in mind this classification, it is easy to follow one more of Cooper and Ross’s phonological constraints on conjunct ordering. “Compared to place 1 elements, place 2 elements contain other factors being equal: ...c. more initial consonants” i.e. in our case:

Place 1 /p/ vs. /kw/ Place 2.

As it was not possible to supply any semantic constraints and I relied only on some phonological ones, the otherwise indisputable truth in words of Cooper and Ross (1975: 103) that “In general, semantic factors outweigh phonological factors” does not have a decisive role for the binomial being examined.

The binomial structure in Bulgarian

The next stage of the study of the binomial *peace and quiet* concerns the options for translation. An inquiry was spread among 44 students in 2019 and 64 other students the previous year – almost all of them false beginners. Only 11 of the informants are male and the rest 97 are female. The average age is 29. Since the idea of the inquiry was not to find out to what extent the lexis is acquired, the students were supplied with excerpts from an English-Bulgarian dictionary in order to facilitate the gathering of information about the feeling of native Bulgarians of what concerns the corresponding meaning of the *peace and quiet* binomial. The goal set with the inquiry was also to discover whether the sequence within the structure of the binomial is the same as in English, whether or not it allows change of place of the two elements, and to what extent the answers of the given question would differ. The number of the students who preferred the one-to-one correspondence of the two conjuncts is equal to 26.1% (including 18.4% *mir i spokoystvie* and 7,7% *mir i tishina*, since they are very close indeed). 21.4% of the students suggested *spokoystvie i tishina*, and the reversed order *tishina i spokoystvie* is nearly the same percentage – 20%. Nearly 7% of the students preferred to translate the binomial with a single word. In all of the cases it was the noun *spokoystvie*. Below 2% are other variants such as *mir i pokoy*, *tishina i pokoy*, etc. The rest are not appropriate. The answers of the informants clearly show that the

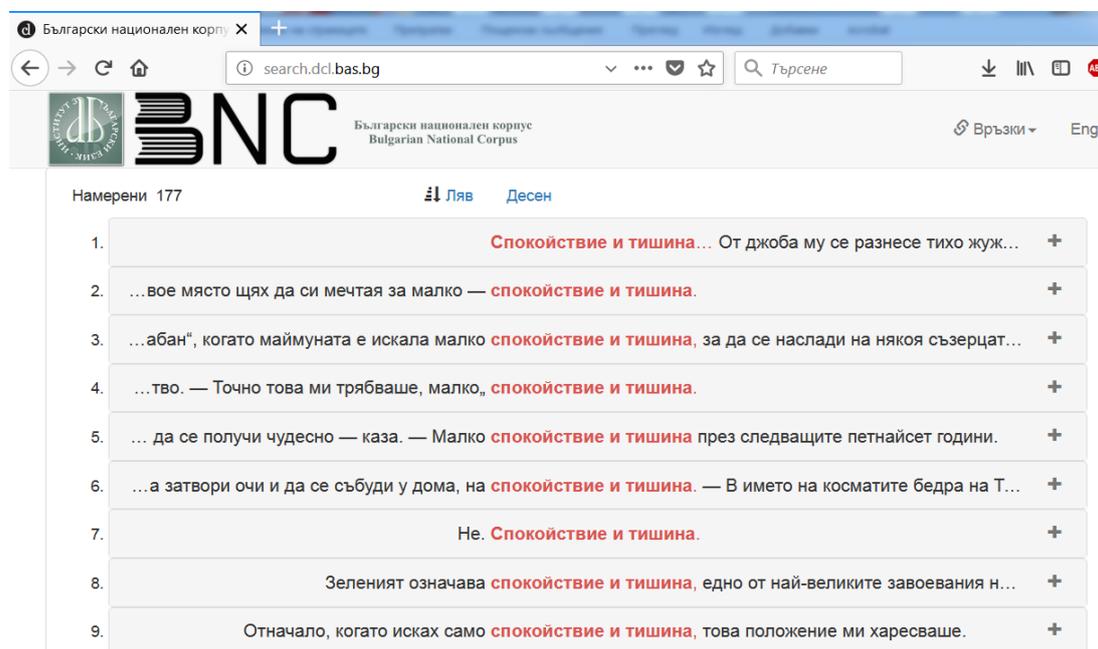
two conjuncts are reversible and almost equally preferable. This shows that in Bulgarian the binomial does not have a fixed order.

The Bulgarian National Corpus confirms the use of both ways of order, though the greater number of some of the variants convinces us that there is a kind of preference. *Mir i tishina* is used in 77.8% of the examples, while the reversed order is used in the rest of the 22,2%. This corresponds to 27 examples altogether.

Much greater is the number of *spokystvie i tishina* (60), and the reversed order is almost twice as many – *tishina i spokoystvie* (115). Altogether there 177 examples but 2 of them are not appropriate for our purpose.

The verbs that go together with these collocations are similar to what was found about the binomial in English. The examples from the corpus confirm it.

Fig. 4. An excerpt from The Bulgarian National corpus with *spokoystvie i tishina*



From this very short piece of the source it is easy to notice that the verbs that precede the binomial of *spokystvie i tishina* are verbs that denote something desirable indeed (i.e. *dream about, want, need, wish*). Quite similar is the case with

the synonymous binomial *mir i tishina* and the reversed one (e.g. *to find, search for, want, enjoy*). As in the examples in Fig. 5. below:

Fig. 5 An example with *mir i tishina* and *tishina i mir* from the Bulgarian National Corpus.

-
4. ... да намери там така мечтания душевен мир и тишина. +
25. При теб потърсих тишина и мир, спасение сред нивите подирих... +

Conclusion

The study relies on phonological criteria for the fixedness of the conjuncts order in the binomial in English. The binomial of *peace and quiet* answers two of these criteria, i.e. 1) the second conjunct consisting of more syllables and 2) the second conjunct having more initial consonants.

In Bulgarian the order is not that rigid, but there is a kind of preference though. The 21:6 *mir i tishina:tishina i mir* correlation corresponds to the single *peace and quiet* fixed order. The contexts in English and Bulgarian also have a lot in common since in both the idea about desirability and longing for peace and quiet is noticed easily.

The binomial seems to be disposed to be used as an idiom which opens the door for accepting it as a single unit rather than two separate words joined by *and*. This somehow reminds of the results from the inquiry where the binomial was translated as one word (i.e. *spokoystvie*).

In conclusion, it can be claimed that while this particular English binomial follows a certain order of its elements, its Bulgarian equivalents allow natural shifting of the

elements. The study confirms that the strict order of the members within the binomial in English imposes the need for drawing the attention of the learners of the language to this particular type of structure.

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Forest school for very young learners

Zhivka Ilieva and Desislava Terzieva

Abstract

The presentation demonstrates an idea for a feast with very young learners. Drama activities are discussed in relation to 21st century skills development and to the characteristics and needs of young learners. Through drama we develop part of learning and life skills. While preparing for the performance children gradually develop critical thinking, creativity, communicative skills and start collaborating with their mates towards achieving a common goal. Drama is active, emotional, unites a variety of activities that need different skills in order to be fulfilled and contributes to the child's development. During the rehearsals and the mere performance we reinforce material learnt in a way that would be attractive for the learners, for their parents and for the children and teachers at the kindergarten. Drama is a complex of activities that allow us to change the classroom and the world one pace at a time.

Keywords: very young learners, drama, 21st century skills.

Introduction

Children like taking part in various activities as different characters. Forest school implies forest animals: rabbits, foxes, etc. This means drama.

Drama unites characteristics of 21st century skills and the characteristics of young learners. Therefore it is very suitable for work with young and very young learners towards 21st century skills development. A traditional activity like drama ensures

the development of all 21st century skills. It can be adapted in different ways in order to fulfill a variety of objectives in the ELT (English language teaching) process.

21st century skills

According to the Thoughtful Learning Team "The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age." (Thoughtful). They unite learning skills or the 4 Cs, literacy skills and life skills. The learning skills are divided into subskills:

Critical thinking includes analyzing, arguing, classifying, comparing and contrasting, defining, describing, evaluating, explaining, problem solving, tracking cause and effect. Almost all of these skills are practised by the characters in drama activities. Children learning the words of the characters observe and play the role of someone else, they analyze, evaluate or explain the situation, the possible opportunities. They develop all these skills while taking part in drama activities in their native language (without practising English). During drama activities in English very young learners sometimes try to argue in English, to compare or explain, to express their opinion e.g. *I don't want to be...; mouse is better; I not like it.* Drama activities in general provoke the development of all of these skills when children prepare for various feasts.

Creativity consists of brainstorming, creating, designing, entertaining (telling stories, making jokes, singing songs, playing games, acting out parts, making conversation), imagining, improvising, innovating, overturning (to get a new perspective), problem solving, questioning. Drama activities with very young learners develop all these skills. Our example unites acting out roles and

brainstorming (what colours / vehicles do you know?). The story is developed to demonstrate skills and knowledge and at the same time to entertain the learners and the audience. Sometimes children improvise both during the rehearsal and the performance.

Communication means analyzing the situation, choosing a medium, evaluating messages, following conversations, listening actively, reading, speaking, turn taking, using technology, writing. With very young learners our drama activities develop following conversations, listening actively, speaking, turn taking. All these skills will be very useful for the learners in real life conversations. According to Ilieva and Terzieva (2018 96) during drama activities “children learn communicative models and various formulae”.

Collaboration is allocating resources, brainstorming, decision-making, delegating (“assigning duties to members of the group” and expecting them to fulfill their parts of the task), evaluating (“the products, processes, and members of the group” – consider “what is working well and what improvements could be made” (Magner et al 2011 8)), goal setting, leading, managing time, resolving conflicts, team building.

We develop collaboration in the sense of working together: these are pre-school children and they are in a process of socialization, so working together in order to produce a play and show the best of what they know and can do in English is a good way to feel part of a team, part of a community.

According to Magner et al (2011 8) “the key element of collaboration is willingness”. Children are always willing to take part in drama.

At kindergarten we do not develop literacy skills (children do not read and write) but we lay sound foundations for their future development. We use picture books, learners have work books in almost all subjects.

The third group of the 21st century skills is also easily developed by drama. Part of them can be developed still at the kindergarten:

Flexibility: set goals, seek answers, navigate information, collaborate with others, create something, evaluate their work, improve it, share it with the world. During drama and role play children learn to be flexible in a sense to react if the partner has mistaken his/her words, not to panic, to say something, to continue. While preparing for the performance and during the performance they work in collaboration. During rehearsals they gradually improve and the performance – the product of their work is shared with the audience. At the end they evaluate the performance: if it has been successful, if everybody has done their best, if the parents and the guests have liked it.

Initiative: question, plan, research, create, improve, present. When preparing the performance we all plan, create, improve and present.

Social skills: cooperation, compromise, decision making, communication, using emotional intelligence, using constructive criticism, trusting others, delivering on promises, coordinating work. While working on the final presentation children cooperate, they make compromises, develop communication skills in English and their emotional intelligence since dramatizing includes a lot of emotions (while working as participants in team work and while acting a role as the character they play). Children learn to trust each other and to keep promises.

Productivity: goal setting, planning, time management, research, development, evaluation, revision, application. Children learn to apply in their play all they have learned from the lessons and out of class. Above at initiative we mentioned that both teachers and learners plan while preparing the performance, we set goals and fulfill them, in the beginning of the rehearsal we make a revision and apply the revised knowledge and skills during role play, at the end of the rehearsal we make evaluation of our work and generalize that there is enough time to achieve the best possible performance. This way children gradually see their development within the roles and the play and some of them apply what they have learned when playing with other children outside the kindergarten.

Leadership: identify goals, inspire others to share those goals, organize a group so that all members can contribute according to their abilities, resolve conflicts among members, encourage the group to reach their goals, help group members solve problems and improve performance, give credit where it is due. With very young learners it is important to become a team. Drama is a collaborative activity and contributes to this goal. Usually we change the roles so that almost everybody could take the leading part.

“Motivating a team to accomplish a goal” (Magner et al 2011 20) is also part of leadership qualities and very young learners are sincerely supportive and motivating, they are enthusiastic about performances and encourage and help each other.

Flexibility and adaptability mean “adopting to varied roles and responsibilities” (Magner et al 2011 20). During drama activities children play on behalf of various characters so they practise a variety of roles.

Characteristics of young learners

Young learners are a very special kind of audience and very young learners are still more special group with their needs and characteristics.

They have short attention span, so teachers need a variety of activities, techniques, materials (Ilieva 2013) and learners need “lots of short activities to keep them interested” (Trowbridge 2011).

They are active and energetic and gladly take part in games, role play, competitions (Brewster et al 2002).

“They enjoy learning through play and using their imagination by observing and copying, doing things, watching and listening” (Shipton et al 2015 b).

They need fun: songs, games, drama, imitating, mimicking, drawing and craft activities (Shipton et al 2015 b) and stress free environment (Shipton et al 2015 a)

They are emotional and easily get bored (Brewster et al 2002).

They are less shy than older learners (they have lower affective filter (see Krashen 1987)) – like to repeat, sing, play.

What we teach must both be enjoyable and useful (Shipton et al 2015 b).

They learn by “using all their senses and getting fully involved; by observing and copying, doing things into clear, relatable contexts” (Shipton et al 2015 a); by “exploring, experimenting, making mistakes and checking their understanding”

(Shipton et al 2015 a); by “repetition and feeling a sense of confidence when they have established routines” (Shipton et al 2015 a). They learn when they are involved (Shipton et al 2015 a). Therefore they need a rich learning environment and context (Shipton et al 2015 b).

“Children learn by having more opportunities to be exposed to the second language” (Shipton et al 2015 a); drama is such an opportunity. It exposes children to the new material and at the same time they can experiment with the new forms, use them in new conversations.

Drama and 21st century skills for young learners

Drama is communication, it develops learners’ creativity and provides conditions for collaboration: children work together to achieve common aim. It provides visualization and context for understanding. Drama activities “set context for multiple repetition. This way they aid memorizing the phrases and the whole dialogue while enjoying role play” (Ilieva and Terzieva, 2018 97). Children need repetition but they also need novelty when repeating. Rehearsals provide a new element each time.

“The end-of-the-year feast with very young learners usually involves songs, rhymes, quizzes, and drama” (Ilieva and Terzieva, 2017 112). The Forest School we use as an example is prepared for the end of the year feast which demonstrates learners’ achievements to their parents. It is active (includes gesture and mime, movement, facial expression), it is emotional and contributes to the development of the whole person including creativity and critical thinking.

According to Godfrey (2010) “Drama is an active approach to learning where participants identify with roles and situations to be able to engage with, explore and understand the world they live in. This goes beyond language, as social interaction involves communication on multiple levels that cross cultural and language boundaries.” Drama is “a shared moment of intensity that involves emotions, facial expressions, gesture, movement and a heightened awareness of others, that would not necessarily be experienced outside the drama environment” and develops “the full range of a learner’s multiple intelligences” (Godfrey 2010).

In Glazka’s opinion (2018 7118) “Drama provides a safe emotional experience in fictional reality where kids can form safe relationships and be confronted with different emotional encounters and is based on play which has a visibly positive impact on children’s sense of security.” This play develops communicative and collaborative skills. “Drama offers a stimulating and rich opportunity to discuss and understand our own emotions, attitudes and beliefs through observing, empathising with, feeling and exploring the emotions of characters both portrayed and interacted with in role. Drama provides a safe emotional context and a sense of security for learners...” “It can evoke certain emotions and help children to experience a range of different feelings.” Glazka (2018 7120).

Trowbridge (2011) states that “one of the main aims of using drama in a language course is to provide an active, stimulating, fun and creative environment in which to develop the students’ language learning potential. Students are encouraged to explore English through their imagination and creativity and to express this through language, and other forms of communication, that may include: movement, action, dance, and role-play.”

She (Trowbridge 2011) also claims that drama activities aim to develop:

“- Confidence, motivation, trust and participation

- Oral and written communication skills

- Awareness of interpersonal and sociocultural communication skills

- Accuracy and fluency of expression

- Rhythm and pronunciation

- Linguistic intelligence

- Social interactive skills.”

Drama activities develop the whole person, multiple intelligences, the 21st century skills and give children opportunities to actively take part, practise language and experiment with it and look competent and skillful during the performance.

Example

Forest School

Story by Desislava Terzieva

Mrs Terzieva: Good afternoon, my little students!

Class: Good afternoon, Mrs Terzieva!

Mrs Terzieva: How are you today?

Class: I'm fine, thank you.

Mrs Terzieva: Children, I'm going to take a day off. This is your new teacher Mrs

Owl. Would you like to introduce yourselves?

Children: YES!

Mrs Owl: What's your name?

Ladybirds: We are ladybirds! We can fly! Look! (They fly away.)

My name is...

My name is...

My name is...

Bees: We are bees! We can fly, too! Look at us!

My name is...

My name is...

My name is...

Butterflies: We are butterflies! We can fly too! Look!

My name is...

My name is...

My name is...

Rabbits: We are rabbits! We can't fly but we can hop! Look at us!

My name is...

My name is...

My name is...

Frogs: We are frogs! We can't fly but we can jump! Look!

My name is...

My name is...

My name is...

Bears: We are bears! We can't fly, we can't hop, we can't jump, but we can roar!

My name is...

My name is...

My name is...

In a chain: Can you....?

Mrs Owl: What a lovely day!

Mrs Terzieva: Mrs Owl, my students can tell you what's the weather like everywhere.

Mrs Owl: Really?

Class: Yes!

Ladybird 1: What's the weather like in the forest?

Ladybird 2: It's foggy. What's the weather like in this town? (The teacher shows pictures).

Ladybird 3: It's windy. What's the weather like on the beach?

All ladybirds: It's hot and sunny.

Mrs Owl: Children, do you know the seasons?

Class: Yes! Spring, summer, autumn, winter.

Mrs Terzieva: What's the weather like in spring? What's the weather like in autumn?

Mrs Terzieva: Butterflies, what day is it today?

Butterfly 1: Today is....

Mrs Terzieva: Can you tell me the days of the week?

Butterfly 2: Monday...

Butterfly 1: What is your favourite day?

Butterfly 3: My favourite day is...

Mrs Owl: Bears, do you like eating?

Bears: Yes, we do!

Bear 1: Last night I went to the restaurant and I ate.... A pizza, spaghetti, pop corn...

Bear 2: Yesterday I went to the

Bear 3: I went to the restaurant

Do you like? (food)

Rabbits: Mrs, we made a house.

Mrs Owl: Oh, What a beautiful house!

Rabbit 1: This is the roof!

Rabbit 2: This is the door!

Rabbit 3: This is the window!

Rabbit 1: Rabbit 2, where are you?

Rabbit 2: I'm in the bathroom. I'm having a shower. And where is rabbit 3?

Rabbit 3: I'm in the kitchen. I'm making the dinner. Rabbit 1, where are you?

Rabbit 1: I'm in the living room. I'm watching TV.

Bees: Mrs, we went to the farm and we saw

Mrs Owl: Do you know the farm animals?

Bees: Yes, we know them. We can show you.

They turn the wheel or throw a die.

Frog 1: Mrs, we can count from 1 to 20.

Frog 2: I can say the shapes.

Frog 1: I can say the colours.

Depending on what topics we have covered, we can change e.g. shapes for fruit or vegetables, days of the week for vehicles, etc.

Conclusions

In conclusion we can say that drama develops 21st century skills from an early age. It is suitable for work with very young learners – it is fun, gives opportunities for performance and boosting with knowledge and skills, it unites play, singing, storytelling, arguing and negotiating. This way it allows us to change the classroom and the world one pace at a time. It easily gets through to learners – it is close to them, it is part of their world.

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