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FACULTY OF MANAGEMENT AND ADMINISTRATION

NATION AND LANGUAGE: MODERN ASPECTS OF SOCIO-LINGUISTIC DEVELOPMENT

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FOREWORD

The 4th international conference “Nation and Language: Modern Aspects of Socio-Linguistic Development” continues an eight-year old tradition. The conference is organized by Kaunas University of Technology Panėvėžys Institute and aims to bring scientists and researchers together for a general scientific discussion on new trends in sociolinguistic, language research, teaching and learning.

Languages lie at the heart of all social, economic and cultural life. Language is one of the most powerful emblems of social behavior. The relationship of language and society puts forward a field of study called sociolinguistics. It is the study of relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication. Sociolinguistics encompasses a broad range of concerns, discusses social change, reflected in different social and linguistic values.

Language is a part of culture and culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing significance aspects of either language or culture. Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Learning a language in isolation from its cultural roots prevents one from becoming socialized into its contextual use. Knowledge of linguistic structure alone does not carry with it any special insight into the political, social, religious or economic system.

The general goal of the conference is to present an overview of the most current approaches to language attitudes and motivation, to illuminate the sociolinguistic and educational significance of the topics. It is necessary to understand how teachers and scientists can carry out their charge while respecting the languages and language varieties that students bring to school or universities and using existing language skills build new ones, how teachers can enable students to achieve the linguistic mastery that would allow them to have more than grammatical competence in order to be able to communicate effectively in a language. Current theory and research have provided clear indications that the relationships between a person's prior linguistic and academic experience, the social context of instruction, and the results of formal language instruction have complex and reciprocal connections with each other. Positive attitudes about language and language learning may be as much the result of the success as the cause.

The conference pays special attention to different aspects of languages and cultures, language contact and change, language maintenance, shift and loss, language and social inequalities, language learning and teaching and language planning and policy. The conference covers wide range of topics like:

- Theoretical and practical aspects of language education.
- Good practice and innovations in higher education language teaching.
- Socio-linguistic aspects in language teaching and learning.
- Applying new technologies in language teaching.
- Research of language peculiarities and their integration into the teaching process and lexicographical practice.
- Problems of terminology and translation; international communication.

The Conference Committee delegated reviewers to evaluate submissions according to the following criteria: relevance to the conference topic, novelty and significance of the paper, clearly stated research goal and research problem, quality of the literature review, appropriate selection and implementation of methodology, clarity of research results (theoretical or/and empirical) and arguments presented, value of findings or development of theory/ideas, clarity of conclusions, clear and logical presentation, appropriate style, correct grammar and spelling, clarity of figures, diagrams, etc. The review process had two stages: the abstract review and the paper review. An abstract had to specify the objective of the paper, keywords, research methodology employed and conclusions. The completed paper should include: an abstract describing the idea or technique being presented, a brief introduction orienting the reviewer to the importance and uniqueness of the submission, a thorough description of the idea or technique in an organized manner, conclusions, suggestions and appropriate references to previous works. The structure of the paper had to comply with typical requirements of scientific papers.

All the requirements, instructions and information about the conference were presented on conference website http://www.ppf.ktu.lt/nalmasd_english.html.

Conference Organizing Committee Chair Assoc. Prof. Dr. D. Susnienė

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WHY STANDARD SPOKEN LANGUAGE OF STUDENTS GETS POORER?

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Abstract

The article is aimed at finding out how the standard spoken language of students is affected by the change of values which is characteristic for the end of 20th century and beginning of the 21st century. The article is based on the research carried out at the beginning of 2010. A part of research data is compared with the research data of 1998. Respondents of both researches are students of the Lithuanian University of Agriculture. Examples of their language will be used to find out if the language of children from countryside - students of countryside-related university – is still vivid, deep, voluble. The hypothesis that the standard spoken language of students gets poorer is raised. This hypothesis is proved by the researches. According to the obtained data, practical function of language gets more important and suppresses the power of aesthetic language. This results in poor vocabulary, lower amount of means of expression, more patterns. The goal of the article is to find out the reasons why standard spoken language of students of the Lithuanian University of Agriculture gets poorer and what are the possibilities to recover the image of this language and to improve its status. Vocabulary resources are investigated deeper. Based on survey data, we have selected and discussed the following main reasons of poorer standard spoken language of students: national language, as well as its varieties, is not a characteristic of professional qualification to employers; progress of opposition between the English and Lithuanian languages, which is a result of globalization, is disadvantageous for the Lithuanian language; influence of the Russian language, especially in spoken language; standardized teaching process.

Keywords: globalization, language politics, national consciousness, value orientation, language varieties, standard spoken language, lexis, slang, dialect, synonym, barbarism, motivation.

Introduction

The end of the 20th century and the beginning of the 21st century are characterized by the change of values: pragmatic truths are emphasized and humanistic ideals are depreciated. The issues of national identity, language, homeland have transformed into the issues of material wealth, satiety, comfort. Language – the basic means of communication – has had a corresponding reaction. Small language of small nation affected by globalization cannot resist – its prestige decreases, vocabulary gets poorer, the amount of the means of expression, most of which are patterns, is reduced. This has an impact on the Lithuanian language in general as well as its language varieties, especially the standard spoken language which is most commonly used. Language varieties are closely interrelated, therefore poorer standard language results in poorer other varieties. It is very important that the structure, functions and value of language varieties are understood and maintained by the youth who are users of the language as well as educators. The standard spoken language of students of the Lithuanian University of Agriculture is discussed in this article. Is the language used by the students of countryside-related university still vivid, voluble, deep? (remember a French linguist of the beginning of the 20th century Antoine Meillet, whose advise to those wishing to find out the language of their ancestors was to listen to

the language of the Lithuanian peasant). Based on the data of researches of students' vocabulary in 1998, 2000, 2005, 2007 and deep experience in teaching the usage of language and professional language, we have raise a hypothesis that standard spoken language gets poorer. Such hypothesis is proved by the research of 2010 which is discussed further in the article. There the article is **aimed at** finding out the reasons of poorer standard spoken language of students of the Lithuanian University of Agriculture and elimination of which could improve the status of this language variety. **Tasks:** to discuss peculiarities of the standard spoken language of students, to define its functions, to evaluate status of lexis, vocabulary sources, to find out if speech depends on motivation and selected course of studies.

Research Methodology

The article is based on the research carried out at the beginning of 2010. Respondents are the 1st and 2nd year students from the Faculty of Agricultural Engineering (hereinafter in the tables referred to as FAE) and the Faculty of Economics and Management (hereinafter in the tables referred to as FEM) of the Lithuanian University of Agriculture; 50 students from each faculty. Traditionally, it is believed that students from the Faculty of Agricultural Engineering are characterized by logical thinking and have poorer

vocabulary, and average mark of their studies is lower than the average mark of the students from the Faculty of Economics and Management who are distinguished by motivated studies.

A questionnaire used in the survey is a text including 20 questions and tasks. A part of information is obtained by the methods of text analysis and monitoring. Some research data of 2010 are compared with the data obtained in 1998 (at that time the survey also included 50 students from the Faculty of Economics and Management and 50 students from the Faculty of Agricultural Engineering).

Review of Literature

The concept of the standard spoken language is rather new and is not sufficiently established, and there are very little data on peculiarities of this language variety. "Kalbotyros terminų žodynas" [*Dictionary of Linguistics Concepts*] (1990) provides separate definitions of the concept "standard language" and "spoken language". Looking back at the history of the concept, we can see that lexis of spoken language is paid most attention in linguistic literature of Soviet times. In his "Lietuvių kalbos stilistika" [*Stylistics of the Lithuanian Language*], J. Pikčilingis makes a distinction between the lexis of spoken language and literary lexis (Pikčilingis, 1975). In his "Kalbotyros įvadas" [*Introduction to Linguistics*], B.N. Golovinas states that *words of every language may be (although not very precisely) divided into 4 levels: 1) standard spoken lexis, 2) dialectic spoken lexis, 3) literary lexis, 4) standard lexis* (Golovinas, 1982).

This article is based on the concept of the standard spoken language as provided in one of the books of language usage "Kalbos kutūros studijos" [*Studies of Language Usage*] by A.Pupkis. A.Pupkis reminds that *the concept of the standard and spoken language is not well-established yet: the following concepts are used in linguistics: spoken language, spoken private language, everyday spoken language, domestic spoken language, substandard* (Pupkis, 2005). According to A.Pupkis, *such language variety is mostly distinguished by non-formality and privacy as well as high situativeness <...>. Therefore, this language variety would be non-formal, non-prepared, spontaneous, free, created language where language control of communication participants is reduced* (Pupkis, 2005). Moreover, A.Pupkis states that language variety under discussion should not be confused with the domestic style of the standard language. Similar definition of spoken language is given in "Lietuvių kalbos enciklopedija" [*Encyclopaedia of the Lithuanian Language*] (2008): *it is a variety of the standard language used in everyday communication and characterized by distinctive features determined by such communication. Dialects of the Lithuanian language have a lot of impact on the standard spoken language.* Moreover, sometimes the concept under discussion marks peculiarities of domestic functional style of the standard language.

Therefore, the object of the standard spoken language is not sufficiently defined and it is a subject for

discussion. Most often this concept means non-formal private standard language.

Results and Discussions

The Lithuanian language has several language varieties. Do students understand their diversity, functions, areas of use? Do they see it as one unit where every cell is important and meaningful for the language to be filled and to exist? A lot of language phenomena are determined by non-controlled consistent patterns. Standard language is protected by laws, controlled by the State Commission of the Lithuanian Language, but some language varieties may not be protected because they are used in private environment and depend on the level of culture, personal provisions, consciousness. Hereby we mean the standard spoken language and dialects. According to the students, the standard language is prestigious, and the above language varieties are non-prestigious and even faulty. 35 out of 50 students of Agricultural Engineering have indicated that *dialect language should not be used* (circumstances – private or public environment – are not mentioned), 42 students think that *rules must always be applied*.

However, the standard spoken language is constantly changing and it captures even the smallest as well as essential phenomena of life and domestic phenomena that instantly disappear and in such way it supplements the standard language. Therefore, it is very important to understand its role as being the basis of the standard language and disclosure of essential and newly developed characteristics also means disclosure of directions for its change.

Table 1

What do you think are the characteristics of the standard spoken language? (Please mark the most important characteristics)

Characteristics of the standard spoken language	FAE, 2010	FEM, 2010
A lot of slang	27	18
Very correct	14	3
Good accentuation	12	3
Correct but stylish	8	
Vivid, figurative	19	34
Spontaneous	6	41
Used in private	7	23
Used in official manner	39	3
A lot of English words	11	10
It is a spoken form of the language used at school	38	15
A lot of dialectical words	13	28

The essence of the standard spoken language is understood by students differently. The students from the Faculty of Economics and Management, who are more attracted to arts, have good understanding of peculiarities of the standard spoken language, and the students from the Faculty of Agricultural Engineering do not have sufficient understanding of the system of language varieties (see Table 1).

The Table clearly proves M.Martinaitis' statement: *The structure of our literature is reverse: written*

language has become a reserve for spoken language, it started teaching pronunciation of words, ways of communications (...). Therefore, we become afraid of language, start using stereotypes (...) "Dabartinės lietuvių kalbos žodynas" [Dictionary of Modern Lithuanian Language] looks like cemetery or museum of words ("Mintys apie gimtąją kalbą" [Ideas on Native Language], 1989).

The standard spoken language, which is constrained by fair to say something wrong, prevents from expressing one's self in words. We are not taught to be ourselves in the use of language but we are taught compulsory correct language. It seems that the language loses a lot of words. As the language gets more poorer or, as many people would say, gets more modern, first of all individual expression gets more poor: only the most common words are left in the language. They are rather flexible, they may be combined easily and they are sufficient to express one's ideas. It seems that figurative words are not necessary. Dialectal lexis disappears, proverbs, adages are not used, old phraseologisms are rarely heard. Accordingly, more barbarisms, international words, borrowed phrases, bywords are used. In relation to quick speed of time, connections between sentences and words are inconsistent; the language becomes desultory, shallow and fragmented. Good illustration of such language is the language of sms messages, websites. There is no doubt that the students

of the Lithuanian University of Agriculture intuitively feel such change of the language and are participants and witnesses of such communication.

Therefore, 17 (out of 50) students from the Faculty of Agricultural Engineering have stated that phraseologism "nesuk man galvos" [don't bother my head] should be corrected and had doubts while evaluating the words included into the basic word fund. Look at the Table 2. Respondents were to explain several figurative words. These words are not rare; moreover, structure of word formation of most of them is easily recognized.

As you can see, there is no big difference between both faculties. Although such words as *atolas*, *šėkas* seem to be common words in countryside, the young generation (students of the University of Agriculture) has doubts about their meanings. Moreover, a number of responses (provided by respondents from both faculties) are very surprising, e.g. *šelmis* means "sukčius" [cheater], "nemadagus" [impolite person], *skersakiuoti* means "skersai pjauti" [to cut crosswise], *šėkas* means a saying "nieko bendro" [nothing in common] (probably this is a meaning in slang), *virtuolis* means "girtas" [drunk person] (we should agree that there is some point), *atolas* means "kažkoks atstumas" [some distance], *šnairuoti* means "šlubuoti" [to hobble], *kiūtinti* means "gaivinti" [to refresh], etc.

Table 2

Words	Wrong explanation or no explanation		
	FAE		FEM
	2010	1998	2010
Skersakiuoti [to squint]	10	3	12
Griaumedis [windfallen tree]	24	5	30
Purslai [spray]	8	2	11
Šmaikštuolis [quipster]	9	1	8
Šelmis [rogue]	14	3	10
Šabakštynas [scrub]	18	5	16
Kiūtinti [to plod]	7		2
Žergloti [to walk in wide steps]	15	1	12
Virtuolis [windfallen tree]	18		15
Cimpinti [to walk slowly]	23	No information	20
Gvildas [nut or acorn shell]	36	No information	29
Stropaila [a very assiduous person]	8	1	6
Šnairuoti [to frown]	12		9
Atolas [after-grass]	7		10
Šėkas [freshly cut grass]	31	No information	11

According to the purpose of the language use, speech should be short, clear, and polysemy, words of multiple meaning should be avoided, therefore the words of the basic fund are used. In case of lack of such words, slang pattern-words (e.g. *tipo* [like], *ta prasme* [that's to say]) are used. The need for aesthetic expression is not developed, original speech is not modern. Standard phrases, faceless speech have become a guarantee of adaptation in one's environment. Today, individual speech is important only to a small number of people. Probably a number of dialectical words will remain alive only in our grand dictionary including 20 volumes. Moreover, only 5 out of 50 students from the Faculty of Agricultural Engineering have looked at Modern Lithuanian Dictionary. Naturally, the students have answered the question "What do you do when you hear a word which is not known to you?" (see Table 3) by saying "I don't pay any attention to it" – the word has lost its meaning.

Table 3

What do you do when you hear a word which is not known to you?

Statements	FAE		FEM	
	2010	1998	2010	1998
I try to understand the meaning from the context	29	19	27	21
I look for the answer in the dictionary	2	13	6	12
I don't pay any attention to it	15	5	10	12
I recent because very rare words are used rather often	1			
I ask people who know more	3	13	7	5

Of course, adding new dictionary words into the standard spoken language is a learning process. But the main characteristic of the standard spoken language is spontaneity. Therefore, it should include a number of

dialectal words that have been commonly used since childhood, and that make the language original and distinctive. The word *eiti* [to go] (it has a lot of synonyms in Lithuanian) was used as a criteria of the usage of dialectal lexis. "Sinonimų žodynas" [Dictionary of Synonyms] (1981) includes almost 300 synonyms of this dominant including a number of dialectal words which describe various ways of walking. Do the words *dimbinti* [to walk slowly], *pluncinti* [to shamble], *kuldenti* [to scamper], *gvėrinti* [to walk in knackered manner], etc. still exist? When the respondents were asked to write down the synonyms of the dominant *eiti*, each of them wrote 16 words on average. The following list of synonyms is made using the words provided by the respondents (starting with the word which is mentioned most often): *pėdinti* [to walk slowly], *žingsniuoti* [to pace], *kulniuoti* [to walk slowly], *drožti* [to walk fast], *žengti* [to step], *minti* [to go], *sliūkinti* [to walk slowly], *sėlinti* [to prowl], *krypuoti* [to waddle], *kėblinti* [to shamble], *šliaužti* [to crawl], *lėkti* [to speed], *viltis* [to shamble], *ropoti* [to creep], *rėploti* [to crawl], *tipenti* [to mince], *cimpinti* [to walk slowly], *risnoti* [to trot], *žergloti* [to walk in wide], *bimbinti* [to hum], *skuosti* [to skitter], *puškuoti* [to walk hard], *klampoti* [to slop] (23 words) (for comparison, 41 synonym was written down in 1998). There is a very small number (about one sixth) of dialectal words. Therefore, it is obvious that resources of synonymy have decreased, dialectal words are disappearing, the language is standardized and it is adapted to the environment. According to G.Navaitis, *the system of personal values and roles reflects personal values and roles that are acceptable in the society* (Navaitis, 1987). In other words, the status of every language variety depends on the level of self-consciousness, and values. National self-consciousness is very important in the context of general globalization and cosmopolitanism. Only the nationality makes the person to understand his identity, roots and to become self-conscious citizen-patriot of his country.

Table 4

Are you proud to be Lithuanian?

Answers	FAE		FEM	
	2010	1998	2010	1998
I am ashamed to be Lithuanian	1			
I would like to be other national	6		3	
What should I be proud of?	2			
It is indecent to be proud of one's nationality	1	-	4	2
I don't care	4	6		
I would be proud of it, if it was easy to live in Lithuania	14	7	12	5
I am not ashamed to say that I am Lithuanian	17	9	24	6
I am proud of it because we are special	2	8	1	
I am ready to protect Lithuanians' rights		9		11
I am not proud of it but I try maintain Lithuanian nationality	3	11	6	26

However, disaffection of the state, pessimism, intolerance, unlimited pragmatism are killing patriotic feelings and respect for one's own nation and language which is small, non-prestigious, and non-perspective. Our respondents value their homeland (also their nation and language) only provided that it would be generous (see Table 4): *I would be proud to be Lithuanian, if it was easy to live in Lithuania.*

Now we should remember one additional circumstance. Answers to the questions of similar questionnaire given by the students from the Faculty of Forests and Ecology were very different. But before that they have attended a lecture on the origin of the Lithuanian language (parent language, heritage, etc.). Therefore no one out of 50 students from this faculty said *"I would like to be other national"* or *"I don't care"*; 15 students stated that they are proud of their nationality, 11 students are ready to protect natural Lithuanians' rights, 19 students stated that they try to maintain Lithuanian nationality. Thus, although reduced, the feeling of nationality is still alive; however, the Lithuanian language affected by globalization may vanish or become only an ethnical value (see Table 5).

Table 5

What do you think is the situation and status of modern Lithuanian language?

Situation and status of the language	FAE		FEM
	2010	1998	2010
Very good		3	1
Good	7	16	10
Poor	16	28	23
Language is non-prestigious, vanishing	18	3	11
The Lithuanian language is in great danger	9		5

Thus, we are not safe from the point of view of language. Documents prepared by the State Commission of the Lithuanian Language and the European Union do not stop this - the language irresistibly gets poorer, and, according to some (even very educated) people, becomes modern. How the reasons of such process are understood by our students? Knowing the opinion of the students, who are the future of our country, could start a respective dialogue and would help to find out the solutions (see Table 6).

Table 6

If the language gets poorer, why is it so?

Possible reasons	FAE		FEM
	2010	1998	2010
Poor teaching at school	1	4	2
Poor language of surrounding people	4	10	12
The state does not care about the position of the Lithuanian language	2		
Sayings of other languages are "killing" the Lithuanian language	5	14	18
There is no difference how to speak	4	6	3
None of the employers ask, if I speak Lithuanian well, he rather asks if I speak English	17	4	7
Heads of various institutions have bad impact	2	1	1
English should be given priority	9	3	6
EU documents are not in favour of the Lithuanian language	1		
We do not have any legal acts in favour of the language	1	6	
Philologists work only for themselves, they do not take into account public interests	4	2	1

As we can see, the students from the Faculty of Agricultural Engineering, who are characterized by logical thinking, are pragmatic. They think of finding their place, earning for a living, and nothing else is important. This leads to full moral capitulation – in 2010, even 15 respondents have indicated that priority should be given to the English language. Living conditions indicate pragmatic attitudes or even nihilism (none of the employers ask, if you speak Lithuanian, there is no difference if you speak correct language). The fact that the level of knowing the state language is not reflected in any statements of qualification or certification makes the Lithuanian language a secondary subject. If knowledge of the Lithuanian language (or usage of language, or professional language) was

included at least into the provisions of certification of all school employees of all levels, the situation would be much better and the prestige of language would increase. The process of teaching (learning) should change respectively. Experiments of all teaching units does not give anything good to the language. Although it has been suggested recently to apply communicative as well as systematic methods, surveys of current students show that communicative method is applied very rarely. Teaching process is very standardized, and examination by tests (or in writing in general) does not encourage diversity of language functions, it only encourages stereotypical speech. Moreover, strict grammatical structures intimidate a lot of people, there is little space for improvisation. Poor standard spoken language

cannot supplement standard language. Moreover, none of the training processes includes language varieties, they are outside the courses of the Lithuanian language as well as outside the courses of language usage or professional language. Of course, there are non-prestigious language varieties (slang, sociolects). We do not encourage to study them deeper. However, one should familiarize himself with the diversity of language varieties, functions, encourage usage of dialectical words in private life, enrich vocabulary of the standard spoken language. But no matter how separate constituents of studying (learning) are arranged, the crucial factor is moral provisions of the nation. *Today the issues of ethics (morality, morals) have become very important, tender; also, their reflection in the language, language expressions is very important* (Župerka, 1993). However, V.Labutis states: *status of language may be improved only when public morality stops degrading* (Labutis, 1993). Researches of the students' lexis are very eloquent from such point of view. Apart from the standard words, a lot of barbarisms, hybrid words, slang words, vulgarisms are used. According to the respondents from the Faculty of Agricultural Engineering, such words are used by every second student, and the students from the Faculty of Economics and Management state that every fourth student uses such words. These words are similar and a number of them are used generally, e.g. *gaidys* [cock], *afigenas* [very good], *dėjau skersą* [I don't give a damn], *lievas* [not very good], *karoče* [whatever], *vobšče* [on the whole], *davai* [let's ...], etc.

Table 7

Most common ways for spending free time (in the system of 10 points)

Ways for spending free time	Number of points	
	FAE	FEM
Reading	138	150
Movies	392	202
Communication with friends	402	354
Studying	52	62
Assistance for parents	270	212
Going to bars	293	264
Travelling – at least to the park or forest	301	341
Additional work, possibility to earn some money	280	294
Clearing	120	142
Computer (games, et.)	420	378
Sports	210	80
Fishing	50	21
Passive leisure	390	435
Theatre, concerts	124	255

Therefore, the standard spoken language loses its originality from this point of view. Speaking about the standard spoken language and its peculiarities, we must also say that syntax and morphology of this language variety, as well as of the standard language, are incorrect. There are more differences in vocabulary; as stated above, more slang words, hybrid words, barbarisms (English and Slavic) and less dialectical words are used. Intensive cultural life could fill in a number of gaps of

teaching (learning), education, environment. But do our students go to theatres, concerts, do they read books (real books, not e-books)?

Therefore, most often free time includes spending time by the computer, sleeping, communicating with friends, sometimes going to parks, forest or travelling somewhere further. Reading and theatres, concerts have received the lowest amount of points.

However, we have also heard some more emotional sayings and interesting metaphors from our respondents. In order to avoid moralization, whimpering or, on the opposite, vulgarism and rudeness, they use irony, jokes, they are able to mock different vice, to describe things and phenomena. Such sayings as *pašiaušti stalą* [to raise up the table] (=padėti gėrimų [to bring drinks to the table]), *marinuota kiaulė* [marinated pig] (=nenaudėlis [rogue]), *apsemi vožtuvai* [flooded valves] (=girtas [drunk person]), *įkristi į uogienę* [to fall into jam] (=parausti [to blush]), etc. are characterized by expressiveness and may enrich standard language. But now we speak about separate more original cases rather than regular case. While reading answers of the respondents to the questions of the questionnaire-test we have noticed that only 8 questionnaires out of 50 received from the Faculty of Agricultural Engineering and only 12 questionnaires out to 50 received from the Faculty of Economics and Management are more interesting. Here we have found some additional comments, unexpected evaluations. However, ideas of other respondents are standard, their experiences and attitudes are graded. Probably the point of view to the standard spoken language, its situation and status would not change and the standard language, which is deemed to be prestigious language, would be more commonly used until the level pessimism, pragmatism, national and cultural nihilism, that are now dominating in Lithuania, is reduced. And here we can say “more commonly”. Remember Vydūnas' words: *the language develops along with brighter consciousness and deeper humanity* (Vydūnas, 1980).

Conclusions

1. Standard spoken language is an independent language variety with its own structure and individual functions.
2. The status of the standard spoken language shows, if and how strong is the nation and the state as well as what are the perspectives of the standard spoken language of students.
3. Most poor is the vocabulary of the standard spoken language of students: low resources of synonyms, a lot of barbarisms and slang words.
4. The reasons of poorer standard spoken language of students are the following:
 - Change of values which is influenced by the process of globalization. Lack of national identity, patriotism, the spirit of public cosmopolitanism. Low national morality.
 - The Lithuanian language is not a feature of professional qualification. Knowledge of the national language is not reflected in the provisions of certifications.

- Rights and obligations of language users are not defined and understood sufficiently.
- Standardized teaching process.
- Opposition between the English and Lithuanian language is not beneficial for Lithuanian.

- Influence of the Russian language. The language used by grandparents and ancestors has been damaged in the Soviet times.

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KODĖL MENKSTA BENDRINĖ ŠNEKAMOJI STUDENTŲ KALBA?

Santrauka

Straipsnyje aptarta, kaip bendrinę šnekamąją studentų kalbą veikia XXa. pabaigai-XXIa. pradžiai būdinga vertybių kaita. Straipsnis pagrįstas 2010 metų pradžioje atliktais tyrimais. Dalis tyrimo duomenų palyginta su 1998m. gautais tyrimo duomenimis. Abiejų tyrimų respondentai buvo Lietuvos žemės ūkio universiteto studentai. Jų kalbos pavyzdžiu buvo aiškinamasi, ar kaimo vaikų – kaimiškojo universiteto studentų – kalba liko gyva, gili, žodinga. Kelta hipotezė, kad bendrinė šnekamoji studentų kalba menksta. Tyrimai tokia hipotezę patvirtino. Iš gautų duomenų matyti, kad vis svarbesnė tampa vartojamoji kalbos funkcija, užgožianti estetinės kalbos galias. Dėl to siaurėja žodynas, mažėja išraiškos priemonių, daugėja trafaretų. Straipsnio tikslas – išsiaiškinti, kokios Lietuvos žemės ūkio universiteto studentų bendrinės šnekamosios kalbos menkėjimo priežastys ir kokių esama galimybių atkurti šios kalbos atmainos prestižą, pagerinti jos būklę. Plačiau tirti žodyno ištekliai. Remdamosi apklausų duomenimis išskyrėme ir plačiau aptarėme pagrindines bendrinės šnekamosios studentų kalbos menkėjimo priežastis: valstybinė kalba, taigi ir jos atmainos, darbdaviams nėra profesinės kvalifikacijos žymuo; dėl globalizacijos stiprėjanti anglų ir lietuvių kalbų priešprieša lietuvių kalbos nenaudai; vis dar juntama – ypač šnekamojoje kalboje – rusų kalbos įtaka; standartizuotas mokymo procesas, todėl lietuvių kalbos atmainos, išskyrus bendrinę, lieka už to proceso ribų.

Raktažodžiai: globalizacija, kalbos politika, tautinė savimonė, vertybinė orientacija, kalbos atmainos, bendrinė šnekamoji kalba, leksika, žargonas, tarmė, sinonimas, svetimybė, motyvacija.

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ON FOREIGN LANGUAGE TEACHING AND LEARNING CONDITIONS IN MOLDOVAN HIGHER EDUCATION INSTITUTIONS

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Abstract

Republic of Moldova is known as a country in transition. Since early 1990's reforms have touched many domains of socio-linguistic development, education included. After 1989 there was registered a radical change in the approach of foreign language teaching. The number of private and state Higher Education Institutions has significantly been increased throughout the republic. One of the greatest challenges in Moldova is providing sufficient foreign language education so as to meet the growing demand especially after a long period of times when foreign languages were seriously neglected. *The major research problem* is that the Moldovan government doesn't invest so much in foreign language teaching in result this decreases the motivation of teachers involved in foreign language teaching process and students don't get good learning conditions. *The main goal* of the given paper is to highlight the key reforms introduced in foreign language teaching in old and recently opened Higher Education Institutions of Moldova and to describe foreign language learning conditions which occurred after USSR collapse. Other *objectives of the article under discussion* are to determine the lacks foreign language teachers and learners in Moldova come across with while foreign language study and to offer some recommendations as how to improve the current situation of foreign language learning conditions in the local regional Universities situated in the South of Moldova which don't have at their disposal any Language Laboratories equipped with Audio and Video materials where students could train their pronunciation. Computer assisted classes are also missing. The statistic results show that the demands for foreign languages are getting higher but teaching and learning conditions haven't been improved so far especially in recently opened Universities. The methods used during the research are: employing theory, observation, description, statistic analysis, survey.

Keywords: foreign language teaching; foreign language learning process; reforms; integration.

Introduction

One of the greatest challenges in Moldova since early 1990's is providing sufficient Foreign Language (FL) education so as to meet the growing demand especially after a long period of times when specialized study of Foreign Languages (FL) was seriously neglected. Thus in 2003 there was registered a considerable increase in number of students who study foreign languages, by 31 percent. (Monographs on Higher Education, 2003)

The school of foreign language teaching in higher education institutions of Moldova begins most probably with the formation of the first Faculty of Foreign Languages at the Pedagogical Institute, in Chisinau, on September, 1 in 1948. Soon in 1954 this Faculty was moved from Chisinau to the northern part of Moldova to Pedagogical Institute from Balti where it gave birth to one of the strongest Foreign Language Faculties of Moldova famous for its standards of teaching and traditions. Another strong faculty of Foreign Languages and Literatures was formed in Chisinau, in 1964 at the State University of Moldova which is currently the leading Faculty of Foreign Languages and Literatures throughout the country. After Moldova got its independence the number of state and private higher

education institutions has increased giving birth to formation of other Faculties of Foreign Languages throughout the republic. In 1996 was re-established the Faculty of Foreign Languages and Literatures at "Ion Creanga" Pedagogical State University in Chishinau. With the opening of Free International University of Moldova (currently one of the leading among private Universities of Moldova offering studies to local students and from abroad) in 1992 there emerged another famous Foreign Languages Department specialized in translation studies.

In spite of increased number of FL specialists throughout the republic during the transition period, rural areas still suffer from lack of foreign language teachers. Thus in the South-East of Moldova in Gagauz autonomous region in town Comrat, in 1991 was opened Comrat State University giving birth to another Foreign Languages Department. In the region of Moldovan-Romanian border in the southern part of the country in town Cahul in 1999 was opened "B.P.Hasdeu" Cahul State University and Faculty of Philology preparing foreign language specialists for the southern region of the republic. Recently in 2004 in Bulgarian speaking region Taraclia was opened one more State University offering studies of French and English Philology for local students. The difference between foreign language

teaching and learning conditions in old and recently opened higher education institutions remains high because of insufficient collaboration of regional universities with other national universities, poor government's financial support and lack of facilities which could enhance the quality assurance and interactivity.

Taking into account that the major aim of Moldova Higher Education System is the implementation and promotion of structural and conceptual reforms in order to realize the objectives of the Bologna Process special attention should be paid to the development of university and faculty level strategies in order to assure good quality.

The major research problem is that the Moldovan government doesn't invest so much in foreign language teaching in result this decreases the motivation of teachers involved in foreign language teaching process and students don't get good learning conditions. *The main goal* of the given paper is to highlight the key reforms introduced in foreign language teaching in old and recently opened Higher Education Institutions of Moldova and to describe foreign language learning conditions which occurred after USSR collapse. Other *objectives of the article under discussion* are to determine the lacks FL teachers and learners in Moldova come across with during the process of FL study and to offer some recommendations concerning the improvement of the current situation of FL learning conditions in regional Universities situated in the South which don't have at their disposal any facilities which could enhance the motivation of the students to improve their foreign language skills.

Theoretical background/ literature review

Richards and Rodgers state that language teaching in the twentieth century was characterized by frequent change and innovation. The quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century. (Richards and Rodgers, 2001) Professor Diane Larsen-Freeman distinguishes eight well-known language-teaching methods that are in use today. These methods of international prominence are: The Grammar-Translation Method; The Direct Method; The Audio-Lingual Method; The Silent Way; Suggestopedia; Community Language Learning; The Total Physical Response Method; The Communicative Approach. Larsen-Freeman regards "method" as comprising both "principles" and "techniques". The principles involve five aspects of second-or foreign-language teaching: the teacher, the learner, the teaching process, the learning process, and the target language/culture. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioural manifestation of the principles-in other words, the classroom activities and procedures derived from an application of the principles (Larsen-Freeman, 1986).

Jeremy Harmer states that in recent years, under the influence of humanistic and communicative theories great emphasis has been placed on "learner centred" teaching. Thus he places students' learning experiences

at the heart of a language course. In such learner-centred classroom Harmer regards the teacher more as a facilitator and a resource for the students to draw on. Harmer considers that foreign language teachers are especially useful when using mime and gesture, as language models and as providers of comprehensible input. Students get models of language from textbooks, reading materials of all sorts and from audio and videotapes. (Harmer, 2001) Anna Flyman Mattsson regards student speech production as an essential part of language learning in the foreign-language classroom. The students usually have few opportunities to use the language outside the classroom, which underscores the importance of making good use of the time spent in the classroom. (Flyman Mattsson, 2003) Marianne Celce-Murcia points out the two general approaches applied to the teaching of pronunciation in the field of foreign language teaching: an *intuitive-imitative approach*/depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language by the availability of good models to listen to/ and an *analytic-linguistic approach*/ utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation and production/. (Celce- Murcia, 1996)

Jeremy Harmer considers that one of a teacher's responsibilities is to increase and direct student's motivation. There are three areas where teacher's behaviour can directly influence students' continuing participation. These areas are: Goals and goal setting, Learning environment, Interesting classes.(Harmer, 2001) The institutional context of a teaching post affects various professional concerns such as classroom methodology and job responsibilities. Thus Sandra Lee McKay distinguishes three types of foreign language institution based on the source of funding. In this regard it is important to examine how the funding of institutions is related to decision-making powers, extent of material resources, staff qualifications, and student population. Here it is important to examine how institutions differ in their philosophy, in terms of their goals, preferred methodologies, and classroom policies. (Lee McKay, 1992)

Results and discussions

Moldovan scholar Galina Burdeniuc (2000) specialist of English Philology states in one of her articles that over the last 20 years there have been revolutionary changes in teaching of languages at all levels. These changes have taken place within the framework of a far more scientific approach to the teaching of foreign languages.

Until 1990, the educational system in the Moldavian Soviet Socialist Republic had been an integral part of the Soviet education system, based on communist ideology. In Soviet times the number of PhD holders in Moldova was rather low because of the poor scientific resources thus most of the Moldovan foreign language scholars got their postgraduate studies in the Universities of Moscow, St.Peter sburg, Minsk, Kiev, Odessa and other. After 1991, the Moldovan system of education

began to undergo democratic reforms. The major task of the reform of education has been the elaboration of a national school system based on a harmonious synthesis of the values of the national and world cultures, the integration of the national system of education into the European area of education, and its synchronization with the changes and new trends in the development of education in Europe. (Monographs on Higher Education, 2003)

Today the system of higher education in the Republic of Moldova is making an effort to assure its future development in the context of the Bologna Process and to adapt its practices to European norms. Thus in 2005 there was introduced the European Credit Transfer System (ECTS) and created a national system of evaluation and accreditation for higher education.

Having investigated foreign language teaching and learning conditions at the leading Faculties specialized in teaching foreign languages in central and regional higher education institutions of Moldova it comes out that the foreign languages departments situated in Chisinau and Balti have much more to offer to their students and teachers in terms of foreign language teaching and learning environment if compared with regional universities. Despite mentioned above most of foreign language teachers and students still face difficulties in terms of technology, internet resources, authentic environment and academic mobility to target countries to enhance language skills of studied language.

The Faculty of Foreign Languages and Literatures at Moldova State University is currently the leading producer of high quality foreign language teachers and interpreters. Currently the teaching staff of the faculty includes 8 Professors, 40 PhD holders and 100 of MA teachers, which makes the highest number compared with other foreign languages departments throughout the republic. The number of students enrolled currently in the Faculty makes up 1200, which is considerably the highest number in Moldova. (<http://www.usm.md>)

The Faculty offers BA, MA and PhD studies. The dominant foreign languages of study are: English, French, German, Spanish and Italian. Most of the students get double specialities degree, for ex.: English/French, French/English, German/English, Spanish/English etc. (possible in Moldova since 1990’).

The Faculty is provided with rich facilities such as Language Laboratory, Reading Hall, 3 multimedia classes, American Studies Centre, Egyptian Centre of Arabic Language and Culture, British Centre, Centre of Chinese Culture, French Studies Centre, Centre of German Culture, Spanish Studies Centre, Centre of Italian Language and Culture, Polish Language Centre, Portuguese Language Centre, Swedish Language Centre, Centre of Turkish Language and Culture, Austrian Library, Multilingual Interuniversity Centre in the field of Translation, Terminology and Linguistic Engineering(which includes multimedia laboratory and room to train conference interpreters). The centres are equipped with PC, DVD, Satellite TV, video systems, systems of consecutive and synchronic translation, funds of different didactic materials. (<http://www.usm.md>)

Valentina Singhirei, Zinaida Camenev, Oleg Donets and other foreign language teachers from

Moldova State University were among the first teachers who practiced internet-based communication during their lessons. Thus they conclude that the Internet with the Interactive Web site made in purpose to intensify traditional teaching and learning strategies has caused a new vision of a whole set of teaching tools in education. In its turn, it has raised the problem of the incorporation of new technological resources into the curriculum design. (2003)

Valetina Şinghirei has put into practice the new concept of the creation of virtual students’ workstation for developing speaking, writing, reading and listening skills in TEFL and ESP(see <http://www.iatp.md/multimedia>) She considers that, it is very important today to start developing Hypermedia skills (the skills of using the Internet and the interactive computer devices and software) of a learner from the very beginning of the process of learning a foreign language. Nowadays Moldovan scholars are in search for the best use of Hypermedia skills in developing four basic skills of any language, that is speaking, writing, reading, and listening/comprehension.

Despite an impressive list of above mentioned facilities and all innovative approaches used during FL teaching, students and teachers are in need of more computer assisted classes, as 3 multi-media classes and 1 Language Laboratory are not enough to satisfy the needs of 1200 students and 140 teachers.

The faculty keeps numerous international relations with Embassies and International Institutions present in Moldova and different universities from Europe, USA, Canada, China.

Students of Bachelor, Master and PhD programs are offered academic mobility in terms of International Projects. Teachers from the Faculty get professional trainings in the Universities of USA, Canada, Austria, France, Switzerland, Italy, Spain, Great Britain, Germany, Portugal Egypt, Turkey, Sweden, Poland, Romania, Bulgaria, Lithuania, etc. Students can have internships and trainings at University departments, research centers and laboratories belonging to the faculty, Moldovan Academy of Science, Government and Parliament of Moldova, Chamber of Industry and Commerce, Youth National Resource centre, National Migration Department, National TV and Radio, Translation Offices. Future foreign language teachers get their pedagogical training at national schools and high schools. (<http://www.usm.md/>)

Another Faculty of Foreign Languages and Literatures re-established at “I. Creanga” Pedagogical State University in 1996 hosts about 900 of students offering double specialities in English, French, German, Spanish and Italian languages at BA and MA levels. Since 2000’ the University offers PhD studies in Foreign Language Didactics. Thus the scientific potential of the Faculty has been increased recently. Today among 65 members of teaching staff there are 1 Professor, 12 PhD holders and 52 MA (senior) lecturers and university assistants involved in academic teaching process. There are also guest teachers from USA, UK, France, Germany, Italy, Austria. (http://www.upsc.md/fc_lstraine.html) offering classes in authentic language.

The main goal of the Pedagogical University is to prepare good foreign language teachers thus foreign language specialists use different traditional and non traditional methods of language acquisition such as Audio-Visual Method, Case Study, Experiment, "Forum", "Café-Crème" and others.

Due to a number of huge donations from American, British, French, Italian and German Embassies and also contributions offered by International Institutions as Goethe Institute, Alliance Frances the Faculty is provided with good technical and didactic facilities. Thus teachers of English can benefit from English Teachers Resource Centre (ETRC) and students from ERC (English Resource Centre) situated inside of the Pedagogical University. To enrich professional experience teachers take part in seminars and trainings organized by ProDidactica, Alliance Frances, DAAD and Goethe Institute. Some of the teachers and students benefit from international scholarships and have a possibility to spend their scientific research and academic mobility at the leading universities of France, Belgium, Italy, Switzerland, Austria, Germany Poland, Romania, USA, UK.

Faculty of Foreign Languages at "Alecu Russo" Balti State University was formed in 1954 and managed to gain national and international prestige. The Faculty has a rich tradition which is unique and not to be found in other Universities and is provided with a good number of technical and didactic materials. In the middle of 1990's the number of foreign language students and teachers has been significantly increased and teaching conditions were modernized. Today there are 507 students enrolled and 77 members of teaching staff employed /11 PhD holders, 20 senior lecturers, 40 lecturers, 6 university assistants/ (www.usb.md) Language Laboratories were present at the Faculty since Soviet times. Thus specialists from Balti University try to train by students good pronunciation skills. Today language laboratories are renovated and provided with more didactic materials and technology. Chairs of English, French and German Philology are equipped with enough technology and have rich variety of didactic materials. DAAD and Alliance Frances offer yearly scholarships to the best students from German and French Philology. Teachers get their training in France, Germany, Austria, USA. Often there are invited teachers from Germany and USA for a longer period thus students get classes with native speakers of the target language. Since 2009 the Faculty of Foreign Languages and Literatures from Balti State University has a bilateral agreement with the Foreign Languages Department from Free International University of Moldova situated in the capital. Thus there is a strong collaboration between Faculty of Foreign Languages and Literatures from the northern part of Moldova and Faculties from the capital providing exchange of information, experience and conference participation.

Foreign language teaching and learning conditions in the southern part of Moldova in recently opened universities from Comrat (1991), Cahul (1999) and Taraclia (2004) are quite different from the conditions provided by Faculties of Foreign Languages from Chisinau and Balti.

Foreign Language Section at Comrat University prepares specialists of English, German, Spanish and Greek mostly for Gagauz autonomous region. It gets donations from American, British, Greek, and German Embassies. Thus teachers and students can benefit from German, Greek, British and American Cultural Centres which are equipped with modern technology and various didactic materials to fit the needs of FL teaching and learning environment. It allows teachers to use computer during foreign language class. Also foreign language students from Comrat University can improve their language skills attending special language courses in Germany, USA, England and Greece. (<http://www.kdu.md/>)

Cahul State University offers to FL students only BA degree in English and French Philology. Currently students are offered the following specializations: English-French, French-English, Romanian-English, Romanian-French, History -English. The teaching staff (24) and students (200) involved in FL teaching and learning process can benefit only from English and French Resource Centers which are equipped with modern technology and specialized literature. Unfortunately this limited number of facilities is not enough to cover the needs of 200 of students and 24 teachers. English and French Chairs from State University of Cahul are lacking resources. There are very few textbooks and limited access to online materials (even though there are some computers they are very old and often not working). There is a great need in technical support. (www.usch.md)

Absence of Language Laboratories creates pronunciation difficulties by the students. Thus strong interference of mother tongue (Romanian and Russian) and lack of FL tonality by the students make pronunciation skills the most problematic issue. Teachers cannot offer interesting classes because of insufficient technology, didactic materials and lack of personal motivation because of poor teaching conditions.

Findings and conclusions

Considering results of the survey carried out at Cahul State University (May-June, 2010) there emerges a strong students' dissatisfaction towards FL teaching and learning conditions. Out of 100 students questioned during the survey 90% answered that FL teaching and learning conditions are bad and should be improved. Teachers' motivation is lowered because of the poor facilities in terms of technology, didactic materials, scientific research and low incomes.

Teachers of English and French from regional Universities lack professional training. Due to scholarships offered by Alliance Frances local teachers of French have a possibility to train their language skills in France. None of the teachers from English Philology Chair had a chance to get a language training in UK or USA so far. Instead the academic mobility grants were offered to Spain, Italy, Portugal and Lithuania in terms of Erasmus Mundus Project, where teachers cannot train their target language skills. The only inspiring fact is that each year at the English Department there is a Peace

Corps Volunteer offering some seminars for teachers of English and some courses for students.

To improve foreign language teaching and learning conditions in regional Universities of Moldova and Cahul State University in particular there should be accomplished the following student-centred tasks:

1. Access to Language Laboratory;
2. More computer assisted classes to offer internet based learning of foreign languages and develop Hypermedia skills;

3. More possibilities for FL students to train their FL skills: to spend an academic semester or summer courses in English or French speaking countries;

4. Access to Library resources from the Universities from the capital of Moldova and EU;

Teacher-centred tasks should be the following:

1. To use modern concepts in FL teaching;
2. To establish bilateral agreements between FL Departments from Chishinau, Balti and Comrat and be

involved in national and international scientific conference participation and common scientific research;

3. To use modern curriculum;

4. To organize monthly professional seminars for FL teachers;

5. To offer language training or summer courses in English or French speaking countries, enhancing motivation and improving language skills.

6. To find partner Universities in EU countries and get access to their online library resources;

7. To get more funding from the state budget for the needs of the Faculty of Foreign Languages.

Thus the poor economy of the state doesn't allow large investments in education and in foreign language teaching in particular. Foreign Language Departments in Moldova benefit mostly from the donation of the Embassies and International Institutions. The government should offer more budget funds to sponsor the professional development of foreign language teachers and students.

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Marianna Fuciji

ZU FREMDSPRACHEN STUDIUM-UND-UNTERRICHTSBEDINGUNGEN IN MOLDAWISCHEN HOCHSCHULEN

Zusammenfassung

Der vorliegende Beitrag ist dem Problem von Fremdsprachen Studium – und Unterrichtsbedingungen in moldawischen Hochschulen gewidmet. Nach dem Ende der Sowjet Union gab es viele Reforme in Moldawien, dabei wurden viele neue Universitäten eröffnet wo man heute Fremdsprachen studieren kann. Nach der Analyse stellt sich heraus dass Fremdsprachenfakultäten an den alten Hochschulen die noch in der sowjetischen Zeit gegründet wurden, können bessere Studium- und Unterrichtsbedingungen empfehlen. Die vor kurzem gegründeten Universitäten, im Süden Moldawiens benötigen Sprachlabors, viele moderne Technologien und didaktische Mittel um qualitätsvolle Studiumbedingungen von Fremdsprachen den Studierenden anbieten zu können. Die Fremdsprachenfakultäten in der ganzen Republik bekommen viele Materialien von den amerikanischen, britischen französischen, italienischen, deutschen, spanischen, griechischen, türkischen und anderen Botschaften die in Moldawien anwesend sind.

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IDENTITY AND LANGUAGES – RESULTS OF A LOCAL RESEARCH

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Abstract

Foundation of a new Faculty of Applied Languages required the creation of a number of new courses based on a detailed knowledge of needs and attitudes of tertiary level students in relation to languages, history, civilization and identity. Slovakia as a member of EU has been developing since accession in 2004 under its strong influence. The young generation has found new opportunities but challenges too. These facts induced an increased interest in studying the influences of intercultural communication within the European environment. The presented research focused on two fundamental areas; a quantitative and qualitative evaluation of language learning among university students, and measuring and comparison of two identities closely related to languages, national and European ones. The findings of the research carried out by means of a questionnaire confirmed that the university students in Bratislava coming from all regions of Slovakia can be characterized as fully fledged multilingual/plurilingual Europeans with significant identification with both national and European identities.

Keywords: foreign languages, multilingual European, language preference, national identity, European identity, university students, quantitative research.

Introduction

The Institute of Languages at the University of Economics in Bratislava devoted the last three years to creating a new independent study program “Foreign Languages and Intercultural Communication” which led as the first step towards the establishment of our new Faculty of Applied Languages founded June 1st 2010. The process required a thorough preparation of curricula and syllabi and development of a number of new courses. Some of them naturally touched upon the relationship between language, culture, civilization, language policy, EU membership and for the topic of our research most important issue of identity¹. To obtain an idea about the role of various identities of an individual, to observe how these identities co-exist, cooperate or suppress each other, and to study the situation concerning foreign language competence as well as its influence on the identity, we decided to carry out a small scale research.

Research problem

The process of European unification is perceived differently by various groups of population, politicians and interest groups in the member states of the European Union. Most of the governments are active supporters of the EU membership and their mission is to persuade all

the citizens about the benefits of unification. Several opinion polls show that there is more support of EU membership in the more recently acceded states than in the original 15 member countries (Comission, 2010). We can expect then, that Europe as a common homeland should have an important role in the life of the more Euro-optimistic population of Central and Eastern Europe (Hrivíková, 2010). As Slovakia clearly falls into that category, we wanted to obtain a certain insight into the development of a potential European identity and compare it with national identity. Assuming, that foreign language competence and opportunities to face situations involving multilingual and multicultural environment should be important motivating factors in development of European identity, we wished to study the experience of Slovak citizens with foreign languages.

Method

The research was carried out using a questionnaire over a period of three months, January – March 2010. The questionnaire was divided into three main sections; the first one collected background information about the respondents, relevant for the research aims, the second one was devoted to questions related to foreign language acquisition and the third part focused on questions considering various identities and their relevance for the respondents. Informative questions were formulated as open-ended questions, e.g:

Q: What is your mother tongue?
or yes – no questions, e.g.:

¹ We base our reasoning on the acceptance of H. Tajfel's interpretation of identity as “*part of an individual's self concept which derives from his knowledge of his membership of a social group together with the value and emotional significance attached to that membership.*” (Robinson, 1996)

Have you ever spent more than 6 month abroad? Yes No

Often, these questions were developed with a follow up open-ended questions, e.g.:

If yes, please specify where.....

The third type included into the questionnaire were multiple choice questions offering a 5 item scale of answers and the respondent's task was to choose the one closest to his/her opinion, e.g.:

Q: How important are the following items for you?

The possible answers were *Very important, Rather important, Neither important nor unimportant, Rather unimportant* and *Not important at all*. For evaluation of the collected data *SPSS 15 Statistics* software was used.

Participants

The participants were exclusively tertiary level students as they are in any country considered the "elite" of the nation, they are expected to have a great impact on the society's development and naturally, they are the most easily reachable subjects for an academic. We addressed students exclusively in Bratislava, the capital city of Slovakia. The choice of just one location was decided upon for several reasons. Firstly, there is the highest concentration of tertiary educational institutions and therefore, easier access to respondent candidates. Secondly, students come there from all parts of our country so we could find a great variety of places of origin, and finally, as it was an independent research without any institutional funding we had to economize the process of data collection.

The respondents were students of four different universities situated in Bratislava with a range of 10 faculties. Their fields of study covered economics and other social sciences, natural sciences and technical fields. Altogether, 145 questionnaires were distributed and 140 of them retrieved. Participation in the research was voluntary, based on willingness to co-operate thus, no random sampling was viable.

Table 1

Respondents' study area division

Name of university	Subtotal
University of Economics in Bratislava	58
Comenius University	18
Slovak Technical University	52
Pan European University	12
Total	140

As for gender distribution, the division was almost ideal, 69 male and 71 female respondents. The participants were aged 18 - 26 and all of them were full-time students. Their generation can be described as the "new Europeans", born just few years before or after the year 1989, an important landmark in the history of Slovakia and Europe. These young people do not know from their own experience the former Europe of East and West, politically, physically and mentally divided by the iron curtain. Their attitudes and opinions have been formed in the period of gradual disappearance of barriers and borders, which on the one hand offers manifold opportunities, but on the other, may have become a new source of frustration and insecurity as a consequence of

increased competition and globalization pressure. Among the previous generations, the European optimistic orientation could have been caused by the novelty of the situation, opening up of the frontiers, curiosity and willingness to utilize the previously unknown opportunities. The generation of our focus group has grown up in Slovakia open to Europe and the world and in consequence, their source of motivation we expected to be found elsewhere.

Aims

The author has laid out two fundamental aims: The first one was to measure the language competence of university students in Bratislava and compare it with the findings of the Eurobarometer survey commissioned by the European Commission in the member countries of the European Union "*Europeans and Their Languages*" carried out in 2005 and published the following year. (Comission, 2006)

The second aim of the research presented the comparison of two identities; national and European ones. The questions posed were related to the level, and nature of mutual relationship between the two identities and at the same time they studied the background information of each individual searching for clues indicating what impulses facilitate the development of a common European identity and whether the relationship between national and European identities can be characterized as mutually exclusive, complementary or whether they are different stages of a sequel of geographically connected identities.

Theoretical background

The European identity in connection with national identity has been studied and described from several perspectives, mostly by sociologists and sociolinguists. V. Misheva (2008) distinguishes two types of European identity which seemed to be relevant for our research. One is characterized as a *social identity* requiring acceptance of certain social roles and interactions, connected with European education and it is not tied to any specific geographical entity. We interpret it as a kind of civic identity, which should not create a confrontational relationship between national and European identity. The other one is referred to as *cultural identity* based upon membership in a Europe of cultural unity and language community. While the first type presents in her opinion a chosen one, the second one is unavoidable and "happens" to societies existing in specific territories. Such an interpretation poses questions in connection with the strictly geographical boundaries of Europe, as according to those Cyprus should be considered part of the Asian continent, while states like Azerbaijan, Armenia, or Kazakhstan should be considered European, as parts of their territories are situated on the European continent. So within the framework of such identity there is a clear difference in the perception of what does and what does not belong culturally and/or emotionally to Europe.

Gerard Delanty (2002) introduced four potential models of European identity, each of them based on different ideologies:

1. – based on universal values like human rights, justice and democracy (active citizenship)
2. – postnational universalism based on political and juridical norms and institutions (EU and institutions)
3. - cultural particularism based on European cultural heritage
4. - European pragmatism based on acceptance of variety of different lifestyles

As all of these models are conceivable, we needed to ascertain which of them represents the potential development in our particular society.

Results

When studying the position of various foreign languages in Slovakia we used for comparison the data from the abovementioned research of the European Commission (2006).

We asked several questions concerning foreign language acquisition, first eliciting their opinions and later facts:

Q: Do you think that foreign language competence is or can be useful?

Table 2

Importance of foreign languages		
Answers	Frequency	%
Very useful	132	94.3
Rather useful	8	5.7

It is obvious from the table, that all the respondents considered foreign language acquisition important and understood its relevance for their future, regardless of their study area. Surprisingly, even students in technical faculties, where relatively lower interest in languages would be expected, still consider them useful.

Q: What languages are the most useful for your personal development and for your future career?

Table 3

The most important languages for the future		
Language	Frequency	%
English	140	100.0
German	78	55.7
Russian	19	13.6
French	16	1.4
Spanish	11	7.9
Italian	4	2.9
Czech	3	2.1
Slovak	2	1.4
Hungarian	1	0.7
Ruthenian	1	0.7
Latin	1	0.7
Total	140	100.0

The participants could name as many languages as they deemed relevant. All of them stated English, while German language as its closest contender was perceived important only by slightly more than half of the respondents. Altogether they mentioned 11 languages, among them one dead language and 3 minority languages of Slovakia. The fact that Slovak language appears on the

list is caused by the ethnic background of the respondents belonging to some national minority.

When asked about the appraisal of their own language competence by stating languages in which they think would be able to lead a conversation, the answers were more heterogeneous. We compared our findings with the results of the research *Europeans and Their Languages* (2006). The respondents of that research were citizens over 15 years of age without any further specification.

Table 4

Comparison of findings with EC research		
Language	Our research %	EC research %
English	95.7	32
Czech	92.1	25
German	52.9	32
Russian	15.7	29
Polish	15.0	4
Spanish	12.9	1
French	12.1	2
Italian	5.0	1
Slovak	3.6	10
Hungarian	1.4	6

Comparing the figures we find great differences in the findings of the two researches; among the students, English decisively leads when only 4.3% do not claim its knowledge. Comparing it with the EC report we can conclude that the students consider English language a modern lingua franca, nearly inevitable for their future development. German, which in the EC research received equal representation with English, having a long tradition in our country as the most important foreign language (Habsburg monarchy), took in our research only the third position achieving little more than 50%. As a whole, it is quite impressive that nearly all of the respondents declared to speak English and half of them German too. The EC report shows that a relatively high portion of respondents claimed to speak Russian. It is the consequence of the educational system before 1989 when learning Russian language was compulsory and the respondents probably belonged to more mature generations. Our research reveals that though, Russian is not compulsory anymore and there was some aversion against it in the recent past, it seems to come into "vogue" again together with Spanish.

In our research, we arrived at two surprising findings. On the one hand, there was a very low representation of Hungarian, considering that 10% of the population in Slovakia belongs to Hungarian minority. This may be caused by the fact that most young people of Hungarian nationality do complete their compulsory education in their language and they do not speak well enough the state language, which discourages them from Slovak universities. On the other hand, we expected nearly all students to mention Czech language, considering the common history, similarity of language and intensity of relations with Czech Republic. There are two possible reasons for not mentioning Czech:

1. The students do not consider Czech a foreign language in a traditional sense, and so they never thought about stating it among others

2. In communication with Czechs they use Slovak language rather than Czech and consequently, they cannot evaluate their own competence.

Adding together all the languages, our respondents stated, and dividing the total by the number of participants, we arrived at a surprising result, the average language competence achieved was 3.17; i.e. more than 3 languages per student. Such a result even exceeds the long-term goals of the EU policy on multilingualism, which expects that every European citizen should master 2 foreign languages in addition to their mother tongue (Commission, 2003).

If we consider only the world languages spoken in Europe (En, Ger, Russ, It, Fr, Sp), the average decreases to 1.94, still nearly hitting the target. As for gender division, female respondents fared better in both cases; 3.21 compared to 3.13 for all foreign languages and 2.1 against 1.78 for the world languages. We found two possible arguments supporting these results; women were better represented in social sciences like Faculty of International relations 70% or Faculty of Law almost 67%, where stronger interest in languages can be expected, compared to traditionally high male representation in technically oriented Faculty of Electrical engineering 90% or Mechanical Engineering, more than 83%. Another explanation could be that women are considered verbally more expressive and therefore more interested in developing language skills. We believe that both of them were active in our case.

As for regional distribution, we expected the region of the capital city to lead in language education, as there we can find most of foreign investors, embassies and generally most incentives for developing FL skills, but the results showed that students from the eastern region speak more foreign languages than the rest of the country.

Table 5

Quantitative average distribution of language competence across regions

Bratislava	3.04
Western region	2.68
Central region	3.5
Eastern region	3.76

We found three possible explanations; the East of the country, as the least developed region, registers the highest unemployment rate in the country (Bakos, 2010), so the competition for jobs is tough, simultaneously, this region has a long tradition of permanent or temporary economic migration and finally, several national minorities live there, such as Polish, Ruthenian, Ukrainian and Hungarian minorities, so many people speak Slovak as well as other minority languages.

To sum up the findings of the first part of the research, related to foreign languages; our respondents can be accepted as “multilingual Europeans” in accordance with the findings of the European Commission (2006). The survey describes an ideal candidate for a “*multilingual European*” as follows:

- *Young*

- *Well-educated*

• *With a multilingual background in terms of being born in another EU country or having parents from other EU countries than the country of residence*

• *In a managerial position or a student, positions that presumably require the use of foreign languages*

- *Motivated to learn*

We believe that multilingual background can be accepted also in the case of national minorities.

The topic of descent leads to the second research aim, comparison of national and European identities. When asked about their origin, nearly 97% claimed Slovak nationality but in the following question, stating the nationality of their parents, fewer were put down as Slovaks and in the generation of grandparents the figure decreased further. Interesting results emerged in combination with the following question concerning their mother tongue.

Table 6

Comparison of claimed Slovak nationality and mother tongue

	Slovak Nationality %	Slovak mother tongue %
Respondents	96.75	95.1
Parents	94.85	93.57
Grandparents	91.85	88.76

The values in both columns are decreasing, which suggests that within three generations there is a 5% change in nationality and that the respondents do not identify the mother tongue as a crucial aspect of national identity, as best observable in the generation of grandparents. We do not know, whether the data collected about parents and grandparents is objectively true, maybe they would have given different answers. But for the aims of the research it was not crucially important; we asked the respondents to answer according to their best knowledge, so we accepted the answers at their face value. As such, the data point out that the respondents perceive their nationality equal or identical with citizenship, rather than nation.

As mentioned before, we used scaled multiple choice questions to answer the questions concerning national and/or European identity.

Q: What is your attitude towards the following entities?

Table 7

Entities related to national identity

	Very positive or rather positive %	Neither positive nor negative %	Very negative or rather negative %
Region	75	19.3	5.7
Nation	70.7	31.5	7.8
Language	89.3	8.9	2.8
Slovakia	77.1	17.9	5

Language received the most positive and the least negative reactions. But we have to admit that language did not necessarily mean Slovak, as respondents belonging to national minority would probably interpret it as their own mother tongue express their attitude towards it. But the high percentage achieved leads us to the conclusion that language represents an important

component of their national identity. On the other hand *Nation* received the least positive reactions; being the most abstract of the suggested entities, it could be more difficult for the respondents to identify themselves with it in comparison with the other concrete ones.²

Table 8

Entities related to European identity			
	Very positive or rather positive %	Neither positive nor negative %	Very negative or rather negative %
Central Europe	69.6	26.8	3.6
EU	80.7	14.3	5.0
Europe	87.2	12.8	0.0
Mankind	59.3	28.6	12.1

Among these four, *Europe* obtained the most positive answers and remarkably not one negative. The lowest positive value was attached to *Mankind* and it received the most negative evaluations as well. We assume two reasons were possible; either *Mankind* as the world's totality of population is such a heterogeneous category, that they could not identify with it similarly, as it was the case of *Nation*, or a traditional attitude of confrontational duality "We" against "Them" may have prevailed, where "We" was represented by Europe and "Them" by the rest of the world. Both tables 7 and 8 show highly positive evaluation which implies high values of national and European identities as well.

To ascertain the relationship between national and European identity, we calculated for each respondent the average value of their four answers related to both identities. On the scale 1 – 5, 1 meant a very positive attitude and 5 a very negative one, i.e., the lower the number the more positive was the attitude. Despite the fact that 46% displayed stronger national identity compared to only 32% with stronger European one, the average of 11 respondents reached a value 3 or higher for national identity but only 6 for European identity. Our interpretation is that respondents have stronger opinions concerning national identity whether positive or negative. Among the 140 respondents, 22% had equal results with both identities.

Table 9

Average values for each entity			
Region	Nation	Language	Slovakia
2	2.1	1.7	2
Central Europe	EU	Europe	Mankind
2.1	2	1.8	2.3

The highest average achieved, meaning the strongest negative attitude was 3.75 for European identity, but the same respondent's average for national identity was almost equally high 3.25.

To detect, which components contributed the most to the measured level of identity, we calculated the overall average answer for each entity. *Language* was

proven as the most appealing aspect while *Mankind* the least.

We searched for correlations between the particular entities and found quite strong ones between all the entities related with national identity, the highest being between *Nation* and *Slovakia*. But remarkably, even the correlations with the other four entities, referring to European identity showed significance. The most significant correlations for each entity are printed bold. *Central Europe* showed the highest values in correlation with *Region*, *Nation* and *Slovakia*. In our opinion this implies that many respondents perceive Central Europe as an entirety, very close to Slovakia and probably they still accept it as the Visegrad group, i.e., a macroregion with strong inner ties.

Table 10

Correlations with entities related to national identity

	Region	Nation	Language	Slovakia
Region	1	0.343	0.253	0.405
Nation	0.343	1	0.486	0.552
Language	0.253	0.486	1	0.334
Slovakia	0.405	0.552	0.334	1

Central Europe	0.299	0.371	0.271	0.450
EU	0.205	0.235	0.045	0.346
Europe	0.239	0.184	0.189	0.399
Mankind	0.102	0.322	0.330	0.273

Only two correlations did not show significance. In the first case, *Region* and *Mankind* represent extremes in size, and so respondents who expressed emotional ties to *Region* showed interest more in their immediate environment. In the other case, *Language* and *EU* manifested the lowest value of correlation, implying that the respondents do not perceive the two as related. Such a finding opens up new perspectives on the potential of foreign language usage in general and English as a lingua franca.

Central Europe most significantly correlated with *EU* and *Slovakia*. *EU*'s highest correlation can be found with *Europe*, which points out that many respondents seem to perceive them nearly identical. Simultaneously, in the case of *Mankind* an interesting paradox was revealed, showing the highest correlation with *Europe* and the lowest with the *EU*.

² Copare with findings of Table 6

Correlations with entities related to European identity

	Central Europe	EU	Europe	Mankind
Region	0,299	0,205	0,239	0,102
Nation	0,371	0,235	0,184	0,322
Language	0,271	0,045	0,189	0,330
Slovakia	0,450	0,346	0,399	0,273
<hr/>				
Central Europe	1	0,443	0,365	0,250
EU	0,443	1	0,537	0,133
Europe	0,365	0,537	1	0,415
Mankind	0,250	0,133	0,415	1

Combining this finding with the previous one we may assume that while Mankind and Europe are perceived foremost as aggregate of people, the European Union is considered a system of institutions and administrative bodies.

Table 12

Identity distribution according to genders

Gender	Stronger European Identity	Equal identity	Stronger national identity
Female	29.6%	29.6%	40.8%
Male	34.8%	14.5%	50.7%

As the table shows, male respondents showed more resolute opinions about both identities, whether positive or negative with prevailing national identity. By female respondents, the equality of results for both identities is remarkable, nearly 30% presented equal relation towards both of them. When calculating the averages of the identities, females expressed higher values in both of them and more significant correlations between the measured entities.

Findings and Conclusions

We can summarize the findings of the research as follows:

- All the respondents participating in the research perceive the importance of foreign language learning and the opportunities connected with their command
 - English, as expected, was confirmed as the dominant foreign language studied, 100% of respondents mentioned it among the most important FLs for their future and nearly all of them claimed some competence
 - Each respondent claimed competence in at least 1 foreign language, 90% in 2 and 58% claimed ability to speak 3 languages besides their mother tongue
 - According to our findings students participating in our research satisfy the criteria mentioned in the EC survey (2006) and can be considered multilingual Europeans
 - We found certain differences in regional as well as gender distribution of language competence;

respondents from less developed regions of the country showed more interest in languages than those coming from other, richer regions, and female respondents were more active in language learning than males

- Students of minority or mixed origin demonstrated stronger tendency towards plurilingualism than individuals of single nationality background.

- We concluded that multilingual environment, plurilingualism and opportunity to use foreign languages are important agents in turning students' attention towards Europe and world and they support the development of European identity

- The respondents demonstrated a quite high level of both national and European identity. This fact proves that these two identities are **not** mutually exclusive; rather they are complementary and present two consecutive stages on the scale from individual personal identity towards larger entities possibly even a cosmopolitan identity of modern world citizen.

- Considering Misheva's civic or cultural type of European identity (2008) we found supportive data for both; high respect for the EU and its institutions supports the first one, while strong ties towards historically close neighbour nations, macroregion and local minority languages support the other

- In reference to Delanty's models of European identity (2002), their powerful affiliation with their mother tongue suggests that both their European and national identity can be characterized as cultural particularism

In conclusion we would like to add a few remarks. Our research took place on a relatively small scale so the results can be evaluated only as samples of the reality. But we are convinced that despite all the financial and quantitative constrains our findings have shown certain interesting tendencies and suggested how complex the questions of language and identity are. We hope to be able to use this research as a start point for a more extensive quantitative as well as qualitative research project in the near future..

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Tatiana Hrivíková

IDENTITY AND LANGUAGES – RESULTS OF A LOCAL RESEARCH

Summary

Tento výskum bol súčasťou prípravných prác pri tvorbe nového študijného programu „Cudzie jazyky a interkultúrna komunikácia“, ako prvého kroku k založeniu Fakulty aplikovaných jazykov. Cieľom výskumu bolo zistiť aké jazykové kompetentnosti majú študenti vysokých škôl, aké sú ich postoje k štúdiu jazykov a ako sa tieto znalosti premietajú do ich identity, predovšetkým národnej respektíve európskej. Výskum sme uskutočnili formou dotazníka, pričom respondenti boli študentmi bratislavských vysokých škôl. Na základe zhromaždených údajov sme dospeli k záveru, že študenti zodpovedajú charakteristike „multilingválneho“ Európana, ako ho popisuje prieskum Európskej komisie. Všetci respondenti považujú znalosť cudzích jazykov za veľmi dôležitú a každý z nich ovláda aspoň jeden, 90% dva a viac, než polovica tri jazyky. Z výskumu taktiež vyplynulo, že pre respondentov sú rovnako dôležité nielen útvary, ktoré sú spojené s národnou identitou (jazyk, región, Slovensko), ale aj tie, spojené s európskou identitou (Európska únia, Stredná Európa, Európa). Na základe porovnania oboch identít sme dospeli k názoru, že sa navzájom nevyklučujú, obe vychádzajú zo spoločného kultúrneho a historického dedičstva, pričom národná identita mierne prevažuje nad európskou.

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COMPUTER LINGUISTICS AND PRAGMATICS

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Abstract

The article 'Computer Linguistics and Pragmatics' is linguistic research of every aspect requiring serious preparatory and statistical analysis efforts. In this context perception of the pragmatics includes relation of specialists to the language as well as the applied aspects of linguodidactics or glotodidactics research results.

Linguistic statistics methods are used to analyze lexis and terminology in educational book for non-humanitarian subject of general education (Textbook of Physics). It is an important problem of didactics in the aspect of students' vocabulary development. The investigation aims to determine the frequencies of the used lexis functioning in texts of concrete subject in respect of the language lexical system.

The analysis focuses on the educational texts of the Textbook of Physics: in total the texts had 41525 words and their forms. The lexicographically organized vocabulary has only 3050 different words. The iteration index (ratio of the numbers indicating the use of words in the educational texts and size of the dictionary) is 13,6; on average each word repeats 13-14 times. This shows lexical diversity of the texts: the smaller this number, the higher diversity. The comparative linguostatistical analysis is based on the lexical system (frequency use of words) of the Lithuanian, English, Latvian and Russian languages. The results of statistical lexical analysis are presented in four tables and one figure.

Keywords: comparative linguostatistical analysis, computer linguistics, glotodidactics, lexical system, pragmatics, statistical analysis.

Introduction

Linguists enjoy century-old traditions and just in the recent decades they have turned to the active and universal use of computers for the research purposes. A relatively low number of theoretical and practical works in the field of linguistic investigations, which not long ago was named as 'Computer Linguistics', have been published in the Lithuanian language. This is linguistic research of every aspect requiring serious preparatory and statistical analysis efforts. In this context perception of the pragmatics includes relation of specialists to the language as well as the applied aspects of linguodidactics or glotodidactics research results.

Research aim

The work focuses on the investigation of composition of lexical systems of native and foreign languages, functioning and frequency of commonly used words and terms of various subjects in the aspect of language cognition and teaching. Other direction – computer lexicography based on linguostatistics (compiling alphabetic, frequency and inversion wordbooks); studies of statistic characteristics of certain grammar categories (e.g. noun and adjective case paradigms); investigations of word associations, lexis of definitions, etc. All that is related with practical language

teaching tasks: search for concrete results includes development of students' self-study skills while implementing the accumulative knowledge assessment for each completed stage of works, e.g. a) correct answers to theoretical questions – 20 %; b) compiling educational thematical corpus and description of its primary parameters – 20%; c) statistical analysis of frequency vocabularies, primary interpretation of data, presentation of the results in the form of tables and graphs – 40%; d) comparative lexical analysis of several languages and summary of the research – 20%. Students can be given concrete scheduled tasks of educational computer lexicography. In this way they can develop the understanding of relation between the reflection of professional activity in the language and a) statistics based linguistic introspection and analysis of linguistic phenomena; b) compiling target speciality corpora; c) development of abilities in computer lexicography; d) lexical and composition evaluation of the speciality related thematical educational and virtual texts; e) 'Computer Linguistics' based solutions of linguotechnical tasks, etc.

Works of various scholars have contributed to the development of the approach to the linguostatistical research. The presented work is related with studies of lexical frequencies the English, Russian, Latvian, Lithuanian, etc. languages (Carroll, Davies, Richman 1971; Jakubaitė, Ozola 1973; Piotrovsky, Zazorina 1977;

Hofland, Johansson 1982; Grumadienė, Žilinskienė 1998). Huge collections of e-texts, aimed to investigate natural use of the language, deal with the functioning of the Lithuanian language lexemes (Marcinkevičienė 1997, 2000). Students get the practice based suggestion that the indicated sources are helpful in understanding computer linguistics as interdisciplinary program and its relation with other branches of linguistics, humanitarian and non-humanitarian sciences. Students are taught to employ modern technologies in the language analysis, which ensures complex application of descriptive, statistical and other methods. Any unexpected linguistic practice can be an excuse for the intrigue of the pedagogical process. Some Web Space information was cited about creation of new dictionary in Great Britain of the words describing fashionable clothes and accessories; department store staff members were the compilers of this dictionary. Having quickened students' interest, the emphasis was laid on the fashion terminology, which is some sort of mysterious language understandable only by the experts. For example, "treggings" - the leggings, which look like trousers; "jeggings" - the leggings, which look like jeans; "cardigown" - the sweater, which looks like an overcoat; "skorts" - the shorts, which look like a skirt; "mandals" - slingbacks for men. Such introduction is followed by the language cognition tasks like 'Textbook as means of vocabulary development: proportion of intuition and concreteness'.

Results, Discussion

Linguistic statistics methods were used to analyze lexis and terminology in educational book for non-humanitarian subject of general education (Textbook of Physics). It is an important problem of didactics in the aspect of students' vocabulary development. The investigation aimed to determine the frequencies of the used lexis functioning in texts of concrete subject (to make a verbal register) in respect of the language lexical system.

In total the textbook had 41525 words and their forms. The lexicographically organized vocabulary had only 3050 different words. The iteration index (ratio of the numbers indicating the use of words in the educational texts and size of the dictionary) was 13.6. In other words, on average each word repeated 13-14 times. This shows lexical diversity of the texts: the smaller this number, the higher diversity. It is important to emphasize that in this case a lexicographically arranged vocabulary is considered, i.e. all words of the text are presented in the initial. These investigations often indicate one more parameter - coefficient of lexical diversity. This coefficient is determined by the reciprocal - ratio of the numbers indicating different words in the vocabulary and total use of all lexemes in the texts ($3050 : 41525 = 0,0734$). For comparison, analogical index in 'The Frequency Dictionary of the Russian Language' (Zasorina 1977) equals 0,0371; in 'The Frequency Dictionary of A. Pushkin' - 0,039. Fragments of statistical structure of physics educational texts' vocabulary are presented in the form of statistical data (Table 1).

Table 1
Fragments of Physics Educational Texts' Statistical Structure (Samples of High, Average and Low Frequency Lexis)

Range No	Frequency indices in vocabulary of the texts	Repetition of the frequencies	Percentage	Number of words, used in the texts	Percentage
<i>Examples of high frequency lexis</i>					
1	1885	1	0,0328	1885	4,5394
2	1219	1	0,0328	1219	2,9356
3	1026	1	0,0328	1026	2,4708
4	916	1	0,0328	916	2,2059
5	672	1	0,0328	672	1,6183
6	664	1	0,0328	664	1,5990
7	586	1	0,0328	586	1,4112
8	507	1	0,0328	507	1,2210
9	406	1	0,0328	406	0,9777
...
<i>Examples of average frequency lexis</i>					
140	9	53	1,7371	477	1,1487
141	8	62	2,0321	496	1,1945
142	7	68	2,2288	476	1,1463
143	6	86	2,8187	516	1,2426
144	5	126	4,1298	630	1,5172
<i>Examples of low frequency lexis</i>					
145	4	172	5,6375	688	1,6568
146	3	263	8,6201	789	1,9001
147	2	441	14,4543	882	2,1240
148	1	1161	38,0531	1161	2,7959

As data presented in the Table 1 shows, although educational physics texts are of not lexically imposing size, the high frequency lexis (when size of indices ranges from 10 to N) is expressed by three-figure frequencies. Of course, repetition of such words in the texts' vocabulary is the most uncommon phenomenon. Therefore, the same figures mark use of the given words.

Average frequency words (from 5 to 9 repetitions inclusive) are described by an absolutely different lexical statistical structure - decrease of frequency depends on the increasing number of words. Therefore, the highest figure marks the lowest frequency lexis (indices from 1 to 4 inclusive). This linguostatistical structure of texts is characteristic to any small volume of texts. Low frequency lexis is related with the passive vocabulary. In the case of thematical educational terms, additional contexts which are necessary to memorize the necessary terms help to solidify the low frequency lexis. Thus, frequency indices help to regulate this process not intuitively but on the basis of statistical indices.

Data presented in Table 2 indicate that low frequency lexis makes 67% or the biggest part of different words in the vocabulary of physics educational texts. Average frequency words make only 13%. The remaining part of vocabulary (20%) is attributed to high frequency texts. This brings to the statement that the obtained distribution of words by frequency groups is expected one. The most important terms of the subject are rather frequent lexical units of these texts, although,

they appear quite rarely and make peripheral part of the language lexical system.

Table 2
Distribution of Lexis of Educational Texts' Vocabulary by Frequency Groups

Range	Frequency groups	Number of words in the vocabulary	Relative number	Number of repetitions of words in the texts	Relative number
1	1 – 4	2037	0,66764995 1	3520	0,084768 212
2	5 – 9	395	0,12946574 9	2595	0,062492 474
3	10 – 100	545	0,17862995 7	15180	0,365562 914
4	101 – 1000	71	0,02327105 9	16100	0,387718 242
5	1001 – N	3	0,00098328 4	4130	0,099458 158
	Total	3051	1	41525	1

For this reason, unless terminology of the subject is based on the native language resources or reserves, it should be solidified with the help of additional contexts coming from other sources, for example: from popular scientific texts, encyclopaedias, explanatory sources (articles), corpora (using concordances or lists of constant combinations).

It should be emphasized that results of linguistic statistics present or clearly describe the tendencies of lexis usage. In different languages their frequency indices are rather similar (relative numbers in particular). Texts of smaller volumes (for example, textbooks) give the stated data of lower reliability; but the millionth volumes can give rather exact word frequency indices.

The stated frequency indices are relatively similar in the contrastive languages: high frequency words (even if they are terms) have more intensive functioning in other languages as well. Contrary, low frequency units of educational texts appear rarely in the sources of comparison.

The relative numbers presented by EXCEL program define limits of differences and similarities in frequency usage of educational lexis. This is the size or number of the indicated concrete index divided by the total sum of the tested numbers. For example, in the textbook the high frequency term *the current* is used 1219 times; total sum of terms of all frequency groups – 3752; thus the size frequency index of the concrete high frequency is divided by the total sum ($1219 : 3752 = 0,324893$).

The same calculation method helps to obtain the relative figures of this term in lexical systems of other languages and to receive relative frequencies, which are expressed in six figures decimal, as this is the basis for accurate picture of relative frequency size of the term:

- in Lithuanian – $[175 : 1122] = 0,155971$;
- in English – $[9 : 686] = 0,013120$;
- in Latvian – $[69 : 3059] = 0,022564$;

d) in Russian– $[48 : 1460] = 0,032877$.

Table 3
Comparative Analysis of The Usage of Various Frequency Physics Textbook Lexis on Different Languages (Stated data)

Word (term)	Frequency in the textbook texts	The Lithuanian language	The English language	The Latvian language	The Russian language
<i>High frequency words (terms)</i>					
Current	1219	175	9	69	48
Power-station	916	15	323	543	120
Conductor	66	9	46	411	13
Force	507	451	168	939	986
Intensity	383	92	29	680	56
Total	3689	742	575	2642	1223
<i>Average frequency words (terms)</i>					
Rule	9	9	30	40	10
Apparatus	9	239	36	329	128
Reciprocal	9	14	9	1	51
Peak	9	16	6	34	15
To rub	9	1	5	2	,3
Total	45	279	86	406	207
<i>Low frequency words</i>					
Hydrogen	4	47	13	0	29
Gravitational	4	10	3	2	0
Insulating	4	23	3	3	0
Abnormality	3	19	6	4	1
Lead	3	2	0	1	0
Total	18	80	25	10	30
TOTAL SUM	3752	1122	686	3058	1460

Figure 1 presents the results of relative numbers in the form of graphs. The curves in the upper part of the figure are based on the whole numbers, those in the lower part of the graph – on relative numbers.

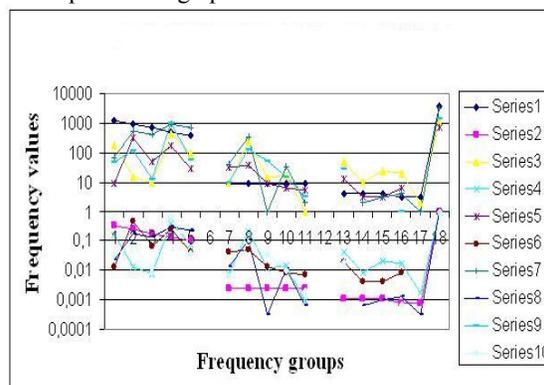


Fig. 1. Comparative analysis of various frequency educational lexis usage in different languages (values and curves based on the whole and relative numbers)

The words marked by the high frequency indices (the groups of curves on the right) are usually supposed to make serried lines. The relative numbers point to the same obvious truth that the words of intensive usage are referable to active vocabulary in the lexical systems of all languages. In the light of linguo- or glotodidactics they

do not cause a headache as they repeat in the frequencies that are easy to memorize. The curves on the left side reflect the diversity of lexical systems of all the compared languages as well as great quantities of the peripheral (low frequency) words. In this work the presented description also suits the average frequency lexis.

In the light of the index values or on the basis of statistical features, the presented examples of educational texts (words of high and low usage intensity) help to determine the project of lexical core and periphery. The investigations of this kind can be organized in small academic groups.

At the beginning this investigation used a common source of comparison – ‘The Russian Language Frequency Dictionary’ (RLFD). However, now there is the possibility to compile frequency dictionaries based on the tenfold big sampling, thus, RLFD ceases being a

sufficiently universal source of comparison. Therefore, evaluation of topical lexis (particularly terminology) for linguistical and didactical purposes requires compiling the frequency dictionaries of bigger volume. This would contribute to objective results of the words’ usage. Following the mentioned aim, the frequency dictionary of modern Russian literature texts has been compiled. The volume of continuous selection – 9.872.250 uses of words. How can topical and terminology lexis of physics textbook for the 9th form of comprehensive school be evaluated on the background of this source of comparison? A short answer can be received from the analysis of different frequency word samples in the texts of this educational book (see Table 4). The results of this investigation state that high frequency terms may have even several meanings, while this is a very rare case with average and low frequency terms.

Table 4

Various Frequency Lexis of Physics Textbook in Regard of the Big Volume Comparative Source of the Russian Language

The word (term)	Frequency of the word	Relative number	Frequency of the comparative source	Relative number	Number of the word meanings	Relative number
<i>Examples of high frequency lexis</i>						
Substance	104	0,029876472	287	0,12291221	1	0,043478261
Charged	208	0,059752945	68	0,02912206	2	0,086956522
Terminal	121	0,034760126	2	0,00085653	1	0,043478261
Magnetic	369	0,106004022	160	0,06852248	1	0,043478261
Pole	177	0,050847458	94	0,04025696	4	0,173913043
Current	1219	0,350186728	127	0,05438972	4	0,173913043
Electrical	916	0,263142775	330	0,14132762	4	0,173913043
Electron	152	0,043665613	22	0,00942184	1	0,043478261
Electroscope	104	0,029876472	2	0,00085653	1	0,043478261
Energy	111	0,031887389	1243	0,53233405	4	0,173913043
Total	3481	1	2335	1	23	1
<i>Examples of average frequency lexis</i>						
Wolfram	7	0,0875	5	0,10869565	1	0,076923077
To earth	7	0,0875	1	0,02173913	1	0,076923077
To be charged	7	0,0875	5	0,10869565	3	0,230769231
Ohmmeter	9	0,1125	0	0	1	0,076923077
Perpendicularly	8	0,1	14	0,30434783	1	0,076923077
Cooking	9	0,1125	3	0,06521739	1	0,076923077
In proportion (to)	8	0,1	11	0,23913043	1	0,076923077
Superconductivity	7	0,0875	5	0,10869565	1	0,076923077
Plug	9	0,1125	2	0,04347826	2	0,153846154
Electric	9	0,1125	0	0	1	0,076923077
Total	80	1	46	1	13	1
<i>Examples of low frequency lexis</i>						
Storage	2	0,08	10	0,55555556	1	0,076923077
Wattmeter	4	0,16	0	0	1	0,076923077
Hydro-turbine	2	0,08	0	0	1	0,076923077
Graphite	3	0,12	0	0	1	0,076923077
Slate-pencil	1	0,04	2	0,11111111	2	0,153846154
Kilo-volt	3	0,12	0	0	1	0,076923077
Magnetic	3	0,12	6	0,33333333	3	0,230769231
Milliamper	2	0,08	0	0	1	0,076923077
To magnetize	1	0,04	0	0	1	0,076923077
Electro shield	4	0,16	0	0	1	0,076923077
Total	25	1	18	1	13	1

The results presented in this table can be given the following interpretation: a) the high frequency terminological lexis by 80% consorts to the same high frequency indices of the Russian language words. It should be noted that the sum of topical educational lexis indices by 1,49 times exceeds that in the high selection source of comparison; b) the average frequency educational lexis exceeds the analogical indices by 1,74 times, however, 20% of the tested words have no analogues in the very high selection dictionary; c) the low frequency educational lexis by 1,39 times exceeds the sum of lexical indices in the very high selection dictionary. In this frequency group 70% of terms have no equivalents the very high selection dictionary of literary texts. Thus, statistical structure of the educational texts of non-humanitarian subjects greatly differs from lexical composition of humanitarian texts. The frequency indices marking topical lexis and terminology of educational texts should be higher than those in big volume sources. This is also observable in average frequency and, particularly, low frequency lexical sequence. The

obtained results are important from the standpoint of linguodidactics.

Conclusions

Detailed linguostatistical analysis of the lexical structure of educational texts can be considered an important method for the evaluation of any lexical composition of textbooks. In the process of teaching the whole of lexical composition is basis for the prognosis of the role of the textbooks in the development of the reproductive vocabulary of students.

This study may be beneficial for foreign language teachers from practical point of view. They may find in this study some creative language teaching tasks which might be helpful to develop students' vocabulary. On the basis of the result analysis we can state that students should be given concrete scheduled tasks of educational computer lexicography. These tasks place the responsibility for learning on the student by encouraging him/her to find the answer to a problem rather than memorizing a teacher-given solution.

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Giedrė Klimovienė, Juozas Korsakas

KOMPIUTERINĖ LINGVISTIKA IR PRAGMATIKA

Santrauka

Kompiuterinė lingvistika – tai įvairiausių kryptių kalbotyros tyrimai, kuriems reikia nepaprastai daug parengiamųjų ir statistinės analizės pastangų. Šiame kontekste pragmatika suvokiama ne tik kaip specialistų santykis su kalba, bet ir taikomieji lingvodidaktikos ar glotodidaktikos tyrimo rezultatų aspektai.

Lingvistinės statistikos metodais buvo išanalizuota bendrojo lavinimo nehumanitarinio ciklo mokymo priemonės (fizikos vadovėlio) leksika ir terminija. Tai aktuali didaktikos problema mokinių žodyno ugdymo aspektu. Buvo siekiama nustatyti pavartotos leksikos funkcionavimo dažnumus konkrečios disciplinos tekstuose (sudaryti žodinių registrą) kalbos leksinės sistemos atžvilgiu.

Išanalizuoti fizikos vadovėlio mokomieji tekstai: juose iš viso pavartoti 41525 žodžiai ir jų formos. Sudarytame ir leksikografiškai sutvarkytame žodyne yra tik 3050 skirtingų žodžių. Iteracijos indeksas (žodžių vartojimo mokymo tekstuose ir žodyno apimties skaičių santykis) lygus 13,6; kiekvienas žodis vidutiniškai pasikartoja 13-14 kartų. Tai rodo tekstų leksinę įvairovę: kuo šis skaičius mažesnis, tuo tekstų leksika įvairesnė. Gretinamoji lingvostatistinė analizė buvo parengta lietuvių, anglų, latvių, rusų kalbų leksinės sistemos (žodžių dažninio vartojimo) pagrindu. Leksikos statistinės analizės rezultatai teikiami keturiuose lentelėse ir viename grafike.

Raktažodžiai: glotodidaktika, gretinamoji lingvostatistinė analizė, leksinė sistema, kompiuterinė lingvistika, pragmatika, statistinė analizė.

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SOCIAL AND CULTURAL CONTEXTS IN TEACHING FOREIGN LANGUAGES OF YOUNG PEOPLE

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Abstract

The article generally discusses some very important problems such as society, culture, social sciences, linguistics and their relations with language education at schools, colleges and universities. Many disciplines are concerned with aspects of society for example history, law, economics, political and social sciences. The most general studies of social life that interest us here are sociology, ethnology, ethnography, social and cultural anthropology and sociolinguistics.

Introduction

The paper discusses the role of culture and literature in humanistic instruction and language education at schools and colleges. It shows the influence of the linguistic theory on the basic principles of methodology and the contents of foreign and native language teaching. The article also refers to the language communication and literary communication. It, as well, presents in a concise way the basic assumptions of linguistics, language and some techniques of teaching and learning languages. The main aim is to show how language, literature and culture influence the development of creative individuality and language of young people. Literature is an essential component of communication. Due to literary communication the students have an opportunity both to express their personalities effectively in the native, second and foreign language and to widen their vocabulary. In the past ages questions about a nature of language were studied as a part of other scholarly activities in connection with philosophy, theology and rhetoric. The teaching of living languages across the culture, literature and art is always looking for ways to make their classes more interesting their students' knowledge of foreign countries.

It should be stressed that nowadays multimedia begin to play a predominant role in lingual and cultural instruction and upbringing to prepare the young generation to participate in the development of civilization. Our top priority should be to form a real partnership between theoretical researcher, applied researcher and language teacher, so they can work together towards a common goal. Today it is impossible to teach and learn effectively a language without social and cultural contexts. The contemporary language pedagogy popularizes the global and integrated teaching in the educational system. Both linguists and teachers agree that theoretical and methodological achievements of contemporary linguistics are fundamentals for creating a modern and active theory of

didactics that leads to an intensive and effective way of language teaching.

Society, Culture and Other Humanistic Disciplines in the Process of Language Teaching

In many scientific works such as encyclopaedias, vocabularies and dissertations we can find definitions of society, community, culture and some other humanistic branches.

Society is the people in a country, who have a particular way of life. A society is also an organization for people who have the same interest or aim (Boas, 1939).

Community is made up of the people who live in a particular area. A particular community is a particular group of people in society who are alike in some way for example the black community in Britain (Lado, 1964).

Philosophy is the study or creation of theories about basic things such as the nature of existence or how people should live. There are two very important problems of philosophy: *ontology* "science of existence" and *epistemology* "theory of cognition". A philosopher is a person who creates or studies theories concerning the nature of existence or how people should live. Culture which is closely related to society or community consists of the ideas, customs, beliefs, music, art, literature, philosophy and all other products of human thought made by a particular group of people at a particular time, for example the ancient Egyptian culture, Greek culture, Roman culture, Indian culture, a national culture, a tribal culture or a pop culture (Stern, 1987).

Culture is an artistic or other activity of a mind and the works produced by this. The study of culture is intimately related to both language and literature that are very significant disciplines of the humanities. Culture is also denominated as a growth of the body, mind, spirit by training and experience and as well evidence of intellectual development among people.

The word *cultural* means having or showing good education, manners and particularly an interest in art, music or literature.

Civilization is a human society which has its own highly developed social organization, culture and way of life that makes it distinct from other societies. Civilization is the state of having a high level of social organization, culture and a comfortable way of life. The Romans brought civilization to much of Europe (Inhaof, 1973).

Many linguists and language teachers acknowledge the need to integrate language, literature and culture in the teaching process. They are integrally related. Linguists treat language as a social and cultural phenomenon. Language and society are in many ways closely linked in a language education or social sciences. The teaching/learning living languages across the culture, literature and art is one of the fundamental goals of the contemporary education for the future. Language teachers have to be aware of relationship between language, culture and society. Today it is impossible to teach/learn effectively a language without social and cultural contexts, factors which have bearing on language learning. Language teaching has interacted for a long time both with linguistics and sociology.

Linguistic Theory Connections with Other Sciences

Linguistics is concerned with all languages and all aspects of language. It is an academic discipline of high social standing and at the same time it is closely connected with everyday life of human community. Linguistics not only describes language in terms of finite set of principles called grammar but it also treats it as a social and cultural phenomenon that “essentially rooted in the reality of culture”. Contemporary linguistics is an independent field of study with different specializations within it and areas of applications with its own professional organizations, journals and scholarly meetings.

Linguistics investigates language and its functions (cognitive, denominative, expressive, impressive, phatic, metalinguistic and cultural-creative) and its correlations with the process of learning and teaching. Linguistics as a complex science comprises many branches of knowledge dealing with different problems and having various methods of research but it also provides new methods of research for other disciplines of knowledge. Many disciplines of human knowledge are concerned with aspects of society, for example history, law, economics, political sciences and social sciences.

Language is the most effective means of communication between human being manifested in two ways by means of organized noises produced by the human vocal tract called speech or by means of graphic signs called writing. The linguistic knowledge constitutes a theoretical basis of language teaching/learning. Many language teachers acknowledge the need to integrate language, literature and culture in the educational system. Nowadays linguistic methodology is widely used in analysis and interpretation of literary works particularly on a large scale to stylistics and versification.

Due to openness of linguistics some new bordering scientific domains appeared like *psycholinguistics*, *sociolinguistics*, *ethnolinguistics*, *neurolinguistics*. These branches can quickly develop thanks to the fruitful cooperation between *linguists*, *psychologists*, *sociologists*, *anthropologists*, *ethnologists* and *neurologists*.

The most general studies of social life that interest us here are *sociology*, *ethnology*, *ethnography*, *social and cultural anthropology*.

Sociology is the study of human societies. It is a modern science younger than psychology near contemporary linguistics. Sociology has been the intellectual answer to the social development of modern industrialized countries in the western world during the nineteenth century.

Ethnology is the scientific study of the different races of human beings or science of the races of mankind, their relation to one another.

Ethnography is conveniently restricted to the scientific mapping out of different racial regions and exhibits the vital connection of social life with geographical phenomena.

Anthropology is the scientific study of the human race, including its different types and its beliefs, social habits and organization. It is the scientific study of people, society and culture, or science of man chiefly of the beginnings, development of customs and beliefs of mankind.

The growth of linguistics and of anthropology as modern sciences are closely bound up with one another. The interaction between the two disciplines is related to the development of a bordering field called the *linguistic anthropology*. Linguistics is an important tool for anthropological investigations. There are certain differences in historical development in the areas of investigation and in problems, theories and concepts by sociology on the one side and by social and cultural anthropology, ethnology and ethnography on the other. It is interesting to note that the sociological studies of communities have been referred to linguistic aspects. The study of society and culture embodied in sociology and anthropology has an obvious relevance to a language pedagogy. Linguistics can help theorists and language teachers who will become aware of relationship between language, culture and society. Language teaching has interacted a long time with linguistics, psychology and social sciences and they have only recently come into contact with each other. The organized learning and teaching languages is both essentially social in character and an integral education provision.

Linguistics can also help the language teaching theorists to think critically and constructively about language teaching theory. The pedagogical grammar forms the linguistic resource for curriculum development, the making of teaching materials or the evaluation of language programs with specific educational needs of teaching in a particular type of educational instruction.

Sociolinguistics, the most recent arrival on the scene of the social sciences can be treated as an outcome approaches to language that has gradually evolved in linguistics and all the sciences of society. It is interesting to note that the social survey and sociological studies of communities have been referred to linguistic aspects. The distinction between ethnography and ethnology is slight,

it is analogous to the distinction between descriptive and theoretical linguistics. The wide range of anthropological interest has been illustrated in a work edited by F. Boas, the great and well known anthropologist and linguist. He describes some very important problems for general anthropology such as human origins, early man and prehistoric archeology, language, subsistence, economic organization of primitive people, social life, government, art, literature, music and dance, and finally mythology, folklore and religion.

The anthropologists make a distinction between social anthropology which has investigated a social structure and function of primitive societies and cultural anthropology. In the sociological literature language as a system of communication is treated as an essential factor in social life in society. In the social opinion it is necessary to study the languages of ethnic groups and to examine the relations between language and culture. The study of a language demands an interpretation of socially determined meaning and the study of different aspects of culture requires an understanding of the verbal aspects of that culture that is a language. The linguistics therefore is an important tool in anthropological investigation. It is interesting that the great American anthropologists of the first half of the twentieth century are equally outstanding linguists. They investigated the culture of the ethnic groups and recorded and analyzed a large number of languages. F. Boas as an eminent anthropologist was lively interested in language, culture, personality and society (Nist, 1977).

Today it is impossible to teach/learn effectively a language without a social context. It is commonly known that teaching a language involves a number of operations and procedures. All operations and a theory underlying them maybe refer to by means of the term *pedagogical linguistics*. Similar terms like “*pedagogical grammar*”, “*language pedagogy*” have been used by various authors. “*Pedagogical linguistics*” refers to both any theory which underlies pedagogical grammar and to the actual teaching process. It is obvious that teaching a language involves a great deal of activities which can be described in terms of several branches of knowledge. The disciplines which have to be considered are *linguistics*, *pedagogy* (psychology, didactics) and *sociology*. The contribution of these sciences to language teaching is equally important since each handles different aspects of the teaching process. Thus linguistics primarily deals with *what* is to be taught. *Pedagogy* provides the answer to the *questions how* and *when* the teaching process should be carried out. *Psychology* explains the techniques, gives suggestions concerning proper timing and portioning of the materials and gives general recommendation for grading the materials. *Sociology* provides the answer to the *question why* teaching and learning a foreign language should be undertaken. Both linguists and teachers agree that theoretical and methodological achievements of contemporary linguistics are fundamentals for creating a modern and active theory of didactics that leads to an intensive and effective way of language teaching. The word cultural means having or showing good education, manners and particularly interests in art, music or literature.

Literature in the Language Education

The study of culture is intimately related to language and literature that are very significant disciplines of the humanities. The study of literature is also a very important humanizing discipline. As a verbal art form it offers tremendous potential for language teaching/learning programs.

Literature consists of poetry, novels, short stories and plays. Literature can strongly and multidirectionally affect the process of teaching/learning. The strength of its educational influence depends on the number of artistic values of a text that becomes active in aesthetic experience. The shaping of aesthetic sensitiveness is very helpful intensifying the multidirectional influence of literature.

Literary texts that are read and discussed in the process of teaching arouse emotional and intellectual agitations. Emotional experiences turn into certain emotional reactions. Pupils usually want to imitate the behavior of fictional characters. Literary works exert a strong educational influence on children and teenagers. Literature offers tremendous potential for language teaching programs culturally, linguistically and aesthetically. The study of culture is intimately related to both language and literature. Linguistically, literature can help students master the vocabulary and grammar of the language as well as the four language skills: *reading*, *writing*, *listening* and *speaking*. Literature can be a rich and inspiring source for these skills. The oral reading of literature by students helps to develop their speaking ability to improve pronunciation and enrich vocabulary. Due to literature the students are also able to enrich terminology connected with these domains. In Poland, like in some other European countries, foreign languages such as English, German, French and Russian have been taught in connection with the literature at all levels of education from the lower grades through the university. Literature can play an equally prominent and significant role in the language communication and therefore it is a very important and practical problem of didactics. Nowadays literature has been dominated by visual art (theatre, film, television) and auditory art (the radio) which led to the emergence of audio-visual type of culture. Therefore teachers can't limit themselves to literary education but they must include elements of cultural education in the process of teaching. The correlation between literature and painting, film, theatre, television or music helps in developing artistic and intellectual potential of students and to enrich their language. The teaching living languages across the culture, literature and art is one of the fundamental goals of the present –day for the future. “The function of art is the creation of beauty. It may be said that there is no beautiful outside art, or to be more exact no beauty that has not been revealed by art”.

Final Remarks

In conclusion I would like to state that the humanistic and language education must stimulate pedagogical innovations both at schools and colleges. The inculcation of the humanistic values in the process of teaching and upbringing young people ought to be one of the main

foundations of the language education. The teaching of foreign languages across the culture, literature, and some other artistic works is one of the fundamental goals of the modern-day education for the future. Good teachers of any living language are always looking for different ways to their classes more interesting to increase their students' knowledge of foreign countries and also to provide ways for students to practise the taught language.

The paper also shows how language, the bell-letters and other works of arts influence the development of

emotional, cultural, linguistic and creative individuality. In the process of learning/teaching foreign languages in Poland and other countries teachers and tutors have to train their students systematically and intensively to master fluent pronunciation, correct syntactic structures and to enlarge vocabulary. In a short article it is only possible to present a brief outline of the most important discussed problems. The main goal of language teachers today is to prepare their students to communicate in any language, in other words to learn how to use the language as a means of communication.

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Jan Kida

SOCIALINIAI IR KULTŪRINIAI ASPEKTAI MOKANT JAUNIMĄ UŽSIENIO KALBŲ

Santrauka

Lingvistai gali padėti kalbų mokytojams, kurie domisi kalba, kultūra ir visuomene. Kalb air visuomenė yra tarpriai susijusios su kalbų mokymu. Kalbų mokymas siejamas su lingvistika, psichologija ir socialiniais mokslais. Straipsnis nagrinėja lingvistinės teorijos įtaką pagrindiniams metodologijos principams ir kalbų mokymui mokyklose ir koledžuose.

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RESPONSIBILITY DEVELOPMENT IN PRACTICAL FOREIGN LANGUAGE CLASSES

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Abstract

The article deals with the problem of responsibility development in communicative class activity. The paper gives the review of the concept of responsibility and reveals its characteristic features. The survey of students' opinions helps to identify possibilities of responsibility development in classes. The characteristic features of a responsible personality that have determining influence on responsibility development are discussed. Students' needs for foreign language studies, their motives of learning and skills necessary in professional carrier are analyzed. The advantages of teamwork and the foreign language learning methods that are the most effective ones for responsibility development are determined. Questionnaires (range and nominal scales) have been used for the data collection. The investigation leads to the conclusion that students are to be encouraged to participate in the teaching – learning process more actively and assess their own needs.

Introduction

In traditional educational paradigm the teacher, who passes the knowledge, is the only one to be in charge of the process of learning. However, the traditional attitude determines students' passivity and fails to stimulate their active participation in the teaching/learning process. Only active self-support, independence from the educator as well as active participation in the process of learning guarantee not only high academic results and responsibility for their own knowledge, but also successful future professional activity.

The change of modern educational paradigm from teaching to learning seeks to implement aims of the university: education of self-sufficient, mature, creative, responsible person, who is involved in life-long development of own abilities. Learning is considered particularly independent activity of the student, therefore, new learning paradigm substantially changes the existing understanding about studies in higher school and describes the student as the subject, who is responsible for one's learning. Role of the teacher also changes: it turns from being the only source of knowledge to acting as facilitator of the learning process. What about the role of the student? Practically „the teacher feels responsibility for teaching“, while teachers „do not think the students feel responsibility for the results of learning“ (Lepėskienė 1996). For this reason students should be stimulated to take a more active part in the process of learning. According to A. B. Knox (1977), „active interest and participation are likely in the cases when students help to set aims, to make decisions, to select tasks“ and to give evaluation of the studies-related needs and expectations. J. R.

Cornwal & B. Perlan (1990) state that individual's involvement and participation in the activity enable to discover one's potential and to put it to effective use. This develops self-confidence and responsibility for the results of the performed activity. According to D. E. Schrader (1999), giving possibility to choose the way and content of studies determines the high quality of learning. Students can control the process of learning, the aim of learning is clear, measurable and meets the student's needs, the process of learning is open and flexible, which enable the student to take the acceptable swing and time. Being responsible for the process of one's learning, its planning, control and evaluation of results conditions development of self-confidence and problem solving skills. Development of responsibility should take place in every step of the teaching process. The responsibility development theories emphasize the aspect of intercommunication as the basis of communicative competence development. Thus, communicative methods, which provide favourable conditions for responsibility development, are applied in the process of communicative competence formation.

Object of the work – the process of foreign languages teaching/learning.

Aim of the work. Substantiation of responsibility development possibilities in practical communicative classes.

Tasks of the work: to investigate students' needs for foreign language studies; to determine the motives of foreign language learning and fields of its use; to analyse the methods of foreign language learning; to discuss the responsibility development possibilities in practical foreign language classes.

Methodology of the work is based on integrative cognitive-structural, affective and moral development theoretical perspectives directly related with the improvement of language (linguistic) activity in higher school

Review of literature

The problem of responsibility has been one of the most popular topics in philosophical anthropology and ethics since antiquity. All ethical and juridical doctrines examine this problem in relation with the philosophical problem of freedom. The existing approaches to the responsibility description are directly related with moral issues. The Wikipedia encyclopaedia presents the description of moral responsibility, which states that responsibility is primarily related with the actions and their consequences in the sphere of social relations. This description emphasizes the harm caused by the individual, group, or society activity or interaction to other person, group of persons or the whole society. L. Jovaiša „Pedagogikos terminuose“ describes responsibility as „the most general feature of individual moral position that motivates careful activity in conducting one's duties (family, society, work, communication, etc.)“. According to L. Jovaiša, responsibility as the most important feature of moral maturity of the personality is developed by „demand to be responsible for own actions“ (Jovaiša, 1993). Responsibility is a complex character feature, which is described by formation of civic self-awareness, deep understanding of own rights and duties, their voluntary performance and insistence on the same behaviour. Consequently, responsible person is the one, who considers meeting the standards of social life a norm of everyday life and standard for valuation of other people.

Responsibility development and development of individual morality are inseparable. Although there is no one and clear description of the responsibility term, coherence between this term and three perspectives of moral education – moral cognition, moral affect and moral behaviour, is obvious. L. Kohlberg presents the model describing the situation in which progress from own needs to increasing understanding of community standards and expectations and, finally, to creation of such universal principles as justice, takes place (Kohlberg, 1984). E. T. Pascarella and P. T. Terenzini state that increasingly complex moral reasoning is „the main change taking place the years of studies“ (Pascarella, Terenzini, 1991). The research conducted by Perry also reveals gradual improvement of students' thinking and evaluation in the course of studies (Mentkowski, Moeser, Strait, 1983).

In the view of moral cognition perspective personal and social responsibility is implemented by stimulation of students' cognitive development. Scientific literature presents a number of methods for successful inducement of cognitive development. Although L. Kohlberg considers the dialogue among individuals a primary measure having positive influence on this education in later stages of moral reasoning, M. W. Berkowitz states that the discussions, named as

„sociomoral discourse“, are particularly effective when students analyse, develop or subject the arguments presented by others to logical criticism (Berkowitz, 1984). All the above methods state that primary cognitive task of a higher school is not the knowledge of the content (traditional understanding of teaching) but meaningful coherence of the content, which eases making complex moral decisions and development of self-understanding as a part of big social context.

Representatives of the theory of affect consider the emotions (not cognition) to be components of moral development and criticise the moral development theories, mentioned above. M. L. Hoffman states that empathy is the primary moral emotion and that empathic abilities – „the psychological processes making the person to empathize“ – make the essence of developmental change (Hoffman, 2000). According to A. W. Chickering and L. Reisser, during studies the empathy develops in the course of mature interpersonal relation formation, and the years of studies are described as the time during which one learns to control and balance the emotions (Chickering, Reisser, 1993).

Moral behaviour – the third aspect of personal and social responsibility, is the one the most widely discussed in higher school as problematic behaviour is incident to many students. In higher school the influence of new environment and peer groups strengthens the behaviour model, which students learned in childhood. According to A. W. Astin, the peer groups is „the only potential source influencing the growth and development during the years of studies“ and „the students' values, convictions and objectives change corresponding to those of their peers“ (Astin, 1993). From the perspective of social learning development of personal and social responsibility first of all includes creation of moral university environment. D.L. McCabe, L.K. Trevino and K. D. Butterfield state that „from the standpoint of social learning ... [higher school] should better ensure development of proper peer role models“, as „if students' peers demonstrate socially positive behaviour“, they themselves will not make themselves cheap (e.g.: do not cheat) (McCabe, Trevino, Butterfield, 2002). Existing clear evidence shows that the policy pursued at the educational institution, such as the Code of Honour and the Students' Moral Code, may strengthen the morally acceptable behaviour. Works by D.L. McCabe, L.K. Trevino and K.D. Butterfield show that „the highest level of academic improbity is observed in those higher schools, which have no Codes“ (ibid, p. 368). These efforts of higher school enables development of the community, which creates, teaches and strengthens personal and social responsibility.

The main task of any pedagogue, irrespective of the subject, is education of harmonious personality, who is able to acclimatize in the audience and to orient in life, to raise student's social status among groupmates, family members and in microgroups, i.e. to organize and supervise official interrelations of students and to correct their participation in nonformal groups. Personality formation

takes place in the dialectal process of the individual's intercourse with other people, communication and activity. According to J.Vaitkevičius, the individual not only receives external influence but also makes influence himself/herself by active, independent, conscious and creative selection of values, social position, attitude to reality, to the world and own place in it, by giving sense to his/her aspirations (Vaitkevičius, 1995).

Change and development of the person strongly depend on his/her individual activity. Ideal person is the one, who is socially active, disciplined, creative, and understands responsibility for self, for the group and for the whole society. Facilitation of favourable social conditions is not enough for the development of ideal personality. By necessity the personality itself should be changed to the one, who is able to take responsibility and to reflect the following:

- recognition that only student himself/herself is responsible for the selected activity, for own feelings and thoughts, for the chosen direction in life, and that he/she cannot blame anybody else for these choices;

- rational understanding that student himself/herself responsibly designates own position and how these choices influence his/her life;

- perception that nobody else but the student himself/herself is responsible for the consequences of his/her activity, for own feelings about the acts and events directed to him/her;

- realistic evaluation of student's strengths, abilities, talents, virtues and qualities [Swain, 1980].

Analysis of the responsibility development problem emphasizes obvious importance of the following abilities:

- seeking and accepting of help;
- openness to new conceptions and ideas;
- disclaimer of irrational convictions and mastering fears;

- positive self-evaluation;
- perception that you are the one, who makes decision what to choose;

- perception that you yourself choose how to react to people, actions or events you face;

- divesting of the feelings of anger, fear, fault, distrust and unsafety;

- review of own priorities and objectives;

- perception of responsibility for own life

<http://www.coping.org/growth/accept.htm>).

Many pedagogues consider responsibility to be characterized by such features of willpower as decisiveness (ability to resolve and not to avoid responsibility and obstacles), energy (ability to implement the made decision actively and intensively) and persistence (ability to carry this decision through). However, such features of volitional personality as discipline, moderation, self-control, etc. are also important (G. Klimovienė 1992). American pedagogues D. Djuk and V. F. Johns state the opinion that student's involvement in the process of learning is particularly important for the responsibility development as only active participation

conditions formation of immediate motives of responsible attitude to learning and increases interest in the subject. Thus, to make responsibility a character feature of the learner, organization of the process of learning should ensure active work of the student and show perspective of this work (Klimovienė, 1992). Students' communication in the process of learning, i.e. orientation to the development of communicative competence, is among the most effective measures of responsibility development. The main motive of the learners is to learn spoken language, i.e. to acquire communicative competence. Communicative language teaching method is an effective way to teach foreign languages. This method provides students with the possibility to learn not only speaking and understanding, but, what is particularly important, thinking in foreign language. Conception of communicative competence embraces both theoretical and practical aspects. From theoretical point of view, it is closely connected with psychology, linguistics and communication theory. Pedagogical needs and interest determine its practical character. Both, theoretical and practical viewpoints give the concept of communicative competence, which is wider than that of grammatical linguistics and audiolinguistic methodology.

Application of communicative method in language teaching requires special attention. A number of scientists present interesting investigations indicating the necessity to change from structural-linguistic method to communicative method and emphasizing the importance and effectiveness of the latter in the field of language teaching (Svvin, 1980, Hutchinson, 1982, Canale, 1983, Savignon, 1983, Nunan, 1986, Brown, 1991, Bratt, 1992, Green, 1993, Fox, 1993).

Savignon distinguishes the following main principles of communicative method:

- Language learning requires a creative approach. Intercommunication of the learners is based on those language aspects (vocabulary, grammar) that they have already perfectly mastered.

- In the process of teaching the abilities of the learners, which are determined by particular situation, social roles and objectives of communication, must be taken into consideration.

Teaching of the second language as well as that of the native one is conducted in compliance with needs and interests of the learners. A concrete text or an impromptu conversation can be used to solidify the knowledge. Teaching material should satisfy the needs and interests of the learners. The teacher should suggest concrete social roles, performance of which should bring the students to the true-life situations. Development of skills in four fields of linguistic activity – listening, speaking, writing and reading, is a must as this is the only way to acquire communicative competence (Savignon, 1983).

Results

A specially developed questionnaire was used to receive information from 150 second-year students of four faculties of the Lithuanian University of Agriculture. The questionnaire was used to determine

the motives of foreign language learning; the foreign language skills that are important for professional carrier; the fields of language activity that are important for students as future specialists; the foreign language teaching/learning method that is the most acceptable for students and the advantages of this method; the skills/features developed in students by this method. Nominal and range scales were used in this questionnaire. The EXCEL software was used to process the collected data.

Analysis of the collected data revealed the students' need for foreign language studies. Unfortunately, majority of respondents expressed desire to continue improving skills of the foreign language, which had been studied at school. One third of the respondents stated the need of foreign language studies at the university based on the desire to study second foreign language.

The presented questionnaire asked students to evaluate the following motives of foreign language learning: use for professional carrier, need in everyday activity, for expand of horizon, personality development. Most students (43%) indicated use for professional carrier as the main motive of learning. Quite a big number of students did not have strongly determined motivation for foreign language learning. 33% of students stated that foreign language was necessary in everyday activity, 16% of students – for expanding horizon. As motivation is not clear, the attitude to learning is not highly responsible.

Analysis of responses about the most important fields of foreign language application showed that students can realistically imagine themselves in various foreign language related situations and give straight evaluation of own abilities. According to the obtained data, the aspects focused on during practical classes (business correspondence, presentations, simulation of negotiations) are considered less actual ones. Contrary, high importance is given to such field as communication in foreign language (with foreigners), which, however, is the most difficult to practice during practical classes.

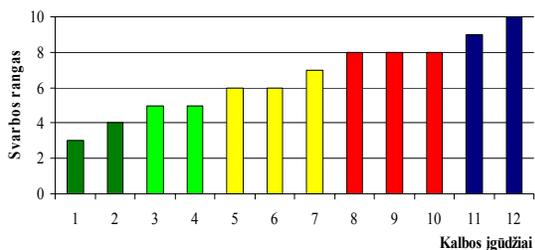


Fig. 1. The importance of foreign language skills in professional carrier

Language skills: 1 – international communication; 2 – discussions; 3 – negotiations; 4 – participation in meetings; 5 – conducting of meetings; 6 – presentations; 7 – document preparation; 8 – text reading; 9 – listening to presentations; 10 – organization of events; 11 – giving instructions; 12 – telephone conversations.

Range of importance: under 4 – the most important; 5 – important; 6-7 – moderately important; 8 – little important; 9-10 – the least important.

Professional activity appears to be the most frequent motive of foreign language learning, therefore, the importance of foreign language skills in professional activity is given detailed analysis (Fig. 1). Results of the investigation show that students consider foreign language skills to be very important for participation in discussions and negotiations. Conducting a meeting, making presentations and business correspondence are given less importance. Unexpectedly, telephone conversation is valued as the one requiring the least foreign language skills. This may be due to the lack of students' experience.

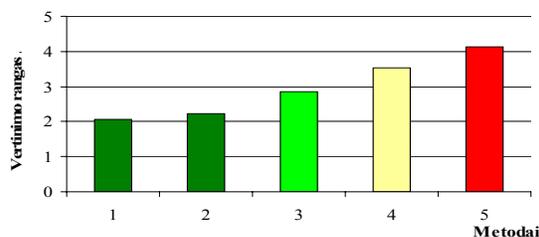


Fig. 2. Evaluation of the foreign language learning method

Method: 1 – in pairs; 2 – in small groups of 3 – 4 students; 3 – individual; 4 – in large teams of 6-8 students; 5 – all students.

Range of evaluation: under 2,5 – the best; 2,5-3 – moderate; 3,5 – weak; 5 – the weakest.

Analysis of the students' opinions about learning individually and in groups showed that the best evaluation was given to learning in twos, the lowest evaluation – to work in big group (Fig. 2). According to the results of the investigation, students understand realistically the advantages of learning in twos and in small groups.

Most respondents indicated the advantage of teamwork (Fig. 3), as this method enables involvement of all members of the group and stimulates maximum contribution from everybody. Students emphasise such advantages of teamwork as mutual assistance, development of creative thinking and collaboration. Unexpectedly, only few students expressed satisfaction of participation in teamwork.

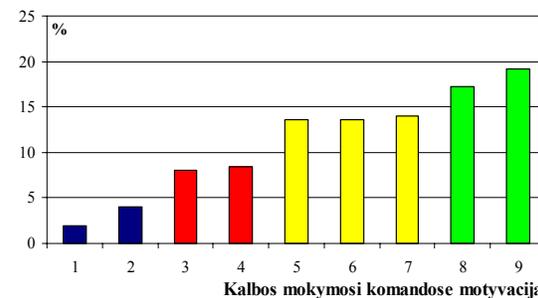


Fig. 3. Advantages of teamwork in foreign language learning

1. – satisfaction in teamwork and discussions; 2. – interdependence and responsibility; 3. – development of self-confidence; 4. – development of tolerance; 5. – mutual assistance; 6. – good working atmosphere; 7. –

development of creative thinking; 8. - collaboration; 9. – involvement of all groupmembers in class activity.

Analysis of students' attitude to work allows to distinguish two aspects: self-development as personality and strengthening the relation with other team members. Approximately half of the respondents indicated that teamwork taught them introspection, communication and advertence to other people. Keeping one's ears open to the opinion of other team members stimulates students to seek knowledge and, herewith, contribute to general objective.

Discussion

At university first-year students can develop skills of the foreign language they studied at school. Some young people realistically understand that knowledge of one foreign language is not enough. They realize that it is their own choice what to study and the decisions they make influence their life (including carrier). In the second-year of studies at the university students can choose studies of other foreign language. This choice proves possession of such abilities as openness to new conceptions and ideas, mastering ones fears and conscientious evaluation of ones abilities, which are necessary for responsibility development. The desire to study new subject (new language) obviously does not show high level of person's responsibility.

Student's motivation is particularly important for successful learning. In this work most students indicated external motivations such as endeavour to develop language skills, which will be useful in their professional carrier. Thus, students have responsible attitude to their future professional activity. Unfortunately, only 8% of students understand personality edification as one of foreign language learning motives. Internal motivation of these students is higher than that of the students, who relate motivation of foreign language learning with professional activity. Personality development makes students independent, initiative and decisive people. This guarantees responsible attitude to studies, work or other activity.

L. Jovaiša describes responsibility as „the most general feature of the moral position of the personality, which motivates careful activity in conducting (family, society, work, communication, etc.) duties. Responsibility as the most important feature of moral maturity of the personality is developed by the „demand to be responsible for own actions“ (Jovaiša, 1993). When motive is clear, students take active and responsible part in the classwork, which allows expectation of good results.

Work during foreign language classes aims at training the student for practical communication in foreign language. During practical classes students make presentations, participate in discussions, learn the basics of business correspondence. However, the native language environment pactly gives no possibilities to create ideal conditions for development of all linguistic activity skills in foreign language. Students relate foreign language skills first of all with possibility to express own opinion and understand the arguments presented by others, which is very important in

discussions and negotiations. Less importance is given to conducting of meetings and business correspondence. Preparation for this activity requires colleagues' help. The lecturer should stimulate this motivation by emphasizing the advantages of the teamwork. Teamwork develops initiative of every member of the group, also stimulates creative activity and, most importantly, develops responsibility for oneself as well as for every member of the team. Text understanding and listening to presentations is the least foreign language skills requiring activity. Teacher should use this niche by stimulating students' confidence, desire to share knowledge and abilities. The obtained knowledge stimulates the student to seek new information. Through the acceptance of colleagues' help the student becomes responsible for own activity and final result of the work. Unexpectedly, telephone conversation is considered the activity that the least requires foreign language skills. This evaluation may be conditioned by the lack of experience. Students demonstrate realistic evaluation of their strenghts and weaknesses, of their abilities and competencies, which is among the abilities necessary for the responsibility development.

Observations of students' behaviour of several years show that most students are not ready to take complete responsibility for learning. In the first instance they are afraid of the teacher, they feel embarrassed, they think shame to express own ideas. Therefore, teamwork enables students learn effective use of the foreign language and encourages students' collaboration. The teacher ceases being the controller and becomes the adviser, facilitator and source of knowledge. The teacher should encourage every team-member to work to his/her lights, to be self-critical and to improve. This induces students' responsible attitude to their duty – learning. To educate a responsible personality, the process of teaching should encompass personality development and the aspects of teamwork. Only responsible personality can demonstrante an active responsible attitude to learning. Students' intercommunication is very important for teamwork. In the course of working together advanced students start helping those who work slowly, active people seek to involve those who tend to dissociate. Besides, this enables to create the atmosphere of reliance, which ensures safety, free communication, removal of tension and fear. Confidence is an important factor if in the process of teaching/learning the teacher aims not only at transferring knowledge, but also seeks to employ students' feelings, imagination, values – to influence their personality development and display, as only reliance in the surrounding people enables the individual to show oneself, to be authentic and not to be afraid of taking responsibility. According to students' opinion, this method also develops self-confidence, tolerance and creativity, which corresponds to J. Vaitkevičius (1995) idea that the individual not only receives external influence but also makes influence himself/herself by active, independent, conscious and creative selection of values, social position, attitude to reality, to the world and own place in it, by giving sense to his/her aspirations. Creative application of active teaching method in foreign language classes determines

positive changes of students' personality characteristics. Teamwork teaches students to seek realistic objectives, to demonstrate abilities and decisiveness, critical evaluation of oneself and other team-members, to develop self-confidence. These are the features that form a decisive, initiative and responsible personality.

Conclusions

1. Responsibility is a complex character feature, which is described by formation of civic self-awareness, deep understanding of own rights and duties, their voluntary performance and insistence on the same behaviour.

2. The main motive of the students is to learn spoken language, i.e. to acquire communicative competence. Communicative foreign language

teaching method provides students with the possibility to learn not only speaking and understanding, but, what is particularly important, thinking in foreign language.

3. To educate an authentic and responsible personality, the process of teaching should encompass personality development and the aspects of communicative language teaching.

4. Most students (43%) indicate the use for professional carrier to be the main motive of learning. Quite a big number of students do not have strongly determined motivation for foreign language learning. 33% of students state that foreign language is necessary in everyday activity, 16% of students – for expanding horizon. As motivation is not clear, the attitude to learning is not highly responsible.

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ATSAKOMYBĖS UGDYMAS KOMUNIKACINĖSE PRATYBOSE

Santrauka

Atsakomybė turėtų būti ugdoma kiekviename mokymo proceso žingsnyje. Atsakomybės ugdymo teorijose akcentuojamas tarpusavio bendravimo aspektas kaip komunikacinės kompetencijos ugdymo pagrindas. Atsakingumas – sudėtinga charakterio savybė, kurią apibūdina pilietinės savimonės susiformavimas, gilus savo teisių ir pareigų suvokimas, savo noru jų vykdymas ir reikalavimas šito iš kitų.

Šiame darbe nagrinėjamas aktyvaus mokymo galimybės ugdant atsakingumą komunikacinėse pratybose, pateikiama atsakingumo samprata. Ištirti atsakingos asmenybės bruožai, darantys lemiamą įtaką atsakingumui ugdyti. Atlikta studentų poreikių studijuoti užsienio kalbą, jų mokymosi motyvų, kalbos įgūdžių, būtinų jų profesinei karjerai analizė. Nustatyti mokymosi bendradarbiaujant privalumai bei efektyviausi užsienio kalbos mokymosi metodai atsakingumui ugdyti. Dauguma studentų (43%) nurodo, kad pagrindinis užsienio kalbos mokymosi motyvas yra nauda profesinei karjerai. Kai kuriems užsienio kalba reikalinga kasdieninėje veikloje ir akiračiui plėsti. Dėstytojas užsienio kalbų mokymo procese turi apjungti asmenybės tobulinimą ir komunikacinio kalbų mokymo aspektus, kad galėtų išugdyti autentišką, atsakingą asmenybę.

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TERMS OF COMPUTER SCIENCE IN PROFESSIONAL ENVIRONMENT, TEXTS AND DICTIONARIES

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Abstract

An increasing stream of texts about information technologies (IT) in the Lithuanian language usually translated from the English language makes the research of frequentative use of terms of computer science more relevant and important to the present. The present article reviews single-word terms (borrowings, derivatives, loan-translations, terminologized Lithuanian words) within the aspect of mathematical linguistics or linguostatistics. The interaction of the English language and the Lithuanian language as the cause of origin of a great many new scientific terms in the Lithuanian language is emphasized.

Keywords. Term, terms of computer science, mathematical linguistics, statistical analysis (linguostatistics), frequency indexes, active vocabulary, passive vocabulary.

Introduction

Research authors, representatives of philology and computer science, do hereby review the results of a statistical analysis of frequentative use of the simplest – single-word – terms of computer science (expressed by nouns) on the grounds of cooperation in translation of speciality texts from English to Lithuanian. In some cases special texts and corpora of very large extent have been analysed reviewing the ways how terms expressed by nouns function within them. The most original part of the research is data obtained by means of a computer program “Lingvostatistika” and the fact that most of terms of computer science are found within the periphery of the lexical system which are linguostatistically described by very low frequency indexes (elements of passive vocabulary) was confirmed. Coinages as well as borrowings are relatively rarely found units within the lexical system of the native language. They are first approved and used by professionals and journalists referring to science novelties in periodicals. Terms, especially the newest ones, are not often used in the texts of contemporary science books and general (even specialized) type dictionaries.

Research aim – to analyse how the newest single-word terms of computer science function in the Lithuanian language by means of mathematical linguistics methods (on the basis of statistical analysis of frequentative indexes); as well as to prepare applied insights of the obtained results (of educational lexicology and linguodidactics).

Specific research results. When we translate texts from English into Lithuanian using often used words (and terms of computer science), they are often marked by high frequency indexes, for example: *paskyra-377* – (*account*), *dokumentas-3859* – (*document*), *tarpas-584* – (*gap*), *intervalas-185* – (*interval*), *juosta-1912* – (*bar*) etc. Vice versa, if the

words or terms are rarely used in the original language, in texts written in the Lithuanian language they are expressed by very rarely used coinages or are not recorded at all (probably their meanings are described), for example: a) terms of computer science not found in texts: *autotekstas* (*autotext*), *darbalaukis* (*desktop*), *sekiklis* (*detective*), *triktis* (*glitch*), *pagelbiklis* (*assistant*), *šakotuvus* (*hub*) etc.; b) rarely used terms: *rinkmena-13* – (*file*), *atsakiklis-14* – (*autoresponder*), *valdiklis-3* – (*controller*), *tvarkyklė-5* – (*driver*), *hipertekstas-7* – (*hypertext*), *taisa-2* – (*edit*), *maiša-4* – (*hashing*) etc. These trends are of general type, but definitely not an absolute rule. [K.Hofland, S.Johansson *Word Frequencies in British and American English*, 1982; Corpus of Vytautas Magnus University; L.Grumadienė, V.Žilinskienė (DDRLKŽ) – “*Dažninis dabartinės rašomosios lietuvių kalbos žodynas*”].

Rather similar analytical results of mathematical linguistics or linguostatistical characteristics are discovered in sources formed on the basis of different principles where single-word terms have been picked out. Therefore, we may presume that functioning of terms is a rather regular phenomenon of the lexical system; on that grounds conclusions of theoretical and applied type can be prepared. Thus such term research methods should be tolerated in lexicography and lexicology, for example, as a fact of social linguistics which should be taken into account when there is a formal obligation to deem the word as a term or to reject such possibility. Let us remember: just some time ago, approximately a decade ago, *failas* (*file*) – a term of computer science – used to be unacceptable or empathically reprehensible in edited texts. Now the above mentioned term is provided along with a seemingly rather appropriate coinage *rinkmena* (*file*) in “Enciklopedinis kompiuterijos žodynas” (EKŽ) published by V.Dagienė, G.Grigas, T.Jevsikova, employees of Institute of Mathematics and Informatics,

edited by A.Kaulakienė, and the publishing thereof was not objected by State Commission on the Lithuanian Language. We remember that relatively not long ago the term *byla* (*file*) used to be “patronised”. Four meanings of the above mentioned word are provided in “Dabartinės lietuvių kalbos žodynas” (DŽ): 1) judicial proceedings – *iškelti, laimėti bylą* (*to initiate proceedings, to win a case*); *vesti baudžiamąją bylą* (*to proceed a criminal case*); 2) records – *pažymų prisirinko visa byla* (*the file was filled with certificates*); *asmens byla* (*personal case*); 3) speech, talk – *žmogus aiškios bylos* (*the man’s speech is clear*)... etc. Such a variant could hardly gain ground (to establish within the lexical system of the language as the term of computer science) neither from the psycholinguistic approach, nor the sociolinguistic one, nor the terminologizational one. It is a prior assumption which can be illustrated from the linguostatistical point of view by means of Corpus of Vytautas Magnus University and our calculations, i.e.:

- a) the word *byla* (*file*) has been used for 8549 times at Corpus of Vytautas Magnus University containing one hundred millions of units;
- b) in texts published in periodicals – 7165 times, i.e. 83.81 per cent;
- c) in specialized texts and nonfiction books – 464 times, i.e. 5.43 per cent;
- d) in fictional texts – 323 times, i.e. 3.78 per cent;
- e) in public documents of the Republic of Lithuania – 597 times, i.e. 6.98 per cent.

Thus the spread or use of this word is wide. In concordance (list of sentences with the key speech unit picked out from the whole of texts) the word *byla* (*file*) was most often used as a legal term within the meanings of determination of justice conception, for example: a stable compound *baudžiamoji byla* (*criminal case*) was used even 7682 times (92.2 per cent of all cases of use). There were other combinations as well: *asmens byla-97* (*personal case*), *bankroto byla-286* (*bankruptcy case*), *byla nutraukta-89* (*the case was terminated*), *byla perduota-85* (*the case was transferred*), *iškelta byla-244* (*the proceedings initiated*), *tyla gera byla-22* (*silence is a good sign*), etc. This word was most often used in texts of periodicals. However, basically the meaning of term of computer science was not recorded (there were only several cases), for example: *...kas tas failas? kas ta byla?* (*...what is file?*) *...tai angliškas terminas file...* (*...it is an English term “file”*...).

Ergo, the assumption was confirmed by means of statistical analysis method: the native speakers most often used to hear or read and understand the word “*byla*” (*file*) first of all as a very often used legal term. It is particularly obvious from more detailed studies of concordance structure related to the results of linguostatistics. This is why the use of this word as a denotation of computer science became unusual in the specific IT environment within the approach of text production and perception thereof (psycholinguistics) as well as within the aspect of language functioning in the society, variation of social and linguistic factors (sociolinguistics).

The use of a new word *rinkmena* (*file*) was commenced as a replacement for term *byla* (*file*), but it has not spread very wide yet. This word gradually

establishes within the lexical system of the Lithuanian language, though it has not been included in DŽ yet and there are no obvious correlations with any other meanings of this word. In the concordance it is marked with a frequentative index 13, however, from the examples we can see that *rinkmena* (*file*) – a word of a specific environment and contexts – was used in such combinations as: *autorių pavardžių rinkmena* (*a file of authors’ surnames*); *antraščių rinkmena* (*a file of titles*); *trumpų bibliografinių įrašų rinkmena* (*a file of brief bibliographical entries*); *...kiekviena duomenų rinkmena nurodoma tik vieną kartą* (*...each data file is provided only once*); *...įrašytas ir naujažodis sinonimas rinkmena, viliantis, kad šis terminas prigis...* (*a neologistic synonym file was entered as well hoping that this term would be established...*).

The new derivative – term *rinkmena* (*file*) – is linguostatistically described by statistical data: a) **singular:** Nominative Case – 13; Genitive Case – 22; Dative Case – 1; Accusative Case – 3; Ablative Case – 4; Locative Case – 8. b) **plural:** Nominative Case – 10; Genitive Case – 9; Dative Case – 1; Accusative Case – 7; Ablative Case – 1; Locative Case – 3. This term was used in a singular form for 51 times (62.2 per cent) and only 31 times (37.8 per cent) in a plural form. Furthermore, Nominative Case and Genitive Case in both singular and plural forms were the most productive cases. Ergo, the above mentioned coinage has not spread very widely in the lexical system of the Lithuanian language yet, it is rather rarely used in texts in different case forms.

As has already been mentioned, there is a coinage *failas* (*file*) having the same meaning included in EKŽ. From the analysis results of Corpus of Vytautas Magnus University we can see that this term has been used 38 times in the form of the Nominative Case only:

- a) in texts published in periodicals – 24 times, i.e. 63.16 per cent;
- c) in specialized texts and nonfiction (science) books – 28 times, i.e. 28.95 per cent;
- d) in fictional texts – 2 times, i.e. 5.26 per cent;
- e) in public documents of the Republic of Lithuania – 1 time, i.e. 2.63 per cent.

Terms of computer science were most often used in texts published in periodicals and nonfiction papers. It should be noted that all examples of the corpus are related to computer science only: *failas* [*in English file – (document) folder*]; *...terminų žodyne (1971 m.) anglicizmo failas dar neišsileista...* (*...in the dictionary of terms (in 1971) the Englishism file has not been admitted yet...*); *Taip paruoštas failas jau gali būti įvedamas...* (*A file prepared in such a manner can already be entered...*); *...darbo rezultatas – duomenų failas su išplėta HLP (results of the work – a data file with expansion HLP)*; *...kiekvienas dokumentas ir failas turėtų jam skirtą vietą (each document and file would have a place intended for them)*; *...indeksinis failas turi būti surūšiuotas (...an index file must be sorted)*; *...“Failas” – logiškai susijusių įrašų rinkinys (...“File” – a set of logically related entries)*; *...Po kompiliavimo gaunamas HLP tipo failas, su kuriuo jau galima dirbti...* (*...After compilation an HPL-type file is obtained which can already be worked with...*); *...kompiuterių technikos*

terminas *failas* (file – a term of computing technique); ...trumpai, bet nedrūtai: “file – *failas*; įrašų seka, aibė” (in short: “file; a sequence of entries, a set”; ...tai ne tekstinis, o programinis *failas*? – mandagiai paklausė vėl šalia... (...isin’t it a text file but a software file? – asked politely nearby again...).

In **singular** the term *failas* (file) has been used 38 times in the form of the **Nominative Case**; **Genitive Case** – 39 times; **Dative Case** – 4 times; **Accusative Case** – 39 times; **Ablative Case** – 3 times; **Locative Case** – 13 times. Research results of **plural** are as follows: in the form of the **Nominative Case** the above mentioned word was used 58 times; **Genitive Case** – 63; **Dative Case** – 3; **Accusative Case** – 71; **Ablative Case** – 9; **Locative Case** – 16. Ergo, the term has been used 135 times, i.e. 38.03 per cent, as a **singular** form and 220 times, i.e. 61.97 per cent, as a **plural** form. The above mentioned term was often used not only in the form of the Nominative Case and the Genitive Case in both singular and plural, but in the form of the Accusative Case as well. The total number of recorded term use in Corpus of Vytautas Magnus University amounted to 355. This makes 0.003 per cent of all words used in the Corpus [335 x 100 : 102857327 = 0.0034513].

The calculations indicate that functioning of terms (intensity of use) in texts is rather significantly described by the results of mathematical analysis as well. Therefore, conservators of the native language, representatives of different occupations and specialities

in particular, would have another instrument for checking whether the new term was “assimilated” by the lexical system of the language. Some suggested terms are poorly spread in Lithuanian IT texts or they are not spread at all despite the fact that they are correct, though sometimes they are already used in the professional environment, for example: in the contemporary Corpus of Vytautas Magnus University or previously published frequentative dictionaries such terms of computer science as *autotekstas* (autotext), *brukalas* (spam), *darbalaukis* (desktop), *sekiklis* (detective), *triktis* (glitch), *pagelbiklis* (assistant), *programišius* (hacker), *šakotuvvas* (hub) etc. were not found. The following terms are rarely used: *valdiklis*-3 (controller), *tvarkyklė*-5 – (driver), *hipertekstas*-7 – (hypertext), *taisa*-2 – (edit), *maiša*-4 – (hashing) etc.

We can imagine the lexical system of a language as huge sphere in the centre of which we can find the most often used words. They make just 10 – 15 per cent of lexical system units (different words). The circumference is the periphery consisting of 85 – 90 per cent of the variety of the lexical system of a language. Terms are located in the periphery from the point of frequency especially if they are borrowed from other languages. However, even the coinages derived from the native language, turned into terms, do not spread so fast and tend to be rather rarely used (peripheric) elements. The intensity of term functioning is illustrated by data of contrastive table (see No. 1).

Table 1

Frequentative use of some terms of computer science in the English and Lithuanian language

English language	Frequency	Relative frequency	Sources of use	Relative frequency of sources	Lithuanian language	Frequency	Relative frequency	Sources of use	Relative frequency of sources
Account	156	0.217573	14	0.126126	Paskyra	6	0.004854	4	0.006611
Accuracy	33	0.046025	8	0.072072	Tikslumas	63	0.050970	35	0.057851
Address	48	0.066945	11	0.099099	Adresas	136	0.110032	71	0.117355
Alert	16	0.022315	7	0.063063	Išpėjimas	35	0.028317	23	0.038016
Appearance	90	0.125523	14	0.126126	Išvaizda	42	0.033980	39	0.064462
Appendix	31	0.043235	4	0.036036	Priedas	260	0.210355	84	0.138842
Area	283	0.394700	25	0.225225	Sritis	570	0.461165	262	0.433057
Assistant	30	0.041841	11	0.099099	Pagelbiklis	0	0	0	0
Adapter	1	0.001394	1	0.009009	Adaptieris	0	0	0	0
Algorithm	0	0	0	0	Algoritmas	47	0.038025	21	0.034710
Alignment	6	0.008368	2	0.018018	Lygiuotė	0	0	0	0
Alphabet	3	0.004184	2	0.018018	Abėcėlė	26	0.021035	20	0.033057
Ampersand	0	0	0	0	Ampersendas	0	0	0	0
Anchor	6	0.008368	4	0.036036	Prieraišas	0	0	0	0
Animation	6	0.008368	3	0.027027	Animacija	1	0.000809	1	0.001652
Annotation	1	0.001394	1	0.009009	Komentaras	23	0.018608	20	0.033057
Array	3	0.004184	3	0.027027	Masyvas	17	0.013754	16	0.026446
Asterisk	4	0.005578	1	0.009009	Žvaigždutė	10	0.008090	9	0.014876
	717	1	111	1		1236	1	605	1

Data provided in the Table is fragmentary. It indicates tendencies, but it would be incorrect to deem it as absolute. Terminological work requires lots of specialists’ efforts so that the system of terms would become well-founded, logical enough and the terms themselves would be convenient for use and unambiguous. It was expected to determine the features of regularity and probability when creating the Table. On the basis of linguostatistics it has been ascertained that high frequency English terms of

computer science (some loan-translations, terminologized words of the generic Lithuanian language and even borrowings used for a long time) are often used in the native language as well. However, there are cases when derivatives, which have not only been included in “Dabartinės lietuvių kalbos žodynas” but we even would not find them in a particularly voluminous corpus, are created on purpose as replacements for rather often used English terms of computer science (*lygiuotė* (alignment), *prieraišas* (anchor)). On the other hand, some English

terms of computer science (*amendment, attachment, appendix*) are translated into the native language in one and the same word “*priedas*” which is most often used under different meanings. For instance, Corpus of Vytautas Magnus University containing one hundred millions of units provides the following rather often used combinations: *algos priedas-14 (welfare allowance), atlyginimo priedas-18 (allowance), derliaus priedas-76 (addition to yield), instrukcijos priedas-24 (annex to instructions), nemokamas priedas-11 (free advance), bazinės pensijos dydžio priedas-13 (additional supplement amounting to base pension)* etc. Therefore, it is rather difficult to understand the reasons why the authors of the latest “Enciklopedinis kompiuterijos žodynas” (EKŽ) suggest the same terms of computer science though other words could be terminologized.

Generalization and conclusion

Neologisms (derived terms, coinages as well as borrowings) are relatively rare elements in the lexical

system of the native language that need to establish themselves in the latter. They should first be approved and often used in the public environment and press by professionals. These terms should be included in texts and, naturally, in dictionaries. The above mentioned fact may be checked in voluminous corpora and/or frequentative dictionaries. However, publications thereof stay behind the recording of the latest terms of computer science. Terminological work would be more rational if representatives, specialists of different areas of science would coordinate their attitudes more concurrently, more often and more productively. We lack more publications of papers on terminology, especially dictionaries, science popularization publications intended for pupils and students. Papers of such type should be prepared and updated every five years. Only under such conditions the Lithuanian IT terminology could be developed and established properly as nowadays the content thereof is rather indefinite from some points of view.

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KOMPIUTERIJS TERMINAI PROFESINĖJE APLINKOJE, TEKSTUOSE IR ŽODYNUOSE

Santrauka

Tyrimo autoriai, filologijos ir kompiuterijos mokslų atstovai, bendradarbiaudami specialybės tekstų vertimo iš anglų kalbos į lietuvių kalbą pagrindu, apžvelgia nesudėtingiausių – vienažodžių – kompiuterijos terminų (reiškiamų daiktavardžiais) dažninio vartojimo statistinės analizės rezultatus. Kai kuriais atvejais išnagrinėti labai didelių imčių specialūs tekstai bei tekstynai, apžvelgiant, kaip juose funkcionuoja daiktavardžiais išreikšti terminai. Originaliausiaji tyrimo dalis -- kompiuterinės programos „Lingvostatistika“ pamatu gauti duomenys ir patvirtintas faktas, jog daugiausia kompiuterijos terminų randama leksinės sistemos paribiuose, kurie lingvostatistiškai apibūdinami labai mažais dažnumų indeksais (pasyviosios leksikos elementai). Naujadarai, kaip ir skoliniai, gimtosios kalbos leksinėje sistemoje yra palyginti retai atrandami vienetai. Juos pirmiausia aprobuoja ir vartoja profesionalai bei žurnalistai, periodikoje referuodami mokslo naujoves. Terminai, ypač naujausieji, nedažnai vartojami ir dabarties mokslo knygų tekstuose, ir bendrojo (netgi specializuoto) pobūdžio žodynuose.

Tyrimo tikslas – matematinės kalbotyros metodais (dažninių indeksų statistinės analizės pagrindu) ištirti, kaip lietuvių kalboje funkcionuoja naujausieji kompiuterijos vienažodžiai terminai; taip pat parengti taikomąsias (mokomosios leksikografijos bei lingvodaktikos) gautų rezultatų išvalgas.

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DEVELOPING STUDENT RESPONSIBILITY IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION

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Abstract

The problem of getting students to be responsible for their own learning is still serious and becoming more so.

Undoubtedly, students who are being irresponsible will study with constant reminders or prodding. They won't seek out challenges and avoid taking on tasks that require greater personal involvement. It will be difficult for them to meet the needs and demands of their future employers, to cooperate with the people with whom they will work. Therefore fostering responsibility becomes of utmost importance in university education included.

The present research aims to investigate a degree of student responsibility and foresee all possible means for its advancement. Responsibility for learning is investigated from the students' perspective in order to discover what they see as relevant or meaningful while acquiring knowledge and mastering (self-monitoring, goal, setting, decision making, conflict-resolution, social, study and team) skills that will be useful for their future career development. A self-adapted questionnaire has been prepared for this purpose. The obtained data revealed a link between the learner independence and responsibility allowing to foresee the implications for the development of student responsibility. Our experience suggests that shift from an educator as the only source of knowledge to students' advisor, learner independence, sufficient access to modern technologies and information, active (project-based, case-study and team) methods can provide supportive environment for responsibility development. Active teaching methods place the responsibility for learning on the student by encouraging him/her to find the answer to a problem rather than memorizing a teacher – given information. A new learning paradigm changes understanding about studies and their arrangement, promotes a student to develop a responsible attitude towards all the participants of the teaching/learning process.

Keywords: degree of student responsibility, questionnaire, learner independence, modern technologies, active teaching methods, new learning paradigm.

Introduction

A central purpose of education is a systematic teaching and learning of socially valued knowledge, skills and values (Christie, 2005). Unfortunately, there are cases when young people receive isolated pieces of knowledge that have no value to them outside the school. Besides, some teachers demonstrate little willingness to help learners cultivate a strong sense of self through fostering a sense of personal and social responsibility. The reason for that is a rather complicated subject matter programme and sometimes a lack of professional interest and calling. This leads to very sad consequences: there are still many young people, who are not willing to be accountable for their actions and have no idea what it means to be honourable, exemplary and virtuous responsible in thought and actions.

Recent findings (Ieraci, 2007; May, 1992; Pascarella, Terenzini, 2005; Bonwell, Eison, 1991; Duke, Jones, 2001; Ruyter, 2002; Lenk, 2006; Anderson, Prawat, 1983) outline that one of the central missions of the school should be the development of responsibility because by becoming responsible young people acquire a

lot of valuable (self-monitoring, goal setting, decision-making, conflict-resolution, social, study, communication, peer assistance, team) skills that might help them adjust better in a competition – driven society. Therefore fostering responsibility becomes of utmost importance. In the research surrounding, however, little is said about developing student responsibility in university education. The following fact raised the problem of the present research, that is, to analyse development of student responsibility while teaching foreign languages.

The research aim: to investigate the degree of student responsibility in the teaching/learning process and the means and possibilities of its promotion.

The research objectives: to analyse the concept of responsibility and reveal its characteristic features; to review the theories of responsibility development; to identify the degree and possibilities of students' responsibility development.

The research methodology. The present study refers to the following methodological attitudes:

- Humanistic philosophy and theory of personality, based on a principal that a human being is unique and integral.

- Cognitive theory related to constructivism, i.e. teaching is understood as an active process. Its purpose is not only to give and receive information, but also to stimulate students' comprehension and activity as well as develop social skills and person qualities which are necessary for their career advancement.

The research methods: a review and analysis of related scientific literature, interviews, questionnaire, statistical and comparative analysis of the obtained data.

Theoretical Background

In pursuance of responsibility development implementation in the teaching/learning process it is important to have more clarity about the meaning of responsibility and about the capacities and dispositions of a responsible person. Contemporary theories of responsibility development do not suggest the uniform definition of the term. Roget's Thesaurus (2006) gives us the following synonyms for 'responsibility': trustworthiness, capacity, dependability, reliability. Key concepts related to responsibility include trust, capability, judgement and choice.

Duke and Jones (2001) claim that the term responsibility captures the capacity and desire to:

- behave properly without direct supervision,
- try and correct one's own behaviour when it is improper,
- assist others in behaving properly.

In Ruyter's (2002) view taking responsibility can be interpreted as a virtue, because the person who takes responsibility has to reflect on every situation to decide how to act and it is possible that a person takes too little or too much responsibility for the well-being of others. Undoubtedly, a virtuous responsible person has to have the capacity and disposition to recognise the needs of other people and has the ability and willingness to respond. It means s/he has to be sensitive.

In May's (1992) conception of responsibility sensitivity and rationality are the central characteristics of a responsible person. May claims that a sensitive person is attentive to the needs of others as well as of the consequences of her/his actions towards the other. On the other hand, s/he must be able to make a critical appreciation of the situation and the possible actions. It means that acting responsibly requires a rational decision that a person indeed must do something. But acting as a responsible person can conflict with one's other wishes or plans (ibid, p. 58). In such situations a young person needs will-power to act as a virtuous responsible person.

Following Anderson and Prawat (1983), responsibility is viewed as a complex concept involving a number of related issues, such as accountability and control. Perception of control is an important factor responding to one's own behaviour. Individuals who feel in control are much more willing to accept responsibility for their own behaviour. In the classroom, responsible behaviour involves self-regulation and self-control by students. Both scholars agree that responsible persons

take on challenges. Therefore they take on tasks that require greater personal involvement.

The development of responsibility can be analysed from the perspective of moral cognition theories, which refer to the cognitive processes such as reasoning and evaluating, form the basis of conceptual moral development.

The model of Kohlberg (1969, 1976, 1984), the most prominent representative of the theory, outlines the three levels of progressing in an individual's moral reasoning: *the pre-conventional level* that encompasses obedience and punishment, *the conventional level* which suggests the observation of law and order regulations and *the post-conventional level* that is based on the social contract and is oriented towards the demands of individual conscience.

The term 'conventional' means conforming to and upholding the rules, norms and expectations of society just because they are society's rules, norms and expectations. The individual at the pre-conventional level has not yet come to really understand and uphold conventional or societal rules and expectations. The *post-conventional* individual basically accepts society's conventions, but acceptance is based on formulating and accepting the general moral principles that underlie these rules. When these principles come into conflict with society's rules, the post-conventional individual judges by principle rather than by convention (ibid, 1976).

Another way of understanding the three levels of moral development is to think of them as three different types of relationships between the self and society's rules, expectations and other conventions (Duska and Whelan, 1975). The subject at the pre-conventional level feels like 'outsider against society'. S/he sees no value in the rules themselves; they are simply indicators of what behaviour will bring pleasure and what behaviour will bring pain. This gives rise to egoism that reflects a lack of feeling of identity with society or a group. The conventional individual realises the value of a group, group practices and group rules. S/he possesses the ability to 'role take' or to empathize (ibid, 1975). The post-conventional individual becomes autonomous and does everything by himself independently of others in authority. It leads to ignoring both social experience and its emotional sides, such as empathy, love and feelings of belonging.

The major critique of Kohlberg's work was put forth by Gilligan (1977, 1982). She put emphasis on morality of care rather than the morality of justice and the rights proposed by Kohlberg. In her view, the morality of caring and responsibility is due to non-violence, whereas the morality of justice and rights is based on equality. Thus, moral reasoning implies the equilibrium between individual and needs of others. These moralities are perceived by Gilligan (ibid, 1977) as separate, though potentially connected.

According to Turiel (1983), individuals are not concerned about the conceptions of global justice or injustice; rather, emphasis is put on social conventions and personal choice. Morality and convention are the separate, though parallel, developmental social cognitive frameworks.

The above viewed moral reasoning theories were primarily developed in the process of children and teenagers training. Perry's (1970) scheme of intellectual and ethical development focuses on the moral development of college students. The scheme provides the nine stages grouped into the four categories (dualism/received knowledge, multiplicity/subjective knowledge, relativism /procedural knowledge and commitment/ constructed knowledge) which can be characterized in terms of the student's attitude towards knowledge. Perry's (ibid, 1970) scheme reveals the shift from students' dualistic (correct or incorrect) worldview to the conception of multipartite perspectives.

Personal and social responsibility from the perspective of moral cognition can be achieved by student cognitive development. According to Kohlberg (1984), the dialogue among individuals is the primary means that has a positive effect on the student cognitive development in the successive stages of moral reasoning. This is defined by Berkovitz (1985) as a "sociomoral discourse". It is highly effective, whereas students have to analyse and logically criticize the arguments of others.

Knefelkamp (1999) identifies the four developmental instruction variables including structure, experiential learning, diversity of perspective and personalism. These concepts serve in the development of classroom activities as the basic problem-solving model.

All the above-overviewed theories and methods aim at binding the significant contents what directs to facilitation of making complex moral decisions and development of self-perception as a responsible unit of a broader social context.

Our investigation focuses on Ruyter's approach to responsibility as a virtue. We claim that a responsible person is a person who is accountable for his/her actions and is sensitive to the needs of others and acts in a responsive way, by trying to meet these needs. Responsibility in this sense is something a person can assume or take and requires an intention and decision of the person (Ruyter, 2002). Only our notion of being accountable means that young person's reactions are not only based on the interpretation of actions upon him/her, but also on an anticipation of answers to his/her answers, and his/her reactions are made in anticipation of the given reply. It means that we support Nieburbr's (1963) interpretation of accountability.

Classroom Research: Participants, Procedure

The research carried out in the autumn of 2008 involved 50 second-year students of the faculty of Economics and Management who had BE (Business English) as compulsory subject and three English language instructors. The students had 3 hours a week and stayed together as group for 4 months. The survey has been accomplished using the questionnaire compiled for this specific case, The questions included:

- The concept of responsibility;
- The link between the learner independence and responsibility;

The modes helping to develop student responsibility in the process of learning BE.

Classroom Research: Discussion and Results

The perception of responsibility by students can be defined as a many-sided phenomenon, though, their answers can be put under the following major headings: responsibility as a personal inner driving force, responsibility due to parents' and lecturers' expectations. The majority of students perceive responsibility as a matter of consciousness, the inner feeling that stimulates ambition, motivation, independence and self-confidence. Responsibility is the force that urges the strengthening of one's will by preparation, self-support, that is, working on one's own even without colleagues' help and keeping to tight deadlines. This covers the aim to successfully prepare for and pass the exams, obtain positive results and, finally, confer the diploma. Some students define responsibility as an urge for fear of not coming up to their parents' expectations due to their financial support. Finally, students indicate the lecturer's expectation of the positive feedback as a major component of their responsibility. All in all, the majority of students state that they feel responsibility for their learning process, its planning, management and outcomes of their activities (see Figure 1).

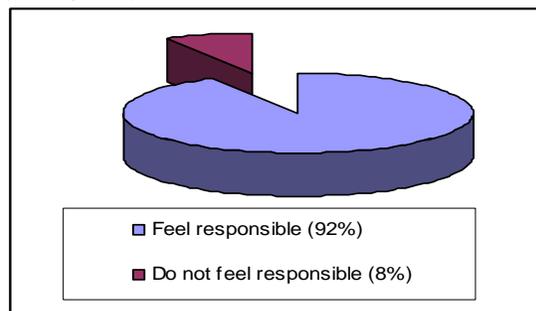


Fig. 1. Degree of students' responsibility (percentage rating)

In our modern times the lecturer is no longer the only source of information (students state that unanimously). It can be observed that this is quite a new viewpoint, contrary to the one of traditional educational paradigm where all the responsibility was laid on an educator as a conveyor of knowledge. Responsibility is now divided between the two parties: both student and lecturer/tutor, though the weight of it differs. Still, more responsibility is entitled to the lecturer who has to prepare and present the information in an adequate form for a student to understand because if there is no feedback from the student, then, it is impossible to work further. Having presented the information the lecturer should induce students' engagement into the fulfilment of tasks, discussing problematic questions or otherwise promote students' participation in the teaching-learning process. Students indicate that the lecturer should aim at raising students' interest of the topic being presented, there should be more discussion, not just a bare monologue. Then, the lecturer should require for the feedback. The students' answers could be summarized by one statement - a passive lecturer has inactive and bored students. The lecturer, however, is not responsible for his students' attendance and participation during the lectures.

Students' responsibility is to follow the requirements, accept the given information and digest it.

The learner is given independence to use any sources of information he can access to soak up knowledge. This has been aided by a rapid growth of communication technology. Though the spread of modern technologies has been considerable over the recent years, only 16 percent of the respondents indicated that new technologies *fully* enabled students' involvement into the teaching/learning process and facilitated the process of its gaining and digesting. 84 percent of students claim that new technologies only *partially* enabled them to become more interested and search for additional information. Among the problems mentioned were the ones that lecturers do not very often mention the additional sources for the necessary material or they do not specify in what ways the new technologies could be useful.

The majority of respondents admit that learner independence which has been promoted by the new modes of information access is the key to personal growth and it greatly or, at least partially, influences and develops student responsibility. It can be observed, however, that some respondents are not ready to be 'free' because they anticipate the influence of the lecturer, they lack will and willingness to work or they are unable to work independently as they cannot understand many things without an explanation and, thus, cannot do without the assistance of the lecturer (see Figure 2).

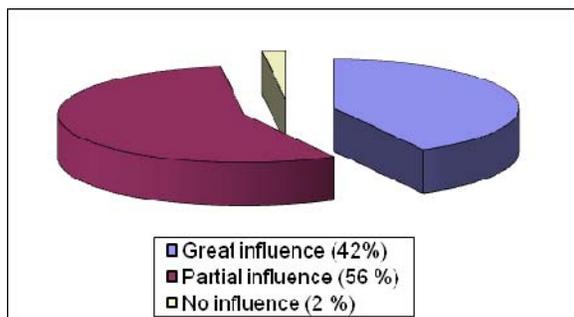


Fig. 2. Learner independence as a factor fostering student personal growth and responsibility (percentage rating)

Learning a language is a complex process that requires manifold observation and consideration. Skills in the four areas (reading, speaking, writing and listening) should be developed. Each area requires students' background knowledge and additional preparation. The majority of respondents indicate speaking, that is, discussions, and presentation making, as the area requiring greatest preparation in advance. In the process of learning a foreign language it encompasses the subsequent areas such as reading, searching for additional information, referring to diverse sources, employing various technologies for data acquisition, and, finally, structuring and writing (see Figure 3).

The technologies employed by students while preparing individually encompass both 'old' and new technologies: books, notebooks, lecture notes, grammars, the internet, both written and electronic dictionaries, sites

in English, encyclopaedias (e.g. wikipedia), films, articles in magazines, journals or newspapers.

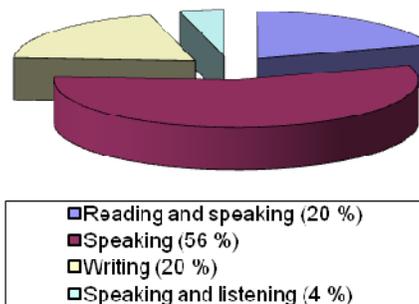


Fig. 3. The degree of preparation for each area in the process of language learning (percentage rating)

The most frequent answers encompass the usage of the Internet and electronic dictionaries. The new technologies haven't ousted the old forms of learning. There is enough evidence to admit that the technologies are widely and successfully used in parallel with, rather than the replacement for, other modes of teaching and learning. Some students still feel shortage of some sources of material. They would like to find and use more educational videos, benefit from easier access to the Internet or on-line encyclopaedias (especially students living in dormitories) or more adequate software. The rest do not lack any sources of information and have access to anything they need (see Figure 4).

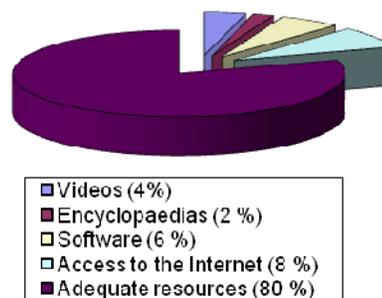


Fig. 4. Lack of resources for individual learning (percentage rating)

The majority of the target students recognize the advantages of team work practices and are rather enthusiastic about these activities.

Among 50 students, 42 (84%) have pointed out that learner-centred practices based on team work help them improve communication skills; 45 students (90%) acknowledge that, while participating in team activities, they succeed in developing a lot of skills (self-monitoring, goal setting, decision-making, conflict-resolution, peer assistance, leading, delegating, listening, resisting stress) necessary in their future work environment as well as personal qualities (responsibility, self confidence, enthusiasm, ambitiousness, persistence, ability to work under pressure).

The reasons of giving preference to team work are pointed out in Figure 5.

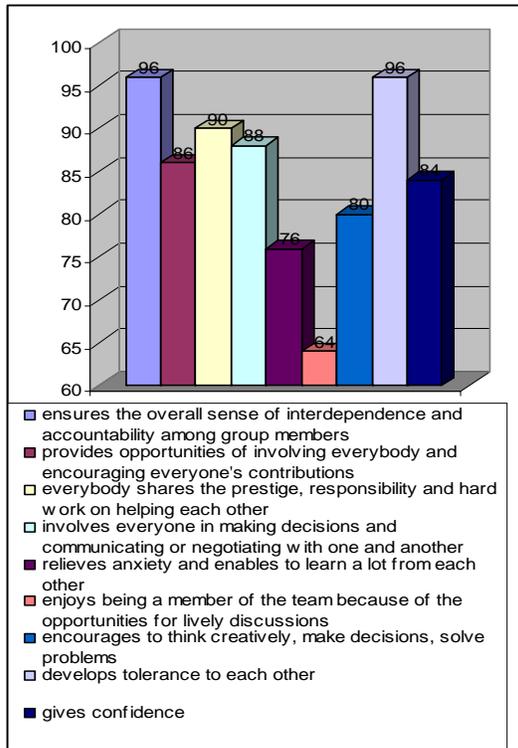


Fig. 5. Student responses on the preference of team work (percentage rating)

The students point out that team work creates an atmosphere in which they feel emotionally safe to make mistakes and learn from them because their different points of view are respected. Besides, they can receive help and support from their teammates. This helps to increase their self-confidence for their own learning. Undoubtedly, low-ability students may benefit because they are able to observe strategies of high-ability students. Similarly, high-ability students may learn new strategies by teaching other students in the team. This active engagement results in developing a sense of responsibility for their teammates and one's own learning. The students claim that team work matches their preferred learning style, because team environment meets their needs for significance and belonging, therefore they are more likely to cooperate with others

and look towards the common goal. The respondents indicate that they feel greatest responsibility while working in teams of 4-5 individuals. This proves that team work provides a challenging environment to take more responsibility for one's own work as well as for others and show more respect, tolerance to each other.

Conclusions

The classroom research has revealed that taking responsibility does not only require capacities of a learner, but also asks for certain environment. Only when a young person can actively participate in a teaching/learning process and influence it, s/he takes responsibility.

The majority of students has attributed academic and social benefits to working in teams.

The present study let us claim that team work contributes greatly to the development of responsibility if the right strategy is chosen. It has been determined that it should include the following:

- creating mutual interdependence and common aim. There should not be too strong competition between team members. They have to take care to create conditions for interdependence and not for too much individual work
 - equal status among members. A different role exists only in the leader status, but the leader of a team should have only a limited power. S/he should be more coordinator than a 'boss'
 - a teacher should perform the role of a consultant offering the students a strong support to seek imaginative, constructive, ethical solutions to problems
 - creating emotionally safe environment that fosters group cohesion as well as mutual trust. This holds students accountable for their actions as well as of being responsible for one another.
- To sum up the factors fostering responsibility are as follows:
- shift in the role of the lecturer as the only conveyor of knowledge to students' advisor
 - learner independence
 - emergence and rapid spread of modern technologies and easier access to information
 - working in small teams.

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ATSAKINGUMO UGDYMAS MOKANTIS UŽSIENIO KALBOS

Santrauka

Iki šiol aktualia išlieka problema, kaip išugdyti studentus, atsakingai žvelgiančius į savo mokymąsi. Be abejo, tarp studentų visuomet buvo ir bus neatsakingų jaunuolių, kurie mokosi tik nuolat raginami, vis primenant jų įsipareigojimus. Tokie studentai gyvenime nieškos iššūkių, vengs savarankiško darbo. Ateityje jiems bus sunku atitikti darbdavių poreikius ir lūkesčius, bendradarbiauti su kolegomis. Štai kodėl atsakomybės ugdymas tampa ypač aktualus ir svarbus siekiant universitetinio išsilavinimo. Straipsnyje aptariamo tyrimo tikslas – nustatyti Lietuvos žemės ūkio universiteto studentų atsakingumo lygmenį ir numatyti priemones jam padidinti. Atsakomybė už mokymąsi tirama iš studento perspektyvos. Tokiu būdu galima nustatyti studentų požiūrį į tai, kas studijuojant jiems atrodo būtina, svarbu ir prasminga: ar siekiant tolesnių karjeros tikslų jiems prireiks tokių įgūdžių kaip savikontrolė, gebėjimas numatyti galutinį tikslą, savarankiškas sprendimų priėmimas, komandinis darbas, taip pat socialumas. Šiam tikslui buvo sudaryta ir adaptuota/pritaikyta anketa, iš kurios gauti duomenys atskleidė sąsajas tarp besimokančiųjų savarankiškumo bei atsakingumo ir leido numatyti tolesnio studentų atsakingumo ugdymo prielaidas. Mūsų patirtis rodo, jog pakeitus požiūrį į dėstytoją, kaip į svarbiausią ir vienintelį studento žinių šaltinį, ir priimanč jį kaip studento patarėją ir pagalbininką, taip pat taikant aktyvius mokymo / mokymosi metodus, tokius kaip projektų, atvejo analizės, komandinio darbo, sukuriama aplinka, palanki atsakomybei ugdyti. Aktyvieji mokymo metodai perkelia atsakomybę už mokymąsi studentui, jis nuolat skatinamas savarankiškai ieškoti atsakymų ir sprendimų į iškilusias problemas, o ne vien tik vadovautis iš dėstytojo gauta ir išmokta informacija.

Nauja mokymosi paradigma keičia suvokimą apie studijas ir jų organizavimą, skatina atsakingą studentų požiūrį į visus mokymo – mokymosi proceso dalyvius.

Raktiniai žodžiai: studentų atsakingumo lygmuo, anketa, besimokančio studento savarankiškumas, šiuolaikinės technologijos, aktyvieji mokymo metodai, nauja mokymosi paradigma.

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FOREIGN WORDS AND FOREIGN WORDS SIGNIFICANCE IN CHILDREN'S LANGUAGE DEVELOPMENT

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Abstract

Pre – primary school and basic educational programmes pay attention to children's speech development, combining it with word stock development and activation, acquisition of words' meaning.

As early as in kindergarten, favourable opportunities should be provided for the development of literary correct and rich language, non-literate words must be eliminated from the child's speech. The kindergarten curriculum claims that the preschool age the child must acquire such a vocabulary, which can ensure the communication by means of the language, prepare them for successful learning at school, fosters perception of folklore, fiction, films, radio and TV programmes. While the child is learning the language, the words from its passive vocabulary can enter the active vocabulary, and it depends on the work done for the language enrichment by adults. A very important task to be implemented by both parents and teachers is to open up the wealth of the literary language, which can be perceived through multiple sources – folksongs, fairytales, legends, proverbs, sayings, riddles. A major role is played by fiction in the process of personality development, because it facilitates immensely the child's knowledge about the environment, adult and peers' life, about their ideas, actions and aspirations.

Diminutives, exclamation words and also sound verbs, serving well for emotional efficiently short description of feelings, volition or reality and to express their assessment, are widely involved by both adults and children in their language as well as used in genres of folklore, children literature.

Children have to be able to use comparisons, synonyms, idioms, foreign words, because in daily speech they are integral components (they are widespread in fiction and in other styles, different language fields). Loans help to acquire foreign language easier, approach languages and promote understanding.

Keywords: school textbooks, children literature, borrowed words, linguastatistical analysis.

Introduction

Preschool and basic educational programmes pay significant attention to children's speech development, combining it with word stock development and activation (Kaņepēja, 2003, 58) of acquisition of words' meaning (especially of borrowings) and their comprehension, the maintenance of correct phoneme pronunciation, development of grammatically correct speech. As early as in kindergarten, favourable opportunities should be provided for the development of literary correct and rich language, non-literate words must be purposefully eliminated from the child's speech (Kuzina, 2006, 260). The kindergarten curriculum claims that the preschool age the child must acquire such a vocabulary, which can ensure the communication by means of the language, prepare them for successful learning at school, fosters perception of folklore, fiction, films, radio and TV programmes.

A very important task to be implemented by both parents and teachers is to introduce the borrowed words (i.e. foreign words), which constitute an important component part of lexicon (widespread in fiction and other styles, other areas of language), meanwhile they considerably enrich the children's vocabulary and by their widespread usage make easier the acquisition of

other languages, thus, the children should not avoid using such words.

Borrowings penetrate into any language under the influence of various cultural, political, economical and other connections, therefore, the adult and children language, fiction, scientific literature etc. includes such words and word combinations, which express conceptions in science, technology and art branches.

Aim of this work is to discover the usage of foreign words in textbooks for primary schools because foreign words are more crucial components of vocabulary.

Materials and methods: school textbooks, children's literature. Methods of applied linguistics, descriptive method and testing.

Results and conclusions: as figures of statistics show there are quite a lot of foreign words which are used in textbooks for children in primary classes. Teachers consider that foreign words should be included in the textbooks in a limited amount.

The main attention at the teachers' studies courses is paid to teaching foreign methodology.

The article has been created due to the project 'Children language research in Latvia: linguistic, social and culture aspects.' The article pays major attention to the usage of borrowed foreign words (also barbarisms) in

textbooks for forms 1 and 2 in primary schools, children literature and in the children language.

Materials and methods. The article analyses four text-books, which are foreseen for the schools with the Latvian language of instruction. The research has implemented linguastatistical and descriptive methods, questionnaires, interviews.

Results. Each of us uses words borrowed from other languages that have come into the Latvian everyday language. Many of them denote widespread conceptions, for instance, radio, television, cars, balcony, ticket, price etc. The greatest amount of borrowings (loans) or international words has been introduced from words of Greek and Latin origin, known both by great and small nations, for instance, alphabet, ball, grammar, idea, climate, choir, lexicon, machine, theatre, museum, metal, author, examination, excursion, class, confectionery, furniture, mode, person, reconstruction, republic etc.

Due to historical conditions the Latvian language is most of all influenced by the German and Russian language (recently – by the English language), yet their own footprints have also been left by other (French, Italian etc.) languages.

Entering of loans into the Latvian language and some other languages is a natural process, because due to them, the vocabulary of any language is considerably enriched. As recognized by the majority of linguists, the wholesome full value existence of the Latvian language nowadays cannot be exercised without such loans as aktieris, alfabēts, banāns, klase, koncerts, mode, mašīna, opera, šokolāde, tramvajs, trolejbuss etc. borrowed during the last centuries or even recent years. In this respect we must agree with P. Birznieks that the Latvian language should not be afraid of invasion of foreign words, foreign syntaxes' forms, it should be afraid only of the native speakers who lack diligence and show no respect to flourishing of their language (Birznieks, 1996, 148).

As known, a part of international words (i.e., loans, which are known in many languages) have their equivalents in the Latvian language (for instance, stabils – noturīgs, unikāls – vienreizīgs, komplicēts – sarežģīts, realizēt – īstenot, ignorēt – neievērot etc.), which widen the opportunities of expressing, bestow the language with flexibility, precision, create stylistic diversity. In some respect, the usage of these words in speech or written works disclose the person's broadness of perception, his intelligence, therefore, parents and teachers' task is to develop gradual enrichment of the children's language with foreign words.

The majority of international words have to be acquired consciously, as memorisations of their

meanings require a special attention. When encountering some less known international words, the child should try to remember the words with the same root, perceive the word-building connections, for instance, pretendēt, pretendents; kandidēt, kandidāts, etc. Thus, the single words will not exist as isolated items, but will constitute units of related word row like the Latvian origin words possessing the same root.

To illustrate the usage of foreign words in the text-books (for forms 1 and 2), it is necessary to mention some figures:

Form 1 text-book includes 5% foreign words;

Form 2 text-book includes 8% foreign words.

As foreign words also constitute a significant part of the everyday vocabulary, it is advisable to enrich the children's vocabulary regularly at first by the most often used foreign words (international words), meanwhile explaining their meanings in accordance with the child's development level. Parents, preschool and basic school teachers, radio, television and mass media officers can assist children in acquiring the foreign words (also the more rarely used). It is important for the teachers pay attention to the correct use of foreign words (for instance, *getras, fliterītis, panno, figūra, elements etc.*).

Very often the play-games as well as the text-book texts include sentences, which involve even several foreign words, for instance, *Nolikt kvadrātiņu uz analoga kvadrātiņa, Noklāt laukuma katru otro sleju: horizontāli, vertikāli, pa diagonāli, šaha veidā, Automātiskais šoferis bez grūtībām iedarbina motoru, Materiāli no „Lielās ilustrētās enciklopēdijas”, Mūsdienās kosmosā strādā orbitālās stacijas, kas tur darbojas pat vairākus gadus, un tās apmeklē vairākas astronautu komandas, Ekskursijā uz Rīgas motormuzeju 2. klases skolēni brauca ar autobusu utt.* Also Form 2 text-book in one text on the Olympic Games (also in comments) there are as many as 20 foreign words (*olimpiskais, talismans, simbolizēt, ceremonija, kontinents, stafete, komiteja, prezidents, olimpiāde, stadions, kosmisk, stacija, tramplīns, klase, organizēt, diskusija, sports, tēma, fotogrāfija, metode*), which constitute 1/5 of this text.

To investigate the comprehension of foreign words, Form 1 pupils (in Lielupe and Pumpuri secondary schools) were offered two lists of words for foreign word assessment. The first list is established based on the foreign words use in the magazine 'Barbie' (12/2007), the second list supplies foreign words, which are included in the text-book 'Mazā Zīle' (Form 1). Both the foreign word lists mark as + understand, as - do not understand.

Can you understand the foreign words included in the magazine "Barbie"?

Origināls-	Noregulēt+	Forma+	Želatīns-	Esence-
Pseidonīms-	Mandeles (rieksti)+	Krēms+	Lakrica-	Šokējošs-
Frizūra+	Šokolāde+	Konfektes+	Konditoreja-	Komplekts+
Maska+	Torte+	Glazūra-	Rums-	Salons+
Valsis-	Žurnāls+	Telefons+	Interesants+	Frizieris+
Princese+	Ilustrēts-	Fotogrāfs+	Kabīne+	Filma+
Aksesuāri-	Oficiāls-			

Out of 32 foreign words 11 foreign words, i.e., 1/3, were not understood by Form 1 pupils.

Can you understand the foreign words included in the text-book "Mazā Zīle"?

Hokejs +	Halva +	Džinsi+	Lifts +	Fotografēt +
Klase +	Teksts +	Ilustrēt –	Ferma –	Lineāls +
Ekskursija +	Karafe –	Tunelis +	Fuksija –	Matemātika +
Nektārs –	Ovāls +	Treneris +	Konservi +	Karalis +
Metāls +	Luksofors +	Helikopters +	Diktore +	Žirafe +
Anekdote +	Hameleons -	Kartīte +	Profesija +	Penālis +
Halle -	Haizivs+	Džungļi +	Frizūra +	Filma +
Himna +	Hantele -	Futbols +	Nēģeris +	Vafeles +
Humors +	Džemperis+	Fanta -	Flamings -	Cilindrs -
Enciklopēdija -	Mūzika +	Komisija -	Sports +	Argo –
Vizuāls -	Narcise -	Krokuss –		

Out of 53 foreign words 17 foreign words, i.e., almost 1/4, were not understood by Form 1 pupils. To investigate the comprehension of foreign words, Form 2 pupils also were offered 2 lists of words to assess foreign words. The first list included the foreign words,

which were used in four texts by the magazine "Zīlīte" (June, July, August, 2008), the second list was created on the basis of the foreign word usage in the text-book "Zīle" (Form 2), beside this list contains only the more rarely used foreign words (their number - 79).

Can you understand the foreign words included in the magazine "Zīlīte"?

Ornitoloģija -	Suga +	Gandrs -	Programma -	Sezona +
Teritorija +	Migrēt -	Kilometrs +	Izolēts +	Populācija-
Marts +	Aprīlis +	Informācija +	Ekoloģisks-	Hektārs –
Ekonomika -	Populācija -	Koncentrētīes-	Resursi -	Transports +
Elektroenerģija +	Nafta -	Gāze +	Ogle +	Plastmasa+
Planēta -	Monitors -	Mobils -	Telefons +	Šokolāde +
Internets +	Tests -	Muzejs +	Faktiski +	Hronika –
Process -	Arheoloģisks -	Selekcija -	Sports +	Tūrisms +
Hipodroms -	Disciplīna +	Tarpāns -	Maksimāli-	Speciāli +
Projekts -	Konsultants +	Ekosistēma -	Parazīts +	Konkrēts +
Tularēmija -	Parazītisks +	Organisks +	Konstatēt +	Konsultētīes+
Parazitēt -	Efektīvs-	Stadija -	Mēbele +	Speciālists +
Veterinārais +	Preparāts -			

Out of 62 foreign words 29 foreign words, i.e., almost 1/2, were not understood by Form 2 pupils.

Can you understand the foreign words included in the text-book "Zīle"?

Simpātijas+	Sinonīms -	Arheologs-	Meliorators+
Flomāsters+	Arhivārs -	Mēness +	Dinozaurs +
Protoceratops-	Pterozaurš-	Mēnesis +	Fragments +
Emblēma -	Idille -	Difterija-	Grupēt +
Grifs -	Prērija -	Buldogs+	Ingvers –
Kojots-	Amarillis-	Ilustrācija+	Hronists-
Diktāts +	Dialogs+	Kondors-	Cinerārija-
Abonents-	Dalmācietis-	Pulverizators-	Propolis-
Komandējums+	Noformēt+	Žurnālists+	Alpīnists+
Badmintons+	Baravika+	Enciklopēdija+	Ģerbonis+
Ģerānija-	Humoristisks+	Himna+	Intervija+
Kaktuss+	Komponists+	Komikss+	Loto+
Penālis+	Recepte+	Simbols-	Skulptūra+
Sams-	Akācija+	Aplicēt-	Čempions+
Domino+	Drakons+	Dežurants+	Elastīgs+
Figūriņa+	Filma+	Kombinācija-	Hokejs+
Japāņi+	Kadrs (filma)+	Partneris+	Pikniks+
Grāds+	Indiānis+	Ilustrācija+	Ilustrēt+
Konstruktors+	Krokusiņš-	Konflikts+	Kondors-
Komplekts+	Lokomotīve+	Magnēts+	

Out of 79 more rarely used foreign words Form 2 pupils could not understand 27 foreign words, i.e., almost 1/3.

As proved by Forms 1 and 2 pupils' answers, the comprehensions of foreign words often cause them difficulties. The teachers admit that meanings of many foreign words are not always clear to the children, therefore the explanation the meanings of such words is necessarily included into the education process. The difficulties are also caused by the pronunciation and spelling of the foreign words (for example, instead of the foreign words like: *helikopters, tetovējums, propelleris,*

tramvajs, krokodils, žirafe, automobilis, koridors the children use: *hopteris, heletokteris, tetējums, kodidors, kokoko, žirape, tramis etc.*). The teachers claim that they do not know how to teach the foreign words to the children, as up to present the methodology for teaching of foreign words is not developed yet. They consider that foreign words are necessary for the learning texts, nevertheless, in a limited amount, so as they do not

interfere with the perception of the idea manifested by the text.

The text-books for Forms 1 – 2 include both the most often used , as well as more rarely used foreign words (see table 1).

Table 1

Usage of foreign words in textbooks				
Text-books	Foreign words in total	Explanations of foreign words (number)	Most often used foreign words (% out of total number)	More rarely used foreign w. (% out of total number)
Dz. Paegle Vārds Lasāmā grāmata un ievadijums valodas mācībā 1. klasē R.: Zvaigzne ABC, 1997	52	3	23.1	17.3
Mazā Zīle 1.klasei R.: Zvaigzne ABC, 2005	54	-	35.8	30.2
Zīle 1.klasei R.: Zvaigzne ABC, 2005	94	1	31.9	23.4
Zīle I,II, daļa 2. klasei R.: Zvaigzne ABC,2000	371	11	16.4	21.3

As proved by Chart No 1 data, in the text-book by Dz. Paegle, there are included 52 foreign words, 3 of the foreign words (paviljons, eskimoss, nēģeris) are supplied with explanations. There are 12 most often used foreign words (with the word usage frequency 5 - n) and 9 more rarely used foreign words (with the word usage frequency 1 – 2), for instance, krokodīlīte, nēģerēns, terase, pensija, ģipsis, želeja etc.

The text-book for Form 1 "Mazā Zīle" includes 53 foreign words, out of them 19 foreign words belong to the most often used ones and 16 to the more rarely used, for instance, halle, princesīte, helikopters, hameleons, zebra, karafe, fuksija, žirafe, diktore, ovāls, argo, vizuāls etc.

The text-book for Form 1 „Zīle” includes 94 foreign words, an explanation is given to one foreign word (profesija - profession). As established this text-book includes 30 most often used foreign words and 22 more rarely used ones, for instance, enciklopēdija, karaliene, nektārs, apetīte, kg, krokuss, diktors, kristāliņš, narcise, cilindrs, prezidente, komisija etc.

The text-book for Form 2 „Zīle” (Parts I, II) includes 371 foreign word, 11 foreign words (for instance, simpātijas, arheologs, meliorators, sinonīms, mēness, mēnesis, idille, prērija etc.) are supplied with explanations, 61 are the most often used foreign words and 79 - the more rarely used ones, for instance, arhivārs, emblēma, grifs, hronists, abonents, dalmācietis, dinozaurs, difterija, ingvers, kondors, pulverizators, propoliss, protoceratops, pterozauris, kojots, amarillis, cinerārija etc.

According to the questionnaires' data that were accomplished (in Lielupe and Pumpuri secondary schools), the majority of the foreign words, which are supplied with explanations in the text-books, the children could understand, for instance, *mēness, mēnesis, kafija, anekdote, analizēt, reklāma, akrobāts, ideja, plakāts, realizēt, reakcija, simbols etc.* It proves that for the explanations of the foreign words have been chosen words, which can be perceived by children.

Conclusions

This study may be useful to the teachers as a methodical aid used for teaching foreign words. The teachers from Jūrmala's schools when introduced with the data of foreign words usage in the texts of the text-books claimed that they encounter major problems exactly when teaching the more rarely used foreign words.

While teaching the vocabulary of the abovementioned type, the teachers must ask the pupils the following questions, whether they understand every foreign word included into the learning text, whether there are such words, which cannot be understood; attention must also be paid to the pronunciation and spelling of the foreign words. The more rarely used foreign words should be read to the children, then they should be given assistance in forming the word combinations, sentences, some story told, some analytical and creative exercises with the foreign words could be given, so that children could easier acquire the more rarely used foreign words.

As shown by the statistical data, in the texts of the text-books (for Forms 1 – 2), as well as in children's literature texts the number of the foreign words used is comparatively great, therefore the child's perception of the texts is aggravated. The teachers claim that foreign words are necessary in the learning texts, yet in a limited numbers so that they do not disturb the perception of the idea manifested by the text. The education aids, methodological materials based on the findings of the linguists' a.o. scientists' researches.

A particular attention should be paid to the methodology of teaching foreign words at the teacher training study programmes.

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Viktorija Kuzina

UŽSIENIO KALBOS ŽODŽIAI IR JŪ REIĶŠMĒ VAIKU KALBOS VYSTYMUISI

Santrauka

Parengiamosios mokyklos ir vidurinės mokyklos programas akcentuoja vaikų kalbos ugdymo reikšmingumą, aktyvizuojant žodžių vartojimą ir jų reikšmės supratimą. Vaikai privalo išsivinti žodyną bendraudami, žiūrėdami televizorių, lankydami teatruose, klausydami pasakų ir dainų bei radijo program. Didžiausias dėmesys yra skiriamas asmenybės vystymuisi, priklausomai nuo aplinkos, suaugusių įtakos, dėmesio ir skatinimo.

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PEOPLE AND LANGUAGE – SLOVENIA

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Abstract

The world is made of many nations and languages. Some languages define a nation, some do not. There are languages that are spoken very similar in several countries, and therefore in more nations (e.g. English, Spanish, German), there are languages spoken by a single nation (e.g. Slovenian), and there are nations that have more than one language (e.g. Indians). Most of the countries unite several nations and have several official languages (e.g. Switzerland) or a single official language for all citizens (e.g. USA).

Slovenia is a national state in which the majority of residents are Slovenes, but there also ethnic minorities (Italian and Hungarian). Slovenian nation has developed only in the last few centuries, but the Slovenian language has been developing for a millennia. Slovene language became an official language only after the First World War and after the independence (1991), the Slovenian language became a state language.

Keywords: nation, language, country, Slovenia, Slovenian, the official language, national language.

Introduction

The world is made of many nations and languages. Some languages define a nation, some do not. There are languages that are spoken similar in several countries, and therefore in more nations (e.g. English, Spanish, German), there are languages spoken by a single nation (e.g. Slovenian), and there are nations that have more than one language (e.g. Indians). Most of the countries unite several nations and have several official languages (e.g. Switzerland) or a single official language for all citizens (e.g. USA).

Slovenia is a national state in which the majority of residents are Slovenes, but there also ethnic minorities (Italian and Hungarian). Slovenian nation has developed only in the last few centuries, but the Slovenian language has been developing for a millennia. Slovene language became an official language only after the First World War and after the independence (1991), the Slovenian language became a state language.

Basic information about Slovenia

Slovenia lays in the north-west of the Balkan Peninsula and has approximately 2 million inhabitants. People of different cultures, who speak different languages, have been meeting on its territory for more than a thousand years.

In the south there are the Croats, in the west the Italians, in the north the Austrians and in the east the Hungarians. Three nationally different groups of people live within the present borders of Slovenia - besides the Slovenes there are also the Italians and the Hungarians. According to the data obtained by the population count in

1991, there are 8503 Hungarians, according to the national affiliation, which is 0.04% of the whole population (from the point of view of the mother tongue there are 9240), and 3064 Italians. The Hungarians are in majority in some Slovene cities and towns and in some of them they are not a majority. Since the Italians are not in the majority in any of Slovene cities and towns we don't have the data from the population count 2002 yet. Slovene population count does not oblige people to declare their nationality or religious belief (Tichy, 2000).

The borders between states are determined on the basis of several agreements among the states, yet the borders between languages are never strictly defined. Because of that, people live in linguistically mixed areas. The reasons for the areas of mixed nationality also lie in the fact, that all of the countries which border on Slovenia, including Slovenia, of course, used to be joined in one common country for centuries without strictly defined inner borders; i.e. the land of the Habsburgs – Austro-Hungary and later Austria.

The state borders of the present Slovenia have been in the making since the First World War and are still not completely defined. Ever since the break of Yugoslavia, some small, geographically less important parts of the south border are left to be negotiated.

Due to the administrative determination of borders after the First and the Second World War, many Slovenes have stayed in the borders of foreign countries, and people with different nationalities and languages have stayed inside Slovenia. The current official state is that there are two national minorities in Slovenia, i.e. the Italian minority in the west and the Hungarian minority in the east. Slovenes live as minorities in Austria, Italy and Hungary. The existence of other national minorities

in Slovenia is not formally confirmed. However, this does not mean that they do not exist. The case is the migrants who are not defined as the autochthon minority (also the *European Charter for regional or minority Languages* does not count migrants as minorities whose national rights should be protected by special regulations): However, Slovenia does consider gypsies as a special national community without a permanent territory. The gypsy communities exceed 2000 in Slovenia.

European Charter for regional or minority Languages

Efforts for reaching equality of languages varied over centuries in Europe. Smaller nations put a lot of energy into recognition of their language. Originality of languages received a lot of value in the second half of the 20th century as the Council of Europe passed the Declaration of Linguistic Rights of National Minorities.

The European Parliament has two fundamental suppositions for its language policy: members of the European Parliament and European nations are equal among themselves and the fact that using your mother tongue is one of the fundamental human rights. Neither of these suppositions are a given fact, they have to be constantly strived for and protected by law, otherwise the greater nations could predominate over the smaller ones and the larger (in number or in any other way more aggressive) languages would replace the smaller languages. History teaches us, that this happens all the time, and the European Parliament wants to prevent this to happen in the present and the future.

Europe over time

European politics, administration, economy and culture have changed over the centuries. For thousands of years, kingdoms had more importance than nations. Renaissance was a wake up call for national consciousness as national languages formed and first books were written in this era. Protestantism delivered first books in national languages. The idea was summed up by other nations after Martin Luther. This is why Slovenes and Lithuanians got their first books written in their language almost at the same time (mid 16th century). The Age of Enlightenment was a time for strengthened national consciousness and development of national languages (18th century). Language became one of the key determinants of a nation, even though many nations were and still are under the rule of empires, kingdoms or other nations.

Language

Language is the most unifying agent of nations in most of the countries. Languages and therefore nations may coexist within a country. We can measure the democratic level of countries by getting to know how many national and language rights the residents have. It is known, that the ruling nations hardly recognize rights to non-ruling or smaller numbered nations. National consciousness strengthened in the second half of the 20th

century, but it came across resistance in many countries. Some of them hardly recognize language rights to other nations even in the present. This is why some nations slowly got their language rights in the second half of the 20th century, e.g. Catalans in Spain, even though there are millions of them, the Irish in Ireland, but it is even harder for national minorities in many European countries. I (JL) have discussed this issue via papers on many international scientific conferences in Austria (Retzchof), Poland (Karmen Ślonski) and Hungary (Szombathely). Even though there are signed and confirmed declarations, most national minorities have a lot of trouble enforcing their rights in the majority of the European countries. This is true for autochthon Slovenes in neighboring countries (Austria, Croatia, Italy, Hungary). Half a century ago, one of famous Slovene politicians (Edvard Kardelj) wrote, that it is easier to write ten new laws, than make a small step in evolution and change.

Equality of languages in EU

EU Member States are mutually equal. Since these are national states, all national languages are equal. This is one of the fundamental equality principles of the European Union. EU Member State representatives in the European Parliament fluently speak their mother tongue and at least one of the dominant languages (English, French, German), therefore the working language of individual meetings can be one or more, but the representatives have a right and a possibility to use their mother tongue in all institutions. Also, all of the documents must be available in all official languages to the general public.

Modern Europe works like a big family. Family members must constantly communicate with each other. Languages of the smaller nations are more and more respected, since they are the cultural riches of the Europe, and these riches must be nurtured, developed, enriched and protected. And a part of this can be contributed by the language experts (Komac, 1999).

The third part of The European Charter for regional or minority Languages presents measures to promote the use of regional or minority languages in public life in chapters Education, Judicial authorities, Administrative authorities and public services, Media, Cultural activities and facilities, Economic and social life and Trans frontier exchanges. Let us take a special look on the 12th article - Cultural activities and facilities.

The European Charter for regional or minority Languages anticipates several rights in the field of cultural activities and cultural institutions in its Article 12. Slovenia accepted the majority of the duties with the ratification, and has been carrying them out for several decades. To illustrate this, here is the whole Article 12:

Article 12

Cultural activities and facilities

(1) Parties regard to cultural activities and facilities – especially libraries, video libraries, cultural centers, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies – the Parties

undertake, within the territory in which such languages are used and to the extent that

(2) the public authorities are competent, have power or play a role in this field:

a) to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages;

b) to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronization and subtitling activities;

c) to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronization and subtitling activities;

d) to ensure that the bodies responsible for organizing or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;

e) to promote measures to ensure that the bodies responsible for organizing or supporting cultural activities have at their disposal staff who have a full command of the regional or minority language concerned, as well as of the language(s) of the rest of the population;

f) to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

g) to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

h) if necessary, to create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing appropriate administrative, commercial, economic, social, technical or legal terminology in each regional or minority language.

(3) In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

(4) The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

Findings

After reading this, we have to ask ourselves, how well do we respect human rights in the field of language, how the official and unofficial politics have influenced our consciousness and our relation to ourselves and to those who are different – different languages, different nations, in short, different people.

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Joze Lipnik

PEOPLE AND LANGUAGE – SLOVENIA

Santrauka

Pasaulis yra sudarytas iš daugybės tautų ir kalbų. Kai kurios kalbos apibūdina tautą, kai kurios – ne. Kai kuriomis kalbomis kalbama labiausiai įvairiose skirtingose šalyse, yra kalbų, kuriomis kalba tik viena tauta (pvz., slovenai), o yra tautų, kurie turi ne vieną kalbą (pvz., indai). Daugelis šalių apjungia keletą tautybių ir turi keletą oficialių kalbų (pvz., šveicarai) arba vieną oficialią kalbą visoms tautomis (pvz., JAV).

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THE SYSTEMIC APPROACH TO EMOTIONAL POTENTIAL DEVELOPMENT AND LANGUAGE ACQUISITION IN THE CONTEXT OF EUROPEAN LINGUISTIC UNITY

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Abstract

During the last two decades, the European Commission and the Council of Europe have taken initiatives to promote multilingualism. The underlying assumption to encourage multilingualism is the need to find a balance between an integrated identity as a European citizen and the necessity of maintaining linguistic and cultural diversity. At the same time, cultural and linguistic diversity within Europe stimulates the development of linguistic unity, which is fundamental to the European integration.

Fostering positive intercultural communication requires the development of effective communicative competence, which comprises continuous emotional adjustment to the cultural differences with which we engage in the process of social interaction. To make the process challenging, common interest must be placed over difference.

European community needs to build a new inclusive and diverse European culture that selectively employs all the useful and functional aspects of our commonalities and our differences. All the constituent cultures with their experiences and lessons learned, need to contribute to the constructive humane design of the European Union, and higher education has a pivotal role to play in this process.

Keywords: linguistic unity, European integration, emotional components in education, sociometry.

Introduction

During the last two decades, the European Commission and the Council of Europe have taken initiatives to promote multilingualism. The underlying assumption to encourage multilingualism is the need to find a balance between an integrated identity as a European citizen and the necessity of maintaining linguistic and cultural diversity. At the same time, cultural and linguistic diversity within Europe stimulates the development of linguistic unity, which is fundamental to the European integration.

The responsibility of contemporary higher education providers is to yield to the modern imperative of a unified competence-based education, to work out educational modules that comply with the tasks and demands of the international educational space in Europe, of employers, particular businesses and the European job market.

Competence-based education aims to ensure students a systemic integrated vision of their future professional perspectives so that individuals could understand and be given the competency, creativity and confidence to cope with the urgent professional tasks and changes, problem-solving and situation-specific

emotional reactions not only within the multicultural European society but also globally.

Still, the European labour market shows the whole gamut of requirements which are insufficiently considered or not considered completely in higher educational programmes for young specialists. These requirements are not connected rigidly with any particular academic disciplines; they are trans-disciplinary in character and are notable for their universality. To ensure young adults education that corresponds to these requirements means not as much changing the content of education as pedagogical approaches and methodologies.

The search for the answer to the question what competences besides the professional knowledge are important for the contemporary young specialist to actively participate in social life and to meet the challenges of the present and the future of the multicultural European society has become a focal point in the analysis of the present research. Such aspect of competence-based education *as a condition for successful integration and adaptation of each person in the modern fast-changing multicultural world* has been considered (Jonnaert Ph., Barnett R., Jarvis P., Cox R., Light G., Rychen D.S., Weinert F., Rean A., Lobanova T. and Shunin Yu., etc.).

Realization of the concept of competence in higher education

European community needs to build a new inclusive and diverse European culture that selectively employs all the useful and functional aspects of our commonalities and our differences. All the constituent cultures with their experiences and lessons learned, need to contribute to the constructive humane design of the European Union, and higher education has a pivotal role to play in this process.

Higher education institution as a social institute should prepare a graduate for life. Still, life as a circuit of consecutive objectives and responsible choices does not imply only academic knowledge. Education is not a result in itself but a means to be prepared for life. G. Light argues that education of a person as a subject of activity necessarily includes the factors which form a socially mature person:

- development of intelligence,
- development of positive thinking, positive attitude,
- development of autonomy, responsibility,
- development of motivation leading to self-development, self-realization (Light and Cox, 2005).

In theory, we know that a competence is defined as *an objective characteristic determined by an integral personal system of mental and emotional intelligences, assuming a synthesized unity of*

- *knowledge and acumen,*
 - *cognitive skills and strategies,*
 - *practical aptitudes and abilities,*
- as well as social and behavioural components comprising*

- *attitudes,*
 - *emotions,*
 - *values and ethics,*
 - *motivations,*
- functionally oriented towards positive result achievement in a certain context* (Lewis,2006).

However, in educational practice, the situation looks very different and the results are still unsatisfactory. We often ignore the fact that we live in a multicultural context/environment that requires the development of effective communicative competence, which comprises continuous emotional adjustment to the cultural differences with which we engage in the process of social interaction.

The offered definition of competence is notable because it consistently integrates the basic components necessary for theoretical modelling of the concept and monitoring the development of competence in the context of higher education (Figure 1).

As we can see from the figure, functional orientation of competence (need, demand for a certain set of professional skills) and context or social situation for its realization can vary. However, the internal structure of competence remains permanent. Therefore, it is possible to conclude that competence, from the point of view of its structural content, is the objective characteristic.

Unfortunately, in the system of non-language-related higher education there are no holistic pedagogical researches describing the content and conditions of the professionally-oriented competence development of future specialists in respect to professional, information, linguistic, communicative, socially-behavioural, socio-cultural, ethical, strategic, world outlook and personality-individualistic components.

As a result, competence is restricted mostly to acquisition of occupational knowledge, skills and abilities, while the emotional-behavioural aspects (including motivation, ethics, values, attitudes, skills in emotion regulation, solving moral problems, critical thinking, communicative skills, possessing foreign languages, systemic thinking and life-long learning skills) necessary for successful participation in social life are undervalued.

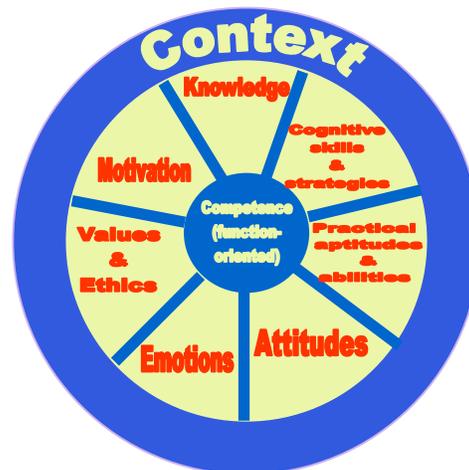


Fig. 1. Functional orientation and structural content of competence

For a long time emotions have been ignored in the academic practice of higher education and, as a result, we have overlooked a great deal of potential in our students, which can be manifested as lack of motivation, first of all, as well as, problems with intercultural communication, adjustment and adaptation in an unfamiliar cultural environment.

Moreover, very little has been done to map how young people and subject teachers understand the social world in general and its multicultural diversity in particular to adjust educational material accordingly. Thus, young specialists have a limited sense of how to engage with the wider world in civic activities beyond the national context. A young specialist may be highly knowledgeable according to a more conservative definition (as measured by many intelligence tests), yet psychologically unprepared to reveal the validity of his knowledge and practical usefulness of his personality traits for certain occupational tasks in the conditions of multicultural European context for a variety of reasons.

As the practice of hiring young specialists proves, their professional knowledge and the knowledge of the English language are not the only professional requirements of today's employers, particular businesses,

international organizations, or corporations and cannot guarantee employment. The problem is that young specialists are not always able to demonstrate the necessary attributes to fit their new position or a corporate culture.

Intercultural communication has its roots, among others, in the very pragmatic need of companies to function internationally. Intercultural communication is a branch of educational language practice at Information Systems Management University (ISMA) in Riga (Latvia) that has a particular responsibility to discuss how this process can be guided fruitfully.

In encounters of members from different cultures, how should intercultural communication be inscribed? Where should recognition and respect be placed – with the other culture or the other person? Our hypothesis suggests that those who adhere to human rights values must recognize, acknowledge, and respect the other person, not his membership in another culture. Every individual has his/her personal dignity, which makes us different within one culture. Respecting culture difference for its own sake may cause humiliation. Moreover, in our modern cosmopolitan society each person, rather than belonging to one single culture, participates in multiple cultures, whether he wishes or not.

A Systemic approach to language, emotion regulation and intercultural communication is the main methodology of the research. The Systemic approach has been implemented to develop students' communicative language competence comprising different fields of knowledge and sciences, and touching various sides of life, where interdisciplinary synthesis of academic subjects provides a background not only for developing professional and communicative language competences, but also for personality growth and maturation. Thus, we hypothesize that the systemic vision will contribute to the achievement of educational goals, the development of European linguistic unity, active citizenship, and lifelong learning.

This paper is concerned only with methods of presenting the results of the sociometric research and highlighting the tendency in the relationship of students' communicative language competence (communicative effectiveness) and their emotional potential development (the ability to constructively channel and manage negative emotions), which are the main ingredients to successful intercultural communication, adjustment and adaptation.

It is worth reminding some of the key concepts from our previous research (Lobanova and Shunin, 2009).

The terms intercultural adjustment and adaptation have been defined by many scientists and researchers in different ways (e.g. Black & Gregersen - 1991, Ward & Kennedy – 1994, Matsumoto & LeRoux - 2005). We define *adaptation* – as a process of altering one's behaviors or cognitions in relation to a different socio-cultural environment, in order to feel comfortable and to better interact with the environment to achieve the desired end goals. *Adjustment* is viewed as

psychological/emotional outcomes (positive or negative) that are associated with adaptation.

Based on the Systemic approach, the authors have worked out the criteria and quantitative indices of student achievements in the English language acquisition tied with emotional potential development. Using these data we have implemented our worked out linguo-didactic *Learning Curve* model, reflecting the necessary time and the amount of educational modules to achieve the purposeful, desirable level of the English language proficiency related to emotion regulation (Lobanova and Shunin, 2007).

To verify the effectiveness of the worked out systemic linguo-didactic *Learning Curve* model and the instruments for coordinating and managing communicative competence development related to emotion regulation, a pilot study was launched with the aim to examine whether the ability to recognize and regulate emotions is a major determinant of successful intercultural communication, adjustment and adaptation.

Constructing an inclusive and diverse educational culture

As international educational environment is expanding dramatically and more and more students are getting enrolled in the ERASMUS student exchange programme (including international students enrolled in ISMA university on the ERASMUS student exchange programme), the question of effective intercultural communication, adjustment, and adaptation acquires its vital urgency. Furthermore, the ERASMUS programme itself is developing extensively, encompassing not only European students but also students from Africa, India, China, and other Asian countries, distinguished by their distinctive cultures.

Therefore, our hypothesis suggests that possessing knowledge about different countries' cultures and their typical temperaments (Lewis, 2006), students will gain a deeper understanding of emotion regulation as a process by which individuals can influence which emotions they choose to have when they feel them when dealing with cultural differences and how they experience and express these emotions.

The present study tested this hypothesis in international/ERASMUS students and local students during one academic term at ISMA. We have undertaken a set of inclusive researches into the nature of emotional potential development in order to provide the necessary knowledge, understanding and support to our students to be successfully introduced to the multicultural environment of today's life, to adjust and adapt in it.

The experiment was conducted in two groups of 29 students of Management, Tourism and Information Systems Departments at Information Systems Management University in Riga, Latvia. An experimental group was a mixed-nationality group studying together with ERASMUS students with language education based on the innovative *Learning Curve Model*. They all had different cultural backgrounds and different levels of the English language proficiency. A control group was a group of local

students with language education based on the traditional methodology. They were Pre-Intermediate – Intermediate level students.

Our previous research, which just determined a tendency in the relationship between language learning and emotional potential development, has consistently demonstrated that *'language proficiency related to the ability to control emotional reactions – is a key factor for successful intercultural communication, adjustment, and adaptation'*. However, our previous research had some limitations:

- The focus was on the *local* students going to study abroad – at Birmingham University College. As a result, we overlooked international students enrolled in ISMA on the ERASMUS student exchange programme. (In consequence of that, international students experienced significant difficulties during their early adjustment stage including educational system differences, cultural differences, language challenges (problems with their English skills), food incompatibilities, living practicalities, time management, and social integration. They all left after one semester, probably not cherishing sweet memories about their stay in Latvia.)

- Reliance was on students' *self-report* (while there is nothing wrong with self-report measures, still, the total reliance on them in assessing adjustment may be problematic. In particular, adjustment outcomes can be measured not only by self-report but also by behaviors in class tasks, and not only by self-rating but also by peers and teachers.

We addressed limitations of the previous research by involving international students as well as local students into group tasks in the classes, where self-, peer- and teacher-ratings of social behaviors related to adjustment and communicative interaction processes were made. Thus, at the beginning of the autumn semester, we launched a pilot study.

The first step was to create a lively educational language environment, which would foster language acquisition, help international students adapt to new educational and cultural conditions, as well as play a significant role in shaping a behavioral pattern. A variety of communicative activities were employed such as case study, problem solving, decision-making, discussions, role-plays, to mention just a few. Video recording was used to provide objective self-, peer-, and teacher assessment.

The second step was to provide knowledge about different countries' cultures and their typical emotional reactions in different social situations, to help students gain a deeper understanding of emotion recognition and regulation as a process by which they can influence which emotions they choose to have when they feel them and how they might express these emotions.

We consider such knowledge and understanding to be important for positive adjustment because controlling one's negative emotions evoked due to disagreement or stress allows one to prevent oneself from being overwhelmed by negative emotions and instead think clearly and constructively, which then clears the way for

using such important skills for intercultural adjustment as openness, flexibility, critical thinking, and empathy.

At the beginning of the autumn semester, we launched an establishing experiment, which revealed that students in both groups possessed rather insufficient levels of emotional potential development - the overall 32% of emotional potential development in the experimental group and 33% - in the control group.

At the end of the autumn semester, *The Test of General Emotional Intelligence* (which was described in our previous research), comprising 55 statements with three options for each, ranging from positive/correct through moderate to negative, was administered in both groups (Lobanova and Shunin, 2009).

We implemented our developed *Successful Communication Emotional Potential Scale* (SCEPS) and the scores for each of these scales (3-high, 2-moderate, 1-low). The factor analyses using normative data (n=58) suggested that five factors underlay the SCEPS – Emotion Regulation (ER), Critical Thinking (CT), Empathy (EM), Openness (OP), and Flexibility (FL).

The item pool was supported by research interviews, discussions, observations of role plays, case studies, problem solving, and video recordings. The research utilized an inclusive modular programme COMPAS and a criterion-referenced TOEIC test as a measurement tool of student achievements in language proficiency.

We computed correlation between these independent tests by means of a transformation matrix. The research findings have proved that students of the experimental group have demonstrated the overall 43% (initial – 32%) of their emotional potential development, while students of the control group – 35% (initial – 33%).

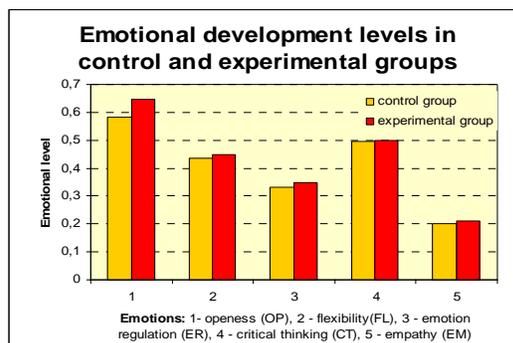


Fig. 2. Comparative Emotional Potential Development in the experimental and control groups

As we can see from the graph (Figure 2), after the implementation of the linguo-didactic Learning Curve model and the modular programme COMPAS, students of the experimental group demonstrated significant positive changes in their emotional potential development. Openness (OP — in the experimental group - 65%; in the control group – 58%), Flexibility (FL - in the experimental group - 45%; in the control group – 43%), Emotion Regulation (ER - in the experimental group - 35%; in the control group – 33%), Critical Thinking (CT - in the experimental group - 50%; in the

control group – 49%), and Empathy (EM - in the experimental group - 21%; in the control group – 20%)., while in the control group the changes were very insignificant.

In general, the obtained data - is an alarming signal, which demands a critical analysis of the adequacy of the academic process to the demands of the contemporary European society.

A matrix analysis of the group communicative competence related to emotional potential development

One of the best-known techniques of group analysis is that outlined by Moreno in *Who Shall Survive?* (Moreno, 2006). Sociometry, by definition of its founder - Jacob L. Moreno, measures the ‘socius’ – the interpersonal connections between people. The basic data for this matrix analysis are derived from the sociometric test which consists in eliciting positive (choose/acceptance/attraction) or negative (not-choose/rejection/repulsion) choices for associates of any group which an individual might become a member of. The usual questions include: Who would you choose to socialize with? Which people would you definitely *not* want to socialize with? Who would you choose to work with in a team? Which people would you definitely *not* want to work with?

The promise of action to result from the choices is the required motivating force insuring reliable and valid responses. The method allows considering personal qualities of each individual in a social group in a certain context. Statements concerning the status of an individual can be made only with respect to the particular group being tested. Students are given complete freedom to indicate positive or negative choices out of three options provided as they wish.

Since the number of students was 29 in each group, we divided them into three subgroups of 10/9 and the results from five sociometric tests (with five underlying factors - ER, CT, EM, OP, and FL) were recorded. A matrix was completed in which all the choice patterns appeared simultaneously – a visual representation of the psychological situation in the group seen from the viewpoint of each individual – the so-called a *matrix of domination – D*.

Thus, we got a matrix comprising 10 by 10 numbers. The numbers in the vertical and horizontal margins refer to individuals. Figure 1 in the matrix illustrates a positive choice=domination, while figure 0 illustrates a negative choice=rejection. If we desire to know the number of students he/she dominates over (in a particular psychological category), we read the horizontals under his number.

$$D = \begin{matrix} & \begin{matrix} [1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10] \end{matrix} \\ \begin{matrix} 1 \\ 2 \\ 3 \\ 4 \\ 5 \\ 6 \\ 7 \\ 8 \\ 9 \\ 10 \end{matrix} & \begin{pmatrix} 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\ 1 & 0 & 1 & 0 & 1 & 0 & 1 & 1 & 1 & 0 \\ 1 & 0 & 0 & 0 & 0 & 0 & 1 & 1 & 0 & 0 \\ 1 & 0 & 1 & 0 & 1 & 0 & 1 & 1 & 1 & 0 \\ 1 & 0 & 0 & 0 & 0 & 0 & 1 & 1 & 0 & 0 \\ 1 & 1 & 1 & 1 & 1 & 0 & 1 & 1 & 1 & 0 \\ 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 & 0 \\ 1 & 0 & 0 & 0 & 0 & 0 & 1 & 0 & 0 & 0 \\ 1 & 0 & 0 & 0 & 0 & 0 & 1 & 1 & 0 & 0 \\ 1 & 1 & 1 & 1 & 1 & 0 & 1 & 1 & 1 & 0 \end{pmatrix} \end{matrix}$$

To chart the positive/negative choices dominating over his/her options, we read the verticals. The summation of the horizontal elements indicates **a rating** of an individual.

At the bottom of the chart, we can have a vertical summation figure for the group in which the total choices received on a particular category are recorded.

The centrality of 1,7, and 6,10 to the group dynamics is more obvious in seeing the positives and negatives separately, illustrating that energy of the group is demanded regardless of choice valence – as 1,7 as 6,10 – have significant impacts.

Figures ‘0’ (negative) or ‘1’ (positive) allotted to the variable permit them to be triangulated as follows. In the first place, entry one or zero indicates the perception of a certain emotional category by a student. Secondly, it symbolizes the strength of the relationship – whether the student perceived ‘well’ or ‘little’. Thirdly, one or zero symbolizes the affectivity of the relationship – whether positive or negative. Thus, *existence*, *strength*, and *direction* of an interpersonal variable can be ascertained at a glance.

The matrix of dominance permits pedagogical analysis at various levels. A cursory perusal reveals *stars*, *isolates* and other characteristics of individuals under investigation. It provides an essential methodological tool while arranging students for pair or group tasks, when some individuals can be chosen on only certain variables (emotional categories), or others on all variables. Thus, it contributes to developing successful interpersonal contacts and to improving students’ abilities to recognize and control emotional reactions. It can also display which emotional categories demand greater emphasis in the educational process or provide the basis for changing educational methodologies, to help students become more successful at emotion recognition and careful expression.

Moreover, arranging all the data in a matrix form results in global patterns, which cannot be perceived in discrete charts, when the totality of relationships in a group is perceived simultaneously. As we can see from chart 3, the lower are the bars, the more homogeneous are the results in a group (be they positive or negative). It is also useful as a visual aid in explaining research data (e.g. teacher-assessment) (see Figure 3).

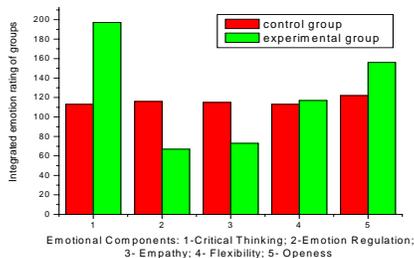


Fig. 3. Emotional ratings of control and experimental groups.

The sociometric matrix can be used for many kinds of educational researches providing tremendously powerful structures and tools for measuring relationships (long-term relationships and their development and maintenance over time and fluctuation of interpersonal connections over short periods). In the present investigation, it has been used for a study of potential interpersonal relationships, which might be built at a certain time in a social group.

However, it should prove equally appropriate for developmental studies, as Variable 1 to ...Variable 'n' can represent Time 1 to Time 'n'.

Conclusion

The investigation has vividly convinced how indispensably knowledge and emotions are intertwined. Since people are reflexive and monitor the ongoing flow of information/knowledge, activities/behaviour, and conditions, they adapt their behavior to their evolving understanding (provided by knowledge). As a result, **knowledge changes human behaviors, thus, shaping our self-identity.**

Language, in this respect, can act as a constraint on action/behavior, but at the same time, it also enables

action by providing common frames of mutual understanding if negative emotions are under control.

The research findings have proved that examining students' language proficiency related to the ability to recognize and control emotional reactions can provide a deeper insight into the effectiveness of the competence-based educational process and its predictive future evidence for intercultural adjustment and adaptation, because emotion recognition and emotion regulation skills can be taught.

Integration of the European society very much depends on what instruments we will apply to promote the unity of science and social context through improving communication among young specialists to enhance successful intercultural interaction, cooperation, and co-creation of a unified sustainable European society. This is only possible provided competence-based higher education is seen as a condition for successful integration and adaptation of each person in the modern fast-changing multicultural world.

Living in an increasingly interconnected world requires superior communication skills for tackling the negative emotions that are bound to be elicited in intercultural encounters. Studying intercultural communication and the accompanying emotional reactions exposes us to different ways of thinking, feeling and doing. Our usual ways of being are likely to be called into question as we engage with people coming from different cultural backgrounds and having different ways of life. Our growing realization as we study other cultures that there is more than one valid and acceptable way to be human.

Competence-based higher education needs to be more than graduating knowledgeable specialists. It needs to be emancipatorial to empower young adults by allowing control of the thoughts and emotions they accept into their experience to become decent citizens of a decent multicultural European community.

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Тамара Дмитриевна Лобанова-Шунина, Юрий Николаевич Шунин

СИСТЕМНЫЙ ПОДХОД К РАЗВИТИЮ ЭМОЦИОНАЛЬНОГО ПОТЕНЦИАЛА И ЯЗЫКОВОЙ КОМПЕТЕНЦИИ В КОНТЕКСТЕ ЕВРОПЕЙСКОЙ ЛИНГВИСТИЧЕСКОЙ ОБЩНОСТИ

Аннотация

В течении двух последних десятилетий Совет Европы выдвигает требование к выпускникам вузов владения как минимум двумя иностранными языками. Стимулирование многоязычия обусловлено необходимостью установления баланса между развитием интегрированной идентичности как гражданина Европы и важностью сохранения лингвистического и культурного многообразия. В то же время культурные и языковые различия в рамках Европейского

сообщества стимулируют развитие лингвистического единства, что является основополагающим фактором для Европейской интеграции.

Развитие позитивного межкультурного общения требует наличия эффективной коммуникативной компетенции, которая включает в себя умение постоянно контролировать и владеть эмоциональными реакциями при общении с различными культурами. Для того, чтобы процесс был успешным, общие интересы должны быть поставлены выше культурных различий.

Международные коммуникации – это часть языковой образовательной практики в Институте менеджмента информационных систем (Рига, Латвия), где системно исследуются методологические подходы, имеющие целью дать молодым специалистам набор универсально применимых основных компетенций, которые были бы не только результатом обучения, но и источником дальнейшего их развития, связанного с успешной адаптацией в многоязычной и мультикультурной среде граждан Европы.

Ключевые слова: лингвистическая общность, Европейская интеграция, эмоциональные компоненты в образовании, социометрия

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TEACHING OF ENGLISH AS A SECOND LANGUAGE IN ICT-BASED LEARNING SETTINGS

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Abstract

The 21st century confronts its citizenship with new choices, opportunities and challenges due to the ubiquitous presence of technology into all spheres of life: business and administration, government, and education. Developments in technology and research into learning are changing the face of how, where and when people learn. Two factors come together — the understanding that learning is exploring and the ability of technology to provide wide spaces for exploration (Evans, St Johns, 1998). In these two senses the use of technology complements and extends the learner-centred methodology. Its advantage is that learners can access the material in their own time, work through the material at their own pace, choosing topics and subject areas to match their own interests, i.e. learners are in control of their language learning and have increased choice. One aspect of this increased choice is that the new technology is blurring the distinctions between self-study outside the class, distance learning and institutional self-access centres (Moore, 1996).

The problem of the research is the following: the promotion of autonomous learning of foreign languages and the growing role of online information technologies are getting more and more importance in language teaching in all educational institutions.

This article also aims at providing a clearer understanding of the benefits of using ICTs, thus enabling to further study of the tools and resources which could provide of help into teaching practices. The use of different web based training platforms with specific training modules, a collaborative environment and the use of different communication tools and resources exclusively dedicated to teachers aims at providing new perspectives to face the teaching of English as a foreign language from an innovating perspective.

The objectives of the research are as follow:

1. To define the ways of integrating the Internet and information technologies into the curriculum that it is really motivating not only students, but teachers as well.
2. To define the ways of developing the students' language skills, and fostering a multi-cultural, international perspective for our ever-changing, interdependent world.

Keywords: network-based learning environment, web-based activities, integration of online activities, ESL.

Introduction

The telematic networks and the Internet – now central to new teaching and learning processes - open up to communication ways which allow unlimited access to information and knowledge, account for a flexibilization of time and space barriers and increase interaction. The Net constitutes an excellent environment which has definitely transformed the different relationships within the educational field and has made possible the emergence of new teaching and learning modalities, which, in turn, require radical pedagogical changes and a redefinition of traditional teaching and learning pedagogical models. According to Cabero (2001), "the flexibilization time-space accounted for by the integration of IT into teaching and learning processes contributes to increase the interaction and reception of information. Such possibilities suggest changes in the communication models and the teaching and learning

methods used by teachers, giving way to new scenarios which favor both individual and collaborative learning".

The new century confronts its citizenship with new choices, opportunities and challenges due to the ubiquitous presence of technology into all spheres of life: business and administration, government, and education. Traditional teaching and learning paradigms have been shaken by the impact of the integration of Information and Communication Technologies (ICT) into educational practices at the time that teachers and trainers are confronted by challenges which range from the acquisition of skill and literacy in the usage of IT to the delivery of the necessary tools which will lead students to become knowledge creators and users. E-learning methods and the use of information and communication technologies in education and training have changed the way of learning and teaching, providing a fundamental contribution in their processes of innovation and reform (1). Through the integration of new technologies,

education and training have become more accessible and more flexible, offering opportunities to all and at all educational levels. Developments in technology and research into learning are changing the face of how, where and when people learn.

The irruption of ICT generates the emergence of new teaching and learning spaces which inevitably lead to changes in the pedagogical models. The new role of teacher and student, also the competencies and literacies teachers need to meet the challenges of the digital era.

The interest to learning languages has been enforced by the availability of the Internet, which provides easy access to every possible kind of information and serves as an effective tool to facilitate learning. ICT gives the means to add pictures, sound and video, to use visuals and graphics, and to use the wealth of content rich sources from a range of cultures, that can be found on the Internet. The combination of spoken, written, visual and picture support gives the learner the scope to engage in meaningful curriculum focussed activities at a linguistic level that is matched to their level of English language development.

The presentation of the research

The first step of solving these problems and questions was to determine the needs, learning preferences, and computer literacy of potential students.

The questionnaire aimed at collecting essential information about the potential students of *Internet-Based Course of English*, their proficiency, learning preferences, computer access and eventually, identifying the preferred style of open learning. This will help the

researcher design the structures and functionalities of the future course to best suit the English language needs of the learners; also consider the placement of ICT in the English as a foreign language curriculum, with special emphasis on the current situation and perspectives of the future. The need to revise the curriculum and integrate ICT into it so that it can become effective upon teaching and learning practices is also made evident.

The questionnaire and its analysis

This questionnaire is aimed to demonstrate the students and the ESL teachers the ways in which ICTs can contribute to foreign language learning/teaching and indicate the areas which the teacher must deal with besides the technology, i.e. with the aspects of the classroom, and of methodology to ensure maximum educational benefit.

A group of first and second year students was selected to fill out the questionnaires and in this way participate in the research. In the authors' opinion this age group of students mainly have a basic (or above basic) understanding of what their needs are in learning in general and learning a foreign language in particular. A large part of them already know what sort of further study they are going to choose and are aware that English is going to play an important part in their further studies and career.

The diagram below represents one part the results in the first part of the questionnaire. The results clearly demonstrate that the major part of respondents have more or less clear understanding of the needs of integrating into the common European space.

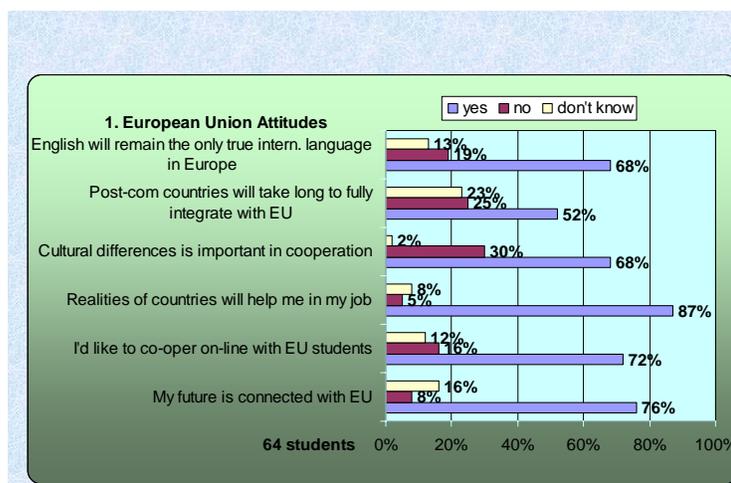


Fig. 1. European Union Attitudes

The chart below clearly demonstrates that the learners understand quite well what priorities they have for learning English. The majority think that the highest priorities are speaking and reading. The following high priorities are communication, listening and vocabulary. Quite a few of respondents mentioned grammar and

writing tasks as important ones. Pronunciation tasks, however, remained at the bottom of the priority list. The further parts of the of the questionnaire aim to identify the English language needs:

The course priorities are:

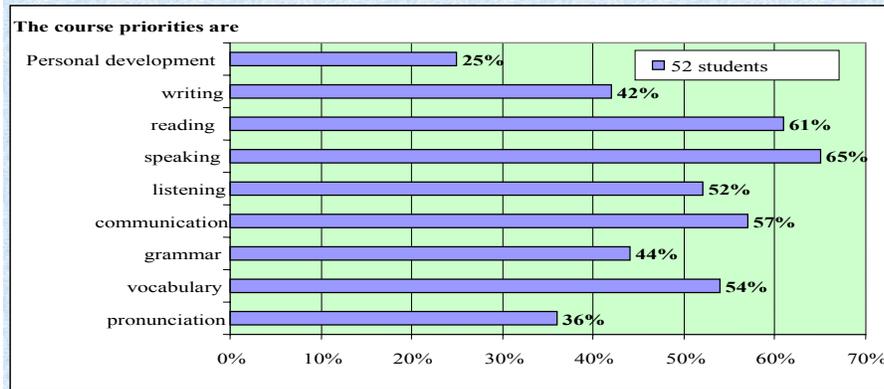


Fig. 2. Course priorities (I)

Figure 3 presents an interesting observation that more students (45%) would prefer their work assessed by the computer, rather than their teacher (38%), this should be done often (37%) and with marks **and** description (37%). Evaluation with marks only also proved to be quite unpopular (9%). 5% of the respondents thought that *another person* should do this work. 37% would prefer to have it done often. This demonstrates that part of learners obviously wants a clear and objective feedback to and evaluation of the work and assignments they have to do.

Such responses may also indicate that a large part of students don't think that their teacher's evaluation is always objective and unbiased.

The results also clearly demonstrate that a non-traditional evaluation is required at the time and that new tools and resources open up new perspectives for the teacher. Students interact with multifaceted materials which sometimes the teacher cannot control. Thus, a deep evaluation of all the elements that intervene in the new teaching and learning processes is needed.

The students' work should be assessed

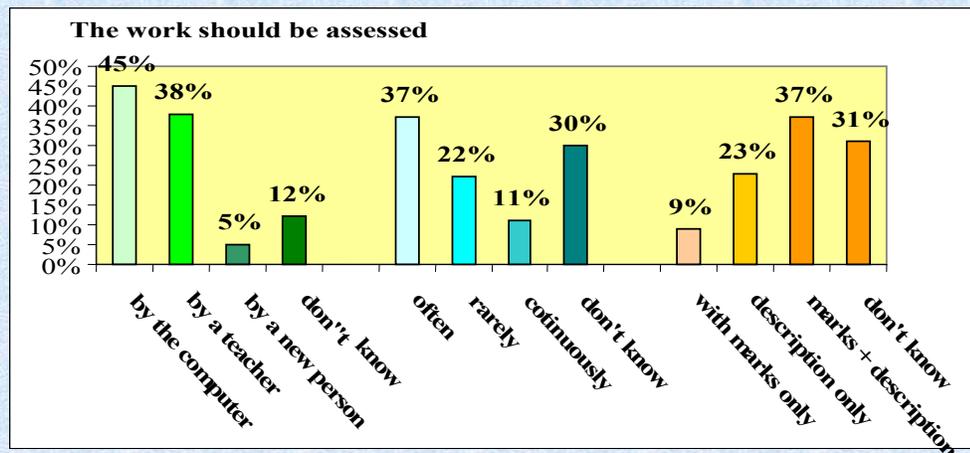


Fig. 3. Assessment Needs

The following diagram (Figure 4) presents the answers to the questions dealing with the needs of English. The total of 52 students submitted their answers. The results demonstrate a rather high level of motivation among the respondents. The top of the list is a good employment in Lithuania (58%), which illustrates that a large part of university students already think of their

future careers. 44% of respondents indicate English for their final university exam, which again speaks of rather high motivation to do well at the exam. Socializing with non-native speakers (52%), going abroad (50%) illustrate the need of English as a means of non-formal communication:

English is needed in order to:

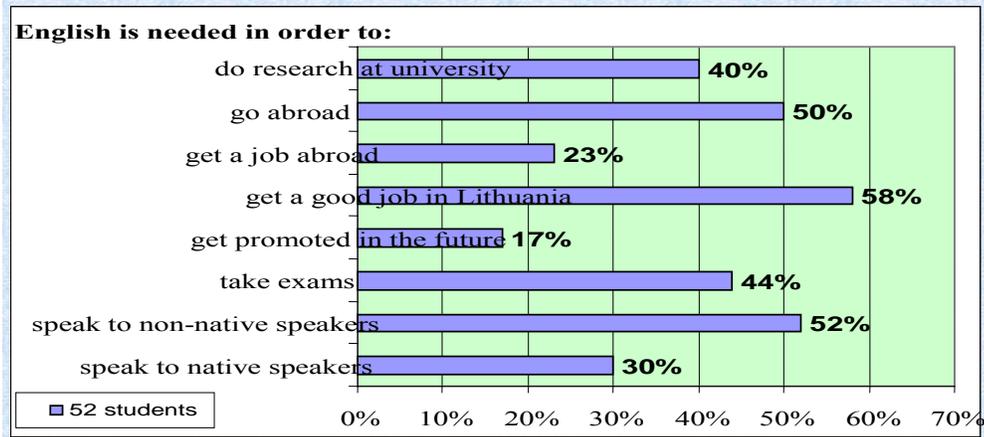


Fig. 4. Course Priorities (II)

The diagram below reflects the expectation that the respondents have for using English. Interestingly enough, 67 % of respondents indicated that they are going to need English for text writing, which obviously speaks of work-related and/or personal communication. 65 % think that they are going to read reports/manuals in English, which shows their awareness of the fact that most work and business related literature is in English. 63 % think they will use English for asking for information; also 63

% are going to use English for browsing the Internet and using e-mail, and 57 % for explaining and giving instruction (46 %), making presentations (35 %), and telephoning (29 %). These are clearly the facts which again indicate the practical need of this language. The low score given to traditional correspondence (10%) also reflect the fact that letter writing has been substituted by more efficient means of communication, such as e-mail and other online forms of communication.

English is going to be needed for:

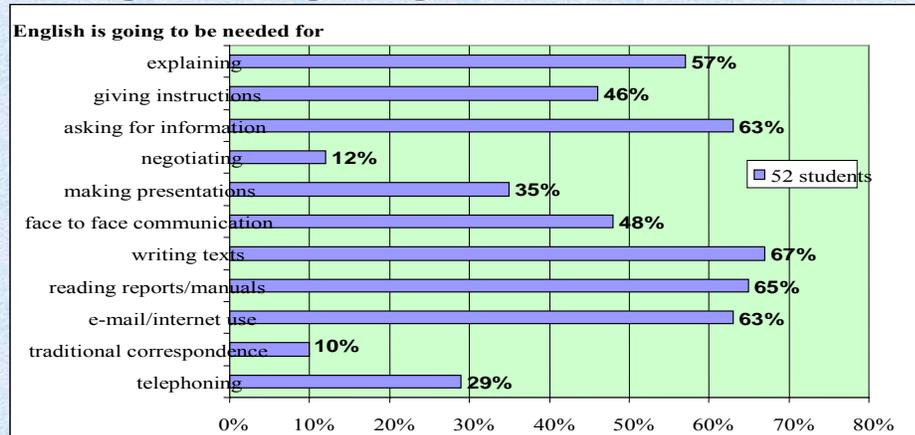


Fig. 5. Course Priorities (IV)

The final questionnaire deals with the learners' ICT needs. This group of question is the most interesting for the research, as it mainly reflects the attitude to the

Internet-based language learning course and ICT in general.

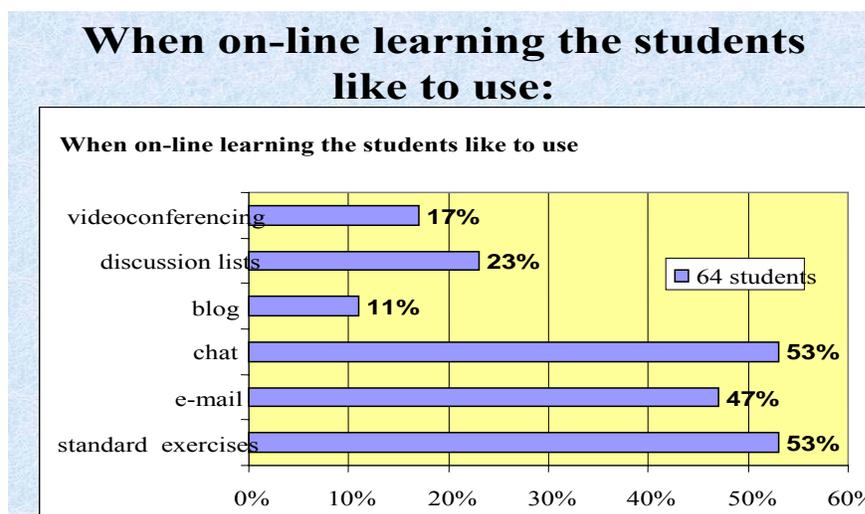


Fig. 6. Course Priorities (V)

The results in the chart demonstrate that most learners would prefer learning activities they are already well familiar with: chat (53%), e-mail (47%) and the ones related to standard language exercises (53%). Discussion lists are at 23% only, videoconferencing – 17%, blogs – 11%. This also means that not many students are well familiar with this kind of relatively new kind of activities. On the other hand, getting familiar with these new types of activities would soon make them more popular.

The Questionnaire Results

The results obtained in the questionnaire demonstrate that the learners understand the priorities for learning English. The top priorities for learning a foreign language are communication, listening and vocabulary (57%, 52%, and 54%).

The results of the survey also reveal the whole range of important points:

1. Most learners prefer learning activities they are well familiar with: chat (53%), e-mail (47%) and the ones related to standard language exercises (53%).
2. Most learners give priority to more practical types of exercises, for example their favourite types of exercises being matching (44%), multiple choice (44%), doing crosswords (42%), etc.
3. Most learners are rather motivated, well aware of their needs for English and the challenges the future presents.
4. Students interact with various online available materials which sometimes the teacher cannot control.
5. Finally it is necessary to point out that ICTs have much to offer language testing: not just for test delivery, but also for test construction, test compilation, response capture, test scoring, result calculation and delivery, and test analysis. This means that computers can be used at all stages in the test development and administration process, the most practical features being the easy test delivery, test scoring and test analysis.

Conclusions

Based on the results of the questionnaire it is obvious that general attitude towards learning English on the web is positive, however, some learners might be reluctant to learn ESP on the web in their spare time.

Needless to say that ICTs provide an exhaustive compilation of the telematic tools and resources that a teacher of English may have access to in order to successfully integrate them into his/her teaching practices. The main classification will include the World Wide Web in the first place and its main utilities to teach English as a foreign language: Search Engines, authentic materials, language translators, etc.

Secondly, there is a whole array of the Internet communication tools - synchronous and asynchronous- and the educational possibilities they may offer to a teacher of English as a foreign language are endless.

The major potential advantage of using ICT in the ESL classes is a vast variety of interactive activities that allow fostering independent learning. The basic difficulty, however, ESL students encounter using the Internet for preparing creative assignments is linguistic complexity of materials and inability to assess materials impartially.

A non-traditional evaluation is required at the time that new tools and resources open up new perspectives for the teacher. Students interact with multifaceted materials which sometimes the teacher cannot control. Thus, a deep evaluation of all the elements that intervene in the new teaching and learning processes is needed.

It is possible to make a compilation of the different contributions to which we agree and reproduce the four main roles teachers working in ICT-based settings would have to play:

1. The teacher as planner and facilitator of situations and suitable learning contexts
2. Developer, adapter and creator of materials and resources
3. Assessor, guide and knowledge facilitator
4. Evaluator.

On the other hand, many authors agree in the fact that the integration of ICT into education generates a set

of transformations that modify all the elements which take part in the educational process: organization, student, curriculum and mainly, they affect the teacher's role, functions and attitudes.

The utilization of ICT learning settings and tools in educational processes, evidently leads to radical changes both in the role of teachers and learners and to the emergence of new teaching and learning environments and methodologies (e-Learning, Web-based Learning, Open and Distance Learning) as well as new training modalities (on-line training, on-site training, Blended-Learning, etc.).

Finally new virtual training settings aimed at facilitating tools and resources to favor communication and interaction and distributing teaching materials

through the web will emerge in order to encourage and promote collaboration and co-operation among the participants in teaching and learning processes.

Preparing students to effectively understand and operate in this global environment requires a clear comprehension of its diversity. "There is sometimes the danger of the class becoming rather a dry affair that fails to motivate learners... Many textbooks use a relatively narrow range of exercise types but we have always found that the use of wide range of types increases motivation..." (Dudley-Evans, St John, p.177-178).

Information and communication technologies (ICT), properly used, contribute to the quality of education and training and to Europe's move to a knowledge-based society (1).

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Valdas Narbutas

ANGLŲ KALBOS KAIP ANTROS KALBOS MOKYMAS INFORMACINĖJE TECHNOLOGINĖJE APLINKOJE

Santrauka

Internetas, socialiniai tinklai, su savo informacijos kiekiu, galimybės kitaip planuoti laiką, kai nyksta ribos erdvėje, atsiranda neribotos bendravimo galimybės, įgyja vis daugiau svarbos mokymo ir mokymosi procese, atveria naujus komunikacijas. Pasaulinis tinklo dėka atsiranda nauji švietimo santykiai, nauji mokymo ir mokymosi modeliai, tradiciniai metodai neišvengiamai turi būti pertvarkomi. Darbe keliama hipotezė: *ar internetas ir jo teikiamos galimybės padės susiformuoti tikrai naujoms užsienio kalbų mokymo(si) priemonėms, ar tai didins susidomėjimą kalbų mokytis*. Darbo tikslas – *aprašyti ir išanalizuoti interneto taikymo užsienio kalbų užsiėmimuose būdus, panagrinėti, kaip užsienio kalbos mokymas(is) įsisavina šias naujas technologijas ir metodus*. Atliktas tyrimas patvirtina iškeltą hipotezę: ar IKT padidins susidomėjimą mokytis kalbų, ar jos suteiks galimybę naudotis kalbos mokymo(si) priemonėmis, ir ar tai taps efektyvi mokymo(si) priemonė.

Plintančios informacinės-komunikacinės priemonės keičia mokymo(si) pobūdį, tačiau technikos integravimas į mokymo(si) procesą kelia eilę uždavinių, tokių kaip dėstytojo ir studento bendravimo, besimokančiųjų motyvacijos lygio ir kt.

The article has been reviewed.

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GRAMMATICAL VARIABLES IN THE SPEECHES OF BARACK OBAMA AND MICHELLE OBAMA

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Abstract

The article analyses grammatical variables in the speeches of the US President Barack Obama and the First Lady of the US Michelle Obama. The following research methods have been used in the article: sociolinguistic analysis and the corpus analysis method (the computational linguistics software *WordSmith Tools* was used to identify the recurrent elements of political speeches). The above mentioned research methods enabled to reveal the topicality of the research related to linguistic variables (pronouns as grammatical variables) and peculiarities of the US oratorical style. The analysis of speeches revealed that subtle rhetorical communication in the US is related to usage of grammatical variables (use of pronouns). Use of grammatical variables (especially the first person pronoun “we”) in the speeches is related to communicative aim to share responsibility with the listeners or readers at the same time, when the usage of other grammatical variables (use of the third person pronouns “he” and “she”) signals reference to personal family history, especially in the speeches of Michelle Obama. The need arises to investigate political speeches paying attention to analysis of grammatical and lexical variables in the US political speeches.

Keywords: sociolinguistic and stylistic analysis, political discourse, linguistic variables, use of pronouns.

Introduction

The language of politicians is used to give ideas about the ideological position, to provide answers to political opponents and influence the choice of voters. The term “political discourse analysis” emerged as a form of discourse analysis focusing on researches of philosophical and partially linguistic references of political English (speeches, hearings, debates) used in the United States of America since the ideas of the 18th century American political philosophers, politicians such as James Madison, Thomas Jefferson (David Johnson and Roger T. Johnson, 2000). George Orwell, the British writer in his essay “Politics and the English Language” written in 1946 discussed negative aspects of British political writing noticeable due to the use of some metaphors and some words (Orwell, 1946). American linguists started analysing stylistically political speeches of the US president Franklin Delano Roosevelt since 1950s (Wilson, 1955; Goetsch, 1993). However, the linguistic discussion on language and politics became the serious question in linguistics since 1970s and was discussed by linguists specialising in stylistics (Galperin, 1983; Crystal, 2003), sociolinguistics (Beard, 2000), cognitive linguistics (Lakoff, Johnson, 1980). During the last decades of the 20th century and the beginning of the 21st century some articles, books which discussed the use of slogans, posters of British and American political parties, British national and local manifestos, sections of British parliamentary questions, American convention speeches, political speeches were published

(Wilden, Hammer, 1987; Lee, Urban, 1989; Vengalienė, 2005; Capdevila and Callaghan, 2008, 13; Levinson, 2008; Sušinskienė, 2008). Therefore, the need arises to analyse political speeches of American and British politicians focusing on a discussion of linguistic phenomena.

The aim of the article is to explore sociolinguistic phenomena and linguistic features of American political speeches.

In order to achieve the aim the following objectives have been set:

1. To perform linguistic analysis of speeches delivered by the US president Barack Obama and the First Lady of the United States of America Michelle Obama.

2. To reveal linguistic phenomena of the chosen type of American political discourse.

3. To compare and analyse the chosen speeches.

The following research methods were used in the article:

1. Stylistic and sociolinguistic analysis of American political speeches.

2. Corpus analysis method using corpus analysis software used by Oxford University lexicographers “WordSmith Tools”.

Use of grammatical variables

The speeches of the US president and The First Lady were taken from the website of the *White House Archive*. The political speeches of the US president and

his wife were chosen to reveal distinctive linguistic phenomena noticeable during comparison.

The scope of the research consisted of four speeches of the US president Barack Obama and four speeches of The First Lady Michelle Obama delivered in 2009.

The following speeches of Barack Obama were chosen: *Inaugural address, Remarks by the President to the International Olympic Committee, the President's Remarks of Remembrance Address, Remarks at Opening of Summit of the Americas.*

Four speeches of Michelle Obama, who is the First Lady of the United States of America and the wife of Barack Obama were selected: *Remarks by the First Lady before performance at Pittsburgh Capa High School, Remarks by the First Lady at the opening of Fresh Farm Farmers' Market, Remarks by the First Lady to the*

International Olympic Committee, Remarks by the First Lady to Unity Health Care Center.

The speeches were chosen according to topical issues dealing with topical issues (culture, sports, historical matters). The speeches (*Remarks by the First Lady to the International Olympic Committee, Remarks by the President to the International Olympic Committee*) were delivered on the same day, i.e. on October 2, 2009. It is worth noting that Michelle Obama spoke before her husband campaigning for Chicago as the host city of the Olympic Games.

The corpus analysis method (similar number of distinct words, number of sentences, average sentence length) while using computational linguistics software "WordSmith Tools" disclosed quite similar patterns of corpus, as it could be seen from Table 1.

Table 1.

Speaker	Number of sentences	Average sentence length	Number of distinct words (total number of words)
Barack Obama	407	18.39	1.834 (7.388)
Michelle Obama	332	17.69	1.231 (5.507)

Efficient functioning of political speech depends on arrangement of facts, allusions, statistical data, persuasive arguments, ritual phrases, combination of syntactical, lexical and phonetic peculiarities and sometimes classical disposition of the speech (Galperin, 1981; Koženiauskienė, 1999; Beard, 2000; Encyclopedia of Rhetoric, 2001; Crystal, 2003). Therefore, certain stylistic composition of the political speech could be noticeable. In the article, the term used by Lithuanian linguist Regina Koženiauskienė "stylistics of text's composition" was used, which means the arrangement of author's found material (facts, examples, quotations, numbers, ideas and arguments of the author) in particular order of the author to influence effectively the listener (Koženiauskienė, 1999).

Having analysed the speeches of chosen American politicians, it was noticed that all speeches have the following model of stylistics of text's composition: the body of the speech dealing with reasoning patterns based on use of pronouns.

The provided model will be discussed in the chosen American political speeches.

Patterns of stylistics of text's composition will be discussed focusing on the use of linguistic variables (grammatical variants). Linguistic variables are elements of at least two variants forms, which depend on specific factors (social status, situation, gender), and, which are used to describe variations of vocabulary, grammar and pronunciation (Trask, 1992; McCarthy, 2004; Coupland, Jaworski, 2004). Grammatical variants – alternative grammar forms, which capture some aspects of optionality in the occurrence of morphological or syntactic forms (Matthews, 1997). Linguistic variables create sociolinguistic variation, which shows diversity on all levels (grammatical, lexical and phonological) created by the stylistic or social, geographical context (Coupland, Jaworski, 2004, 483).

The following grammatical variant could be noticed in the speeches of Barack Obama and Michelle Obama: use of pronoun references.

Linguists notice that pronoun references are used to persuade the listeners or readers to do something, also to show the specific relationship between the pronoun understood as the grammatical form referring directly to the speaker, addressee, others involved in action and its antecedent –noun or another pronoun (Malmkjaer, 2004; Beard, 2000). Thus, it is worth looking at the pronouns used by politicians, because they could make the important contribution to the overall effect of the political speech.

It is worth discussing the use of the first person pronouns, because the usage of singular forms ("I"/ "me", "mine", "myself") and plural forms ("we", "us", "our", "ourselves", "ours") can show specific attitude of the speaker's involvement or responsibility. According to British linguist Beard, who investigates the political discourse, the usage of singular forms in most cases shows personal involvement on the part of the speaker, which is very useful, when good news is delivered, but also the negative aspect emerges because the speaker can be understood as the one who places oneself above the listeners or readers of political speeches (Beard, 2000). The advantage of plural noun forms are that they can help share responsibility, especially when decisions are tricky and when the news is uncertain, while disadvantage is that the speaker does not get much credit when things go well (Ibid.). The use of the second person pronouns also generates interest for analysis of speeches, because the pronoun "you" gives an immediate sense that "you" is not the single reader, but also everyone in the political events while the third person pronoun helps to refer to a certain group of people important for the speaker (Ibid., 24).

Frequency and percentage of the pronouns use in the speeches of the US president is given in Table 2.

Table 2

Title of the speech	Frequency of the pronoun <i>I</i> (%)	Frequency of the pronoun <i>We</i> (%)	Frequency of the pronoun <i>you</i> (%)	Frequency of the pronoun <i>he</i> (%)	Frequency of the pronoun <i>she</i> (%)	Frequency of the pronoun <i>they</i> (%)	Number of distinct words (total number of words)
Speech No.1	13 (0.12)	60 (2.50%)	16 (1.04%)	2 (0.13%)	-	17 (0.1%)	894 (1.672)
Speech No.2	29 (1.32%)	54 (2.45%)	6 (0.27%)	-	-	2 (0.09%)	535 (1.688)
Speech No.3	21 (1.89%)	24 (2.16)	11 (0.99)	-	-	1 (0.09%)	535 (1.688)
Speech No.4	5 (0.3%)	36 (2.15%)	16 (1.04%)	9 (0.54%)	-	12 (0.72%)	470 (1.533)
Total	68	174	49	11	-	32	11834 (7.388)

It could be seen from this table that the US President Barack Obama is using more frequently persuasive pronoun “we” as compared to the pronoun “I” which shows personal responsibility. The claim could be made that the speaker wants to share responsibility with the speakers and tries to avoid stating the political agenda. Consider examples given below with the use of pronoun “I”.

(1) I am well aware of the expectations that accompany my presidency around the world.

(2) We stand at a moment in history when the fate of each nation is inextricably linked to the fate of all nations – a time of common challenges that require common effort.

(3) I chose Chicago nearly 25 years ago – the reason I fell in love with the city I still call home.

(4) I believe we start by doing what we are doing today – by bearing witness, by fighting the silence that is evil's greatest co-conspirator.

Linguist Wales noticed that the use of the pronoun “we” is related to “inclusive we” and “exclusive we” (Wales, 1996). “Inclusive we” is related to the speaker and the listener, while “exclusive we” refers to the speaker and third parties who are not available in the immediate situation (Ibid.). In the speeches of Barack Obama only cases of “inclusive we” could be seen.

Similar usage of pronouns could be seen the speeches of the First Lady of the US, Michelle Obama (see Table 3).

Table 3

Title of the speech	Frequency of the pronoun <i>I</i> (%)	Frequency of the pronoun <i>We</i> (%)	Frequency of the pronoun <i>you</i> (%)	Frequency of the pronoun <i>he</i> (%)	Frequency of the pronoun <i>she</i> (%)	Frequency of the pronoun <i>they</i> (%)	Number of distinct words (total number of words)
Speech No.1	24 (1.24)	27 (1.60)	34 (1.84)	1 (0.06)	4 (0.24)	8 (0.65)	535 ((1.68)
Speech No.2	22 (1.44)	28 (1.83)	16 (1.04)	2 (0.13)	-	1 ((0.65)	470 ((1.53)
Speech No.3	15 (1.94)	3 (0.39)	5 (0.65)	10 (1.29)	-	5 (0.65)	323 ((723)
Speech No.4	17 (1.12)	28 (1.83%)	16 (1.04%)	2 (0.13%)	-	10 (0.65%)	497 (1.513)
Total	75	86	63	15	5	29	11231 (5.507)

It could be seen from the speeches of Michelle Obama that she also tends to use the pronoun “we” which shows collective responsibility, though the frequency difference between the use of the pronouns “I” and “we” is only by 11 points, while the difference in the speeches of Barack Obama – around 100 points.

While comparing the speeches of Barack Obama and Michelle Obama also the other specific use of pronouns third person pronouns “he”, “she” and “they” could be noticed.

The US president uses more frequently pronoun “he”, while referring to particular people:

(5) I thank President Bush for his service to our nation – (applause) – as well as the generosity and cooperation he has shown throughout this transition.

(6) The author of a book on the rescue found that those he interviewed were baffled by his interest.

(7) My own great uncle returned from his service in World War II in a state of shock, saying little, alone with painful memories that would not leave his head. He went up into the attic, according to the stories that I've heard, and wouldn't come down for six months.

It could be seen from the chosen speeches that Barack Obama focuses only on important people for his speech, which cause certain emotional feelings (sympathy) for listeners. Also the speaker tends to avoid references to women.

Michelle Obama tends to use the third person pronouns more frequently, so it could be claimed that the First Lady of the US focuses more on problems of different people or groups of people including women:

(8) I think Yo-Yo Ma put it best when he said, “When you learn something from people or from a culture, you accept it as a gift, and it is your lifelong

commitment to preserve that gift and to build on that gift."

(9) *And I also want to express my gratitude to the renowned artists who have given their time to come today to be a part of this performance - some of my very favorites. Sara Bareilles. I have to say, she is on my iPod.*

(10) *A grandmother in rural America will get regular checkups so she can be active in her neighborhood organizations.*

(11) *You see, in my dad's early thirties, he was diagnosed with Multiple Sclerosis. And as he got sicker, it became harder for him to walk, let alone play his favorite sports.*

Michelle Obama uses pronouns to refer to her family more frequently as in comparison to Barack Obama to get the warmer response from the speakers. It could be claimed that Barack Obama and Michelle Obama tend to relate the pronouns "he" and "she" with their family matters. The claim could be made that they wish to manipulate the audience while persuading to do something after their speeches.

The use of the third person pronoun "they" in the speeches of Barack Obama is linked to animate and inanimate objects:

(13) *These things are true. They have been the quiet force of progress throughout our history.*

(14) *The story goes that when the Americans marched in, they discovered the starving survivors and the piles of dead bodies.*

(15) *President Rogge, ladies and gentlemen of the International Olympic Committee:*

I come here today as a passionate supporter of the Olympic and Paralympic Games; as a strong believer in the movement they represent; and as a proud Chicagoan.

In the speeches of Michelle Obama the same situation could be noticed:

(16) *All these folks who, with your help, are able to better manage their chronic conditions do a number of things. They stay out of the hospital, they stay out of the emergency room, which is the most costly way to receive care in this country, and they stay on the job and in school instead.*

(17) *And it's important to know that when I travel around the world, no matter where I've gone so far, the first thing world leaders, prime ministers, kings, queens*

ask me about is the White House garden. And then they ask about Bo.

(18) *I've realized that little things like a garden can actually play a role in all of these larger discussions. They make us think about these issues in a way that maybe sometimes the policy conversations don't allow us to think.*

(19) *Our artists challenge our assumptions in ways that many cannot and do not. They expand our understandings, and push us to view our world in new and very unexpected ways.*

It can be generalized that the pronoun references in each political speech make a great contribution to the audience's persuasion. The personal pronouns are used to represent different people. Obviously, people can often be easily persuaded if they become involved in the speeches of the US President and the First Lady. All chosen politicians attempt to influence the audience through usage of first person pronouns "we" and "I". The second and the third person pronouns help politicians to avoid personal responsibility.

Conclusions

To conclude the analysis, the following statements could be made:

1. The American political speeches of the US President and The First Lady of the US possess certain linguistic phenomena (specific use of grammatical variables), the analysis of which focusing on sociolinguistic and stylistic analysis could reveal the distinctive process of linguistic changes of the language.

2. Grammatical variants in the speeches of Barack Obama and Michelle Obama imply elements of linguistic manipulation with the aim to influence the audience and the elements of the planned speech.

3. The sociolinguistic analysis of grammatical variants in political communication predicate that any political speech is a domain of persuasion within politics. The scope of socially acceptable deviation may be more restricted in political discourse than in literature, but there is also strong pressure to react creatively to social changes.

4. The need arises to analyse speeches of other US presidents and the former First Ladies of the US to identify specific patterns of linguistic changes.

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GRAMMATINIAI KINTAMIEJI BARACKO OBAMA IR MICHELLE OBAMA KALBOSE

Santrauka

Straipsnyje analizuojamos 2009 metų Jungtinių Amerikos Valstijų Prezidento Baracko Obama ir Jungtinių Amerikos Valstijų Pirmosios Ledi Michelle Obama kalbos.

Straipsnyje buvo panaudoti tokie tyrimo metodai: sociolingvistinė analizė ir tekstynų analizės metodas (buvo panaudota kompiuterinė programa „WordSmith Tools“ identifikuoti pasikartojančius teksto elementus). Panaudoti tyrimo metodai leido atskleisti tyrimo aktualumą sietiną su lingvistinių kintamųjų (gramatinių kintamųjų) analize ir JAV oratorinio stiliaus savitumais, kuris laikomas publicistinio stiliaus dalimi stilistikoje.

Pasirinktų politinių kalbų analizė parodė, kad JAV retorinė komunikacija yra susijusi su gramatinių kintamųjų (asmeninių įvardžių) naudojimu.

Gramatinių kintamųjų (ypač pirmo asmens įvardžio „mes“) naudojimas kalbose yra sietinas su komunikaciniu siekiu pasidalinti atsakomybe su klausytojais ar skaitytojais, tuo metu, tuo metu, kai kitų gramatinių kintamųjų naudojimas (trečio asmens įvardžių „jis“ arba „ji“ vartojimas) signalizuoja nuorodą į asmeninę šeimos istoriją, ypač Jungtinių Amerikos Valstijų Pirmosios Ledi Michelle Obama kalbose.

Tyrimas leidžia teigti, kad yra būtinybė tirti politines kalbas sutelkiant dėmesį ties gramatinių ir leksinių kintamųjų analize ankstesnių JAV prezidentų ir JAV Pirmųjų Ledi kalbose.

Aspektai atsirandantys analizuojant pasirinktas politines kalbas, leidžia nagrinėti politinių kalbų stilių inovatyviu, interdisciplininiu būdu panaudojant stilistinius ir sociolingvistinius tyrimo metodus.

Raktažodžiai: sociolingvistinė analizė, lingvistiniai reiškiniai, politinis diskursas, lingvistiniai kintamieji, įvardžių naudojimas.

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UNDERSTANDING THE IMPACT OF CULTURE ON ECONOMIC DEVELOPMENT

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Abstract

The aim of this paper is to explore and analyse how culture affects societies in their efforts to achieve economic development; how efficient political governance can remove or alter cultural obstacles to progress; how development transforms a society from traditional ways of thinking to modern modes of conduct. Furthermore, the aim of this paper is to represent culture in terms which may be capable of bridging the divide that exists between it and economics, that is to propose a way of conceptualising the role of culture in influencing or conditioning economic performance. It also considers recent efforts to think more fundamentally about what constitutes the idea of human development, efforts which place the development process squarely into a cultural milieu. It then discusses the current revival of interest in the relationship between culture and economy from a "history of economic thought-perspective," with special attention both to the Weberian studies of development and the New Institutional Economics, which endeavour to integrate culture into economics.

Keywords: culture, economics, formal institutions, informal institutions, institutional change.

Introduction

This work aims to bridge the divide between culture and economics; to conceptualise the role of culture in influencing or conditioning economic performance; and to analyse the idea of economic development. It discusses the current revival of interest in the relationship between culture and economy, with special attention both to the Weberian studies of development and the New Institutional Economics, which endeavour to integrate culture into economics.

Culture and Economics

Culture is a learned system of meaning communicated by means of natural language and other symbols. Through the systems of meaning, groups of people adapt to their environment and structure interpersonal activities. The term culture refers to a diverse pool of knowledge, shared realities, and clustered norms that form the learned systems of meanings in a particular society. These learned systems of meaning are shared and disseminated through everyday communication among members of the cultural group; culture reinforces members' ability to survive and adapt to their external environment. Culture here is defined in a broadly anthropological or sociological framework as a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meanings that are shared to differing degrees by interacting members of a community. This interpretation of culture allows the examination of the role of cultural factors in

economic performance, and of the relationship between culture and economics.

Economics is best described as the study of human behaviour in response to the utilisation of the scarce resources to fulfil unlimited wants and needs of individuals who pursue their self-interests. Economics, therefore, is a social science, which examines human behaviour in the pursuit of self-interests. The definition by Alfred Marshall, author of "The Principles of Economics", reflects the complexity underlying economics: "Economics is, on one side, the study of wealth; and on a more important side, it is a part of the study of man." (Marshall, 2010)

If we accept culture as a set of traditions, beliefs, values, and norms that serves to identify and bind a group together, affects the way individuals in the group think, and influences the way a group as a whole behaves, then an economic version of this proposition indicates the ways in which the group's identity and values shape individuals' preference patterns, and hence their economic behaviour. Therefore, economic culture might be defined as the beliefs, values, and norms that influence the economic activities of individuals and various groups within an economic system.

It is then possible to suggest that culture affects economic outcomes in three broad directions. First, culture affects "economic efficiency" through the promotion of shared values which condition the ways in which the group's members undertake the economic processes of production. If cultural values are conducive to more effective decision-making, to more rapid and varied innovation, and to more adaptive behaviour in

dealing with change, the economic productivity and dynamism of the group is reflected in higher growth rates.

Secondly, culture affects equity (fairness) through the inculcation of shared moral principles of concern for others, and hence it encourages the establishment of mechanisms by which that concern is expressed. This role of culture is seen in intergenerational equity, through which a moral obligation to provide for the future generations is turned into an accepted cultural value. In general, the effect of culture on equity is seen in resource allocation decisions directed at achieving equitable outcomes.

Thirdly, culture influences or even determines the economic and social objectives that the group decides to pursue. Cultural values may be entirely in tune with the pursuit of material progress, leading to economic growth as an end in itself. The culture of other societies, on the other hand, may temper the pursuit of material reward in favour of non-material goods relating to various qualities of life, thus affecting the pace and direction of economic growth.

The effect of culture on individual behaviour is reflected in collective economic outcomes. At an aggregate level, the influence of culture on macroeconomic outcomes is observed in terms of “efficiency indicators” such as the rate of growth per capita GDP, rates of technological change, employment rates, and directions of structural change; whereas the influence of culture in terms of “equity indicators” is observed in patterns of income distribution, social welfare programmes, the supply of community services and the willingness to undertake long-term public investment programmes.

Culture is a significant determinant of a nation’s ability to prosper because culture shapes individuals’ thoughts about risk, reward, and opportunity. Cultural values matter in the economic progress because (1) they shape the way individuals think about progress, and (2) they form the principles around which the economic activity is organised, and without economic activity, progress is not possible. Economic progress depends on changing the way people think about wealth creation. This means changing the underlying attitudes, beliefs, and assumptions that have informed the decisions which resulted in inefficient economic performance.

Peter Senge (2008) emphasised the central role of “mental models” in the development process, and defined them as “deeply imagined assumptions, generalisations, or even pictures or images that influence how individuals understand the world and how they take action.” Mental models are the underlying beliefs that influence the way people behave. Culture is a broader, macro-level variable. Mental models are a micro-level variable. Mental models apply to individuals and groups of individuals, and they are identifiable and changeable. Culture reflects the aggregation of individual mental models, and in turn influences the types of mental models that individuals have. The two are linked in a perpetually evolving system.

Changes in mental models occur only if individuals alter their beliefs about wealth creation. There is an

important relationship between mental models and prosperity. To understand this relationship, a brief summary of the challenges of national prosperity needs to be presented. Research by Jeffrey Sachs into the economic performance of nations throughout the world has revealed that nations which have the greatest abundance of natural resources tend to perform more poorly than those that have a shortage of natural resources. Although the comparative-advantage theory claims that countries with unique comparative advantages should specialise in their areas of strength, nations that are rich in natural resources and focus on selling those resources in the global marketplace tend to be the poorest on a per capita basis. The reason for the relatively poor performance of natural resource-rich nations is that natural resources tend to be commodity products, and producers have little control over the prices to be charged. As a result, many nations export a great volume of material but earn less real money for their efforts. In today’s global economy, a comparative advantage in natural resources does not assure economic prosperity. The same holds true for nations which try to take advantage of their comparative advantage in inexpensive labour. When a nation develops export strategies based on low labour costs, it creates a self-fulfilling cycle. In order to compete in the global market, it must keep labour costs at a minimum. It therefore becomes impossible to increase salaries as this might lead to uncompetitive products. Natural resource-based strategies and inexpensive labour-based strategies are characterised as comparative-advantage strategies. Both have proven themselves incapable of creating high and rising standards of living.

Comparative-advantage thinking is the result of deeply held assumptions about how wealth is created. It is a mental model that resists change. Peter Senge (2008) concludes: “New insights fail to get into practice because they conflict with deeply held internal images of how the world works; images that limit groups of individuals to familiar ways of thinking and acting.” Changing mental models will be a major breakthrough helping nations compete more effectively in the global economy. The primary challenge is to break through those mental models that inhibit the development of competitive mind-sets.

There is a growing consensus of what determines prosperity (wealth, happiness, and health) and about the beliefs, values, and norms that foster economic progress. Why, then, do unproductive economic cultures exist? First, the economic culture is strongly influenced by the prevailing ideas or paradigms about the economic system. Economies apply alternative theories of prosperity, ranging from central planning to import substitution. These ideas become deeply rooted in societies via the educational system, the influence of intellectuals and politicians. The lack of knowledge about the international economy and its workings allows progress-resistant beliefs to persist. These beliefs then become reflected in attitudes and values. Unproductive economic cultures, therefore, arise from ignorance or from flawed theories. The acceptance of flawed theories is often a matter of pure ideology, but sometimes it is a

convenience related to desired modes of political control. Nations that have avoided flawed ideas have benefited in terms of economic prosperity.

Second, economic culture is heavily influenced by the present and the past economic environment. Cultural attributes are strongly influenced by the overall economic environment and societal institutions. The way groups of individuals behave in a society is related to the signals and incentives that are created in the economic system. For example, a poor work ethic may emerge in societies in which there is no advancement for hard work. A society's work ethic cannot be understood independently of the overall system of incentives in the economy. History places a strong imprint on economic culture. High savings in certain societies can be recognised as owing much to the memory of wartime deprivation and its aftermath, coupled with relatively early retirement, and exorbitant costs of home ownership requiring substantial capital accumulation. Culturally derived behaviours cannot be disentangled from behaviours that have been enhanced by the economic system.

The persistence of unproductive economic cultures was reinforced by limits of knowledge and limits on the ability of poorer countries to improve. Groups of individuals were often isolated and not exposed to alternate behaviours. The pace of technological change was slow, and the costs of technological backwardness were not as dramatic as they are today, which further perpetuated bad policies. There was relatively slow diffusion of economic knowledge. International dissemination of business knowledge was far costly and less effective. Old, flawed ideas about prosperity, economic policy, and management survived and were actively promoted.

Economic culture is learned directly from the economy. Beliefs, values, and norms that are unproductive change only if they are no longer reinforced by prevailing beliefs or by the contextual (environmental) reality faced by members of a society. There will always be ignorance and suspicion before giving up what has been learnt. However, the experience of the recent decade suggests that nations can alter economic culture rapidly under the right circumstances.

Globalisation has led to the emergence of a radically different economic environment. Complacency and tolerance for slow-paced development has given way to an overwhelming sense of urgency to meet the imperatives of the global world. Theories of development at odds with the productivity paradigm have been discredited. The productivity paradigm as the basis for prosperity represents a radical shift from previous conceptions of the sources of wealth. A hundred or fifty years ago, prosperity of a nation was widely seen as a result from the possession of natural resources such as land and labour, giving the country a comparative advantage over other countries with less favourable endowments. In the modern global economy, however, comparative advantage has given way as the basis of wealth to competitive advantage residing in superior productivity, and in assembling resources to create valuable products and services. Countries that improve their standard of living are those which have become

more productive through the development of more sophisticated sources of competitive advantage based on knowledge, investment, insight, and innovation.

The growing convergence around the productivity paradigm has created strong pressures on countries that have failed to internalise it. Economic policies and behaviours are increasingly measured and compared across countries. Financial markets penalise countries without transparent policies; foreign investment is rare if nations do not provide a productive business environment; workers lose jobs if they lack a good work ethic. Politicians are responsible to wider economic forces. The fast advancement of technology has raised the costs of being isolated from international pressures.

Culture-skeptic Economists and Sociologists

Modern neoclassical economists downplay the importance of culture to development. They simply assume that human beings are rational utility maximising individuals, and such maximising behaviour is largely invariant across different societies. The growth process as constructed in the neoclassical economic analysis is solely interpreted in terms of economic variables. The neglect of culture in explaining economic performance simply reflects the neoclassical interpretation of development which claims that both the causes and the outcomes of growth are gained by economic variables such as productivity, technology, industrial transition, levels of investments, and capital flows.

Many anthropologists and social scientists subscribe to cultural relativism which reinforces the predilection of the neoclassical economists to assume that human behavioural patterns are the same even in divergent economic systems. How would these culture-sceptic economists explain why the "Washington Consensus" guidance of free market policies, such as fiscal policy discipline, trade liberalisation, openness to foreign investment, and privatisation, worked well in India and poorly in Latin America? Why is the economy of South Korea fifteen times as large as that of Ghana when they were comparable less than 40 years ago? Cultural factors may not provide the entire explanation, but surely they are pertinent.

Some Culture-Sensitive Economists

Max Weber argued that the Calvinistic doctrine led believers to demonstrate proper thoughts and behaviour by engaging in commerce and worldly accumulation. Protestantism created a work ethic, the valuing of work for its own sake rather than for its results. The Protestant religious belief was converted into a secular code of behaviour which valued hard work, honesty, seriousness, and the thrifty use of money and time.

In the early 1990s, Samuel P. Huntington analysed the economic data on Ghana and South Korea of the early 1960s, and was astonished by the similarities of these economies. These two countries had roughly comparable levels of per capita GNP, primary products, manufacturing, and services. They received comparable levels of economic aid. Thirty years later, South Korea had become an industrial giant with the fourteenth largest

economy in the world. It turned into a country of consolidated democratic institutions, multinational corporations, major exports of automobiles, electronic equipment, and other sophisticated manufactures. No such changes occurred in Ghana, whose per capita GNP was about one-fifteenth that of South Korea's. How could this extraordinary difference in development be explained? Undoubtedly, many factors played a role, but to Samuel P. Huntington culture provided the key to the explanation. South Koreans valued thrift, investment, hard work, education, organisation, and discipline. Ghanaians had different values. In short, cultures count.

In the 1980s and 1990s there was a revival of cultural interpretations of economic development came from the economics itself, with the rise of the "new institutional economics", which was associated with the economic historian Douglass North. New institutional economics studies institutions and their interaction with organisational arrangements. In studying institutions and their interaction with specific arrangements, new institutionalists have become increasingly concerned with mental models and other aspects of cognition that determine how humans interpret reality, which in turn shape the institutional environment they build.

Institutionalists aim to understand economic change by understanding human incentives, intentions, beliefs, norms and rules that they create in the pursuit of their goals. According to Douglass North, institutions "form the incentive structure of a society." He defines institutions as "humanly devised constraints that structure political and social interaction. They are made up of formal constraints (such as rules, laws, constitutions), and informal constraints (such as norms of behaviour, conventions and self-imposed codes of conduct or moral values) and the costs of enforcement." North treats culture as a robustly practical way of life that responds to changes, mobilises individuals and turns them into a community with shared values and norms.

He clearly explained that formal rules must be securely nested in hospitable informal rules, since informal rules legitimise formal ones. The transfer of formal political and economic rules of successful Western economies to third-world and Eastern European economies is not a sufficient condition for good

economic performance. Institutional reforms typically deal with formal institutions, which can be changed immediately. Informal institutions, such as beliefs and norms, that serve to legitimise formal rules, change only gradually. If a country chooses to adopt the formal rules of another country, it will have very different performance characteristics compared to the original country, if the informal rules remain different.

Conclusion

Culture matters. A comprehensive theoretical and research program should be undertaken with the goal of integrating value-change into development policies in the globalised world. The outcome of the research would be value-change guidelines to identify the values that promote progress, and those that impede it; to establish which values influence positively or negatively the evolution of democratic political institutions, economic development, and social justice; to develop a useful understanding of the forces that can precipitate development in the face of values that are not congenial to development; to trace the impact of traditional values and attitudes when development occurs as a consequence of these forces; to address the question whether democratic institutions can be consolidated and economic development and social justice sustained if traditional values and attitudes do not change significantly; to understand what is likely to happen when values and attitudes are not congenial with policies and institutions; and to establish to what degree policies and institutions can change values and attitudes; to gain an understanding of the chief factors in value transmission; to know which of these factors are the most powerful in general as well as in different geographic and cultural areas of the world; how each can contribute to progressive value and attitude change; and what role the government might play with respect to value and attitude change. The role of cultural values and attitudes as obstacles to or facilitators of progress has been largely ignored by governments. Integrating value and attitude change into development policies, planning, and programming is a promising way to sure that the world will not sink.

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Ildikó Némethová

UNDERSTANDING THE IMPACT OF CULTURE ON ECONOMIC DEVELOPMENT

Summary

Cieľom tejto práce je skúmať a analyzovať (1) vzťah kultúry a ekonómie, (2) kultúrne a ekonomické predpoklady slobodnej spoločnosti a kapitalizmu, (3) prístupy teoretikov k vzťahu kultúry a ekonómie, (4) vplyv kultúry na ekonomický rozvoj, (5) vplyv kultúry na ekonomický rozvoj v Írskej republike s dôrazom na obdobie od dvadsiatych rokov dvadsiateho storočia až do súčasnosti.

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THE IMPACT OF ENGLISH ON THE SLOVAK LANGUAGE CULTURE

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Abstract

In my research, I study the influence of English on our society, culture and mother tongue, therefore I will focus on the reasons leading to the use of English in the Slovak language. My research methodology is direct, I record all the changes found in the mass media which have a huge impact on the audience, and the language usage of the young generation. As I teach applied linguistics, i.e. I teach potential translators mainly in the economic field, and being a translator myself, the research of the language development is an inevitable part of my work. It is fashionable to use English expressions in our everyday lives even in such cases where we have our own Slovak expressions. The problem is when the use of English words in Slovak is exaggerated in the mass media. When common people hear English words in Slovak sentences too often they may get accustomed to this fact and it may lead to a decline of our own language culture. In conclusion, I will summarize the situation as sometimes a bit “jeopardizing” the purity of our mother tongue, on the other hand as an unavoidable fact in the language development.

Keywords: language, culture, impact, mass media, language of professionals, orthography, synonyms, false friends.

Introduction

Every society is characterized by deep-seated behavioural stereotypes that can be called socio-cultural patterns of behaviour. They are rites of people in the given culture which make coexistence easier in the community. They are like other stereotypes and work automatically. We even do not realize them until they are broken. Unlike other stereotypes, the behavioural ones are mostly codified and became a standard of social behaviour. If we break them – whether it be intentionally or unintentionally – our activities within our own culture and towards other cultures cannot be successful. Due to the above mentioned factors, people from different cultures communicate more and experience cross-cultural differences. International communication leads to cultural changes. Cultural barriers in business and diplomacy break down and inevitably result in changes in the language usage too.

English is very popular and penetrates into our lives even outside professional spheres. Every day, anywhere and at any occasion, we hear English in common situations of our daily lives. TV speakers and hosts enjoy using English words or whole expressions even in situations in which English is not needed or appropriate. We can speak about the boom of English.

Reasons of Using English

- globalization and English as lingua franca
- computerization, the Internet and IT
- membership in the EU (English being one of the official languages)

- jobs in multinational/transnational corporations operating in our country

These are the points showing the use of English out of necessity, i.e. career, multinational corporations, jobs, working in an international environment, communication in the EU bodies, etc. It is inevitable to use it as a lingua franca.

Within our socio-cultural community, English is used to fill in the blank space for non-existing words or expressions mostly in the professional Slovak as neologisms. It is a socio-linguistic phenomenon connected with actual needs of our language users. English influences our society, the culture of speaking in particular. In other words, the socio-linguistic development influences both our language and our culture.

Our cinemas release mostly American films whose titles are not translated into Slovak. This is also the case of TV programmes, e. g. *Trainspotting*, *Cliff Hanger*, *Enjoy Poverty*, *Gremlins*, *Spy Kid*, *Synecdoche – New York*, *Renaissance*, *Pulp Fiction*, *Paranoid Park*, *NCIS*, *JAG*, *Baywatch*, *Batman*, *Happy-Go-Lucky*, *Star Dance*, *Exclusive*, *Extra*, *VIP*, *Rooky Blue*, etc. Comedy TV series are called in English, i.e. *sitcoms*.

TV commercial channels and products offered by them have English names too, e.g. *Teleshopping*, *Top Shop*, *body trimmer*, *space bag jumbo*, *thigh fastener*, or the word *break* in the collocation commercial *break* (the word commercial in Slovak), *prime time*, *rating*, etc.

New music styles have English names, e.g. *heavy metal*, *hard rock*, *rap*, *rap-rock*, *hip hop*, *dance*

floor; the term for music accompanying films – *soundtrack* – is not translated either.

Clothing terminology is full of English words too, e.g. *fashion show, top, outfit, glamour*, etc.

In restaurants, mostly of the *fast-food* type (which is another collocation used in English, or *drive-in* restaurants and *cocktail bars* we find names of meals in English, e.g. *milk shake, Big Mac, hot dog, cracker*, etc. A very popular English word connected with meal service is *catering*.

As for new sports and sporting terminology, they are usually not translated either, e.g. *bungee jumping, pole position, paddock, green, paragliding, snowboard, surfing, wakeboarding, inline, divemaster*, etc.

New companies, hotels, cinemas, various festivals or other events have English names (the problem is that their spelling is often incorrect): *Palace Cinemas, Avion Shopping Park, Bratislava Business Center, Palace Shopping Park, Number One Hotel, Intersonic, Nordfest, Marmota Fest, Early Melon, Control, Erotic Nation*, etc.

As for the informal or colloquial English, it is mostly used in Slovak sentences as part of fashion. The young ones would like to be “in”, e.g. *lifestyle, wellness, fitness, fit, event, happening, drink, workshop, talk-show, jackpot, two in one, look (n), stylist, hairstylist, face*, etc.

Unfortunately, English expressions are used in our everyday lives even in such cases for which we have our own Slovak expressions and are now being replaced.

I do not think it is bad when teenagers use English words. It is a natural part of their language culture and way of life. The problem is when the use of English words in Slovak sentences is exaggerated in the mass media. It is mostly evident on television which has a huge impact on the audience. When common people hear English words in Slovak sentences too often they may get accustomed to this fact and it may lead to a decline of our language culture. On the other hand, people who neither speak nor understand English, have problems to understand the message or the meaning of the words or sentences given in English. It is obvious in advertising in which English words are parts of slogans or when all the advertised messages are in English.

As for the professional language in all branches, it is characteristic by the use of original expressions. For example, Latin is the main language in medicine, botany or zoology. But newer scientific branches, mostly in the sector of industries and that of services such as marketing, information technologies, banking, electronics, computers, management, etc. are specific for their use of English.

“For the first time in history, the language level and the language culture do not depend on native speakers who extend and spread their mother tongue but they depend on accepting foreign elements by native speakers.” (Pauleová, 2001).

The question is why this happens and the answer is quite logical. Users know the content of the words but their equivalents in our mother tongue do not exist. It is a question of new information and knowledge in our culture and the language vocabulary. New words come mostly from English speaking countries today.

However, we cannot say generally that our language is not able to translate all the new vocabulary.

Ways of Using English in Slovak

There are usually five ways how English penetrates into our language.

New words are used:

1) in English (*boom, brainstorming, cash and carry, controlling, cool, deadline, dot-com, eco-design, e-mail, forfeit, franchising, goodwill, hand-free, hedging, holding, home-banking, joint venture, on-line, sale, outsourcing, PC, ranking, rating, scanner, server, tender, web*, etc.

2) in English, adjusted to the Slovak orthographic rules (our inflectional forms, suffixes in the declension system, and spelling).

Table 1

Original English	Correct Slovak Orthography
clearing	klíring
cursor	kurzor
data	dáta
database	databáza
dealer	díler
design	dizajn
devaluation	devalvácia
disc	disk
domain	doména
emoticon	emotikon
factoring	faktoring
feasibility	fizibilita
flotation	flotácia
hardware	hardvér
image	imidž
leasing	lizing
management	manažment
manager	manažér
software	softvér
to manage	manažovať
negotiate	negociovať
scanner	skener
segmentation	segmentácia
smiley	smajlík
summit	samit
to scan	skenovať
to surf	surfovať

3) as literal translations from English into Slovak. Among them are many metaphors existing in professional spheres, e.g. bull, bear (both in stock market), gray eminence (diplomacy, politics), icon, mouse (both in the PC terminology), etc.

4) in co-existence of English and Slovak translations as synonyms (points 1 + 3, or 2 + 3)

5) in collocations, with one word in English (points 1 or 2) and the other one in Slovak.

Table 2

Slovak – English Collocations	English Collocations
dopyt po eventoch	demand for events
materiálové outputy a inputy	material inputs and outputs
organizátor eventov	event organizer
reklamný break/brejk	commercial break
beach volejbal	beach volleyball
behaviorálna segmentácia	behavioural segmentation
blue chip spoločnosť	blue chip company
controlling finančného rizika	controlling of the financial risk
event hardvér/softvér	event hardware/software
event manažér	event manager
FIFO/ first in /first out systém	FIFO/ first in /first out system
hedgingová stratégia	hedging strategy
hedgingový nástroj	hedging instrument
outdoorová reklama	outdoor advertising
outdoorové oblečenie	outdoor clothes
venture kapitál	venture capital
win-win partneri	win-win partners

Economic Terminology

As I teach at the University of Economics, I can say that the Slovak economic texts are full of English words and collocations. Our economists prefer English vocabulary in marketing, banking, insurance, taxation, management, foreign trade, tourism, in all economic fields, as a matter of fact. There is not commonly agreed-upon terminology. On the other hand, the English terminology is used between banks and their clients. In many cases, the general public is offered banking products in English and all the service system is called in English: *private* or *retail banking*.

I am presenting some examples of the economic terminology from several economic branches, such as banking, commerce, informatics, computer terminology, insurance, marketing, advertising, sales promotion, stock market, logistics, or transport.

Advertising: English is used on billboards and slogans, and many names of imported products have their original English names.

Logistics: Among the basic roles of logistics is transfer of goods. In spite of the existence of Slovak terminology, Slovak economists prefer English words, as I have already mentioned. The combination of railway and lorries is called *piggyback*, the combination of ships and lorries is *fishyback* and railway combined with ships is *trainship*.

Marketing: Marketing research with primary sources of information is called in English: *field research*, with secondary primary sources of information *desk research*.

Other examples: brand park, corporate design, event marketing, factory outlet, flagship stores, gate keeper, lifestyle marketing, mass customization, shop in the shop, etc.

Sales promotion: customer relationship management, sales promotion, billboard, sampling, smart shopper, etc.

Banking, Stock Exchange, Insurance: audit, asset backed securities, baby-bonds, bid, bonus, business banking, call money, call option, cash, cash flow, common share, due date, earning per share, e-banking, ePay, face value, forfeiting, franchising, fundraising, futures, hedger, hedging, home banking/homebanking, junk bond, mail banking, market order, mobile banking, netting, phone/telephone banking, pool, put option, retail banking, etc.

Computer terminology and electronic communication: asterisk, attachment, back-up, barcode, bit, blog, bold, browse, byte, chat, data, digital, e-banking, e-mail, e-shop, firewall, hacker, hard disk, high tech, IT, italics, joystick, laptop, load, mail, modem, notebook, on-line, output, processor, provider, safety, save, scan, scanner, server, spam, zoom, etc.

All the mentioned computer words are used not only by professionals but by the general public as well. Even children have no problems to use them and sometimes they cannot use their Slovak equivalents (in case they do exist).

English Abbreviations and Acronyms

We use many English abbreviations when working with computers, e.g. *Ctrl, Shift, Enter, Esc, Home, End, Page up/down, Delete, Bksp, Insert*, etc. Examples from marketing and banking:

ABO – automated bank operations
 ATM – automated teller machine
 B2B – business to business
 B2C – business to consumer
 BZC – below zero customers
 CM – category management
 CRM – customer relationship management
 CRP – continuous replenishment process
 ECR – efficient consumer response
 EDI – electronic data interchange
 IBAN – international bank account number
 MVC – most valuable customers
 PIN – Personal Identification Number
 ROA – return of assets
 SBU – strategic business units
 SCM – supply chain management
 VAT – value added tax
 VLT – lifetime value

There is a very interesting feature characteristic for the use of abbreviations. They are used in English but their full meaning, the complete collocations, are used in Slovak.

Abbreviations of organizations, TV channels, e.g. *UPC, HBO, D.J. VIP, JiT*, etc., are also English both in their origin and in the pronunciation. The only English acronym which is pronounced according to our rules of pronunciation is *DVD*, pronounced [de:ve:de:] in Slovak.

Negatives of the Impact of English

1) Too many cases of inappropriate use, mostly among the young ones (sorry, cool, in).

2) Omitting diacritical marks expressing a) the long pronunciation of vowels and two consonants

capable of forming syllables: a – á [a:], e – é [e:], i – í [i:], y – ý [y:], o – ó [o:], u – ú [u:], l – ľ [l:], r – ř [r:], b) and the different pronunciation of some pair consonants: c – č [ch], s – š [sh], z – ž [zh], d – ď [dj], l – ľ [lj], n – ň [nj], t – ť [tj], which are marked by the so called wedge (^). When working with computers, they should not be used to type names of directories or files and they are often omitted when sending SMS, MMS, e-mails, etc.

3) False friends, i.e. words which exist in both languages but have different meanings.

Table 3

EN	SK	Meaning in SK
Absolve	absolvovať	graduate
Action	akcia	special offer
Actual	aktuálny	topical
Agenda	agenda	clerical work
Billion	billion	million of millions
Clerical	klerikál	clericalist
commission	komisia	committee
Datum	dátum	date
Dress	dres	sport outfit
economics	ekonomika	economy
eventually	eventuálne	possibly
Fabric	fabrika	factory
gymnasium	gymnásium	grammar school
Hazard	hazard	risk, gamble
maturity	maturita	GCE
Pathetic	patetický	full of pathos
Policy	polícia	police
Practice	prax	experience
premium	prémia	bonus
promotion	promócia	graduation ceremony
propagate	propagovať	reproduce
propagation	propagácia	sales promotion
provision	provízia	commission
respectively	respektive	as the case may be

Source: Updated from Pauleová, M.: Problems with Terminology in the Period of Globalization (Madrid 2004)

4) Incorrect pronunciation (e.g. event, J&T – [i:vent], [dʒi:ʌn'ti:] respectively).

5) Punctuation marks: dash (–), exclamation mark (!) and semicolon (;) are not so frequent in Slovak writing, nevertheless, due to the influence of English written texts, Slovak translations copy the English use.

6) Passive voice, which is not characteristic for Slovak, is used too often.

7) Inappropriate writing of capital letters. Unlike English, Slovak does not write capital letters at the beginning of every word in names of institutions, titles of books, articles, plays, films, etc. We only write them at the beginning of collocations.

EN

Ex.: the National Theatre

SK

Národné divadlo
the Slovak Republic Slovenská republika

I am sorry if all the examples look like statistics showing abundance of English words and collocations. But I simply point out how English has been penetrating into all spheres of both our professional and daily lives.

Future of Our Language Culture

As a translator and an English teacher I can say that translation is a necessity, and a work of art. Hopefully, not all the vocabulary penetrating into our language from English will be adopted in its original way. To protect our culture means to protect our language culture too, and that can be done at least in such cases in which using English is only a matter of fashion. As for professional branches, I think that replacing the English terminology with the Slovak terminology is a long-term process. In many cases, the English words will become synonyms of the Slovak ones which we lack at present and they will co-exist as you could have already seen in the above mentioned examples. In other cases they will be replaced with the Slovak ones, or their English origin will stay preserved in our language in stems or roots of the words and Slovak spelling and suffixes will be added.

Conclusion

In conclusion, I would like to say that the language purity with no foreign elements is unthinkable today. Nevertheless, to replace our mother tongue – Slovak – with Slovglish is not acceptable. Of course, it is not possible to try to maintain the language culture at a certain level because every language develops, it is a never ending process. Today, we all are in the middle of the river called globalization, swimming to both known and unknown waters of the new world of technologies, politics, social life and other spheres of every nation's life, with our own cultures, mother tongues, verbal and non-verbal communication, and traditions. Therefore we should not deny or reject foreign language elements. It is vocabulary – lexis – that is the most dynamic part of the language today.

The future of English in our social, economic, cultural and political systems is clear. From the next year on, our pupils begin to learn English as a compulsory subject in our educational system at the age of eight.

As for you, who do not speak Slovak, you would obviously have no problem in our country to understand. Thank God for English. And thank you for your attention.

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Milada Pauleová

THE IMPACT OF ENGLISH ON THE SLOVAK LANGUAGE CULTURE

Summary

Môj príspevok je zameraný na výskum vplyvu angličtiny ako sociálno-kultúrneho fenoménu na slovenskú kultúru, najmä na kultúru slovenského jazyka. Čerpám z kultúrnej, prekladateľskej i pedagogickej praxe. V príspevku uvádzam dôvody, prečo sa anglický jazyk šíri v takej miere, uvádzam i spôsoby, ako preniká do nášho jazyka a v akom prostredí sa najviac používa. Najmarkantnejšie je to v ekonomických odboroch. Nenáležité, až prehnané používanie sa vyskytuje v masovokomunikačných prostriedkoch a medzi mládežou. V hojnej miere sú zastúpené príklady konkrétnych situácií, príklady na správne použitie ako náhrada za nejestvujúcu slovenskú terminológiu i príklady na synonymické vyjadrovanie. Zastúpené sú aj príklady nesprávneho použitia a nedorozumení vyplývajúcich z rovnako či podobne znejúcich slov, ktoré však majú iný význam. Ide o tzv. falošných priateľov. Záverom konštatujem fakt, že jazykový purizmus už dnes nemôže jestvovať a hovorím o perspektíve používania anglického jazyka v našej spoločnosti.

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BENEFITING FROM A TEXT - ORIENTED EFL/ESP COURSE

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Abstract

The paper aims to summarise the experience of working with special English texts and reveal the benefits of a text-oriented course in teaching English for Specific Purposes (ESP) to the engineering students, to whom English is a foreign language. The use of different approaches to texts is based on the practice of working with the texts meant for teaching ESP to the civil engineering students in VGTU. The paper provides an opportunity to follow the steps of a text-based course through the examples from the book tailored to the needs of the engineering students. The choice of the tasks was firstly determined by the need of the explicit learning of L₂ grammar integrated into the specific content serving as a further springboard for production. In the theoretical part of the paper the possibilities of a text-based teaching leading to linguistic and communicative knowledge are approached through the relevant L2 teaching methods considering meaning and form. The suggested strategies is an attempt to seek the ways of more effective ESP learning meeting the needs of the learner.

Keywords: text-based approach, meaning, form, reading comprehension, non-native speakers of English, form-focused instruction, Focus-on-form approach.

Introduction

In the National Long-term Development Strategy (2002), foreign languages are considered to be an important social factor in the overall development of the country, seeking integration into the European cultural and economic space. The report containing the findings of the *ELT in Lithuania Survey* commissioned by the British Council (Lithuania) and the Lithuanian Ministry of Education and Science reflected the state of English language teaching at schools and higher education institutions during the 2003-2004 academic year. In the report on ELT in Lithuanian tertiary sector it is stated that many students emphasize that knowing a foreign language is a necessity for their future career. The students' future career is the greatest motivation for many, because they understand that without it there will be no future for them (Thomas, 2005).

The compulsory ESP course, taught at Vilnius Gediminas Technical University during the first year of the four-year undergraduate course of construction engineering studies, enables the students to acquire communicative language skills indispensable for making the construction engineer's career.

Taking into consideration the increasing role of the English language in the globalised society, as well as the needs of construction engineering students, the work on an educational book with texts accompanied by text-based vocabularies and exercises meant for a study programme in the area of civil engineering began in 2004. The considered English-Lithuanian educational book *English for Civil Engineers. Part II. Building*

Materials (Snuviškienė, 2006) was aimed at achieving the pursued goals, i.e. improving the technical students' competency in English with a further goal of developing the language by practising a variety of non-technical skills. The choice of the direction of a text-oriented course tailored to the needs of civil engineering students depended on some subjective factors.

Firstly, the first-year students are not familiar with the fundamentals of their speciality. Secondly, most of the engineering students are more advanced in sciences and less advanced in the English language taught in a non-English speaking environment. Besides, the possibilities of developing specific language skills are restricted (two semesters of 48 and 32 academic hours). Therefore, the emphasis should be placed on the use of effective methods of teaching and materials, as well as on independent work of students controlled by the teacher.

The paper aims to reveal the possibilities of a text-oriented course in teaching ESP to the non-native learners of English who can practise the language according to their needs determined by the above mentioned circumstances. In the theoretical part an attempt is made to evidence the benefits of the practised approaches. The analysis of the particular text-integrated activities is intended to reveal the use of the learning strategies leading to the pursued goals.

Theoretical background

This paper does not focus either on design, implementation or outcomes stages of the ESP teaching and learning process, neither on the principles of quality applied to the three stages and their elements to achieve

the best results. The focus is on the content and activities that are approached through interaction with texts.

According to the teacher trainer and writer Lindsay Clandfield, the text might be used as a linguistic object (TALO) for focusing on language work, as a vehicle for information (TAVI) for focusing on information within the text, and as a springboard for production (TASP), i.e. using a text as a springboard for another task (Clandfield, 2005). In our case the proposed attractive scheme is used as a vehicle for identifying the steps covered in working with specialised English texts in class. The work with texts is described in the part of the paper dealing with practical application of the methods discussed.

In order to highlight the use of the above-mentioned approaches to text in the ESP classes for engineering students, it is worth turning our attention to meaning and form. According to Hutchinson and Waters, the fact that language is used for a specific purpose does not imply that it is a special form of language, different in kind from other forms (Hutchinson, Waters 2002). Besides, Lithuanian students see the knowledge of English gap between school and university as a problem in their further studies of the English language. Also the gaps in their knowledge are not being catered for by their university classes. (Thomas et al. 2005). Moreover, the experience suggests that most of the engineering students need to improve their General English (GE). Therefore, form-focused instruction in the ESP classes is of paramount importance.

Currently the issues dealing with meaning and form, as well as the use of implicit and explicit instruction in L₂ classes, have received much attention. Yet, the content of teaching is determined by the students' needs. TALO activities, presenting explicit focus on forms instructional type, are helpful in improving the engineering students' linguistic knowledge, facilitating comprehension of the text. TALO provides a possibility for the students to focus on text-based linguistic elements through pre-planned activities by making the use of the elements evident.

So far no concrete answer has been provided as to which rules are most amenable for explicit teaching and learning and which should be left for implicit (unconscious) learning. Yet, behavioural implicit teaching is impossible where features of English grammar are different from the manner of expression in the learner's native language. As the experience suggests, initially explicit knowledge might eventually turn into implicit knowledge. This could be achieved by focusing on a grammatical structure or structures in the texts having numerous examples of the particular structure, or by going beyond the actual text by using the same context.

On the other hand, occasional shifts to form by responding to current students' needs in the TAVI and TASP classes might aid in resolving comprehension and production problems, as well as facilitating the acquisition of more complicated linguistic elements. It is necessary to make the students notice their gross mistakes that obscure meaning, e.g. basic grammatical structures or false friends, directly. Otherwise, ignorance of a recurrent incorrect product would hinder further communication.

According to Long (1991) and Robinson (1998), both focus on forms and focus on meaning are valuable. But focus-on-form instruction maintains a balance between the two. Errors might be repaired when the students are on the task by leaving some regularities for the student's unconscious acquisition. In TASP type of tasks implicit grammar instruction provides an acceptable rationale for incorporating within communicative language use traditional grammar-based instruction.

Focus-on-form, as compared to the other established approaches used in CL development, is finding its way to the ESL/ESP classes in Lithuania through the natural needs of the learner fostered activities, presenting focus-on-form instruction (Snuviškienė, 2007). This proved to be the right direction in working with TASP type of activities presented to non-native speakers of English. Interestingly, in the National report on Quality Enhancement in Language Studies, Grammar Translation (as a supplementary one) is listed alongside the most common current approaches and methods used in foreign language teaching (Skurvydienė 2004). In our case teaching through TALO activities might be based on the latter approach.

It should be kept in mind that the fundamental assumption of focus-on-form instruction is that meaning and use must already be evident to the learner at the time that attention is drawn to the linguistic apparatus needed to get the meaning across (Doughty, Williams 1998). In performing TASP type of activities the skills acquired in TAVI and TALO are needed to get the meaning across. By following this approach in text-based classes using TALO, TAVI and TASP tasks, the students are given an opportunity to develop their linguistic and communicative skills, as well as specific technical communication skills.

Practical application

By combining TAVI, TALO and TASP activities, one could achieve most in working with the text in the ESP classes oriented towards communicative language development. Yet, with the goal of highlighting the use of different type of activities in mind, each of the three approaches to text was analysed separately.

Text as a linguistic object. In the academic year 2006-2007, the students of construction engineering were able to make use of a text-oriented course from the considered book. The activities were designed to promote language acquisition through the content of subject-matter.

Since understanding a written text poses major problems to the students with poor basic vocabulary, the text-based English-Lithuanian vocabularies following each of the texts were seen as an aid to facilitate reception and reinforcement of the provided vocabulary leading towards the development of linguistic and language competence. Let us consider the example given below, containing an extract from text 10 and the accompanying English-Lithuanian vocabulary, which are aimed at achieving the above stated goals:

Stable timberwork is assembled or **surface-treated** to limit **expansion, contraction** and resultant **warping** through changes in the **moisture balance**.

Stable wood components include windows, doors, **shutters, paneling** and furniture. Non-stable components tend to be much larger and/or more **exposed to the weather**.

stable timberwork - patvarios medžio detalės
to surface-treat - apdoroti paviršių
expansion - plėtimasis, brinkimas
contraction - traukimasis
moisture balance - drėgmės balansas
stable components - patvarūs komponentai
shutters - langinės
paneling - plokščių apkalas
exposed to the weather - veikiamas atmosferos

The text-based bilingual vocabularies attached to each of the texts meant for studies in a class were designed to cater specifically for the undergraduates of different language abilities. The lexis in black type indicates the units included in the vocabulary.

In order to provide the ESP students from mixed-ability groups with the substantial practice of the grammatical structure typical of technical texts, the text is employed as a linguistic object. Through text-based grammar exercises the students can improve receptive and productive knowledge of the considered grammatical pattern and the lexis. Refer to the example below, containing an extract from the considered text and a text-based grammar exercise (ex.3a, text 4) with passive structures:

Concrete bricks are now being extensively used for **foundation work** and **exterior walling**. The **aggregate** for concrete bricks should be hard clean natural stone or crushed rock, **blast furnace slag** or well-burnt **furnace clinker**.

The drying and burning of clay to produce clay bricks has been practised in many parts of the world for centuries. Clay bricks are usually classified as common, facings, semi-engineering and **engineering bricks**. (The blackened units are present in the vocabulary.)

Translate the sentences into Lithuanian, paying special attention to passives in italics:

1. Concrete bricks *are now being extensively used*.
2. The drying and burning of clay to produce bricks *has been practised* in many parts of the world for centuries.
3. Clay bricks *are usually classified* as common, semi-engineering and engineering bricks.

The following lexical exercises meant for development of the inference contain text-based English units for decoding into Lithuanian, and equivalent Lithuanian units for encoding into the target language. Consider the examples (ex.1, ex. 2, text 2) below:

Read out the following English words and word combinations. Check up their meaning and give Lithuanian equivalents: construction, purpose, selection, fitness, strength, deformation, durability, water-tightness, aesthetics, service, behaviour, application, calculation, environmental impact, sustainability, variety, cost, label, matter, area, facing panels, fibre composite, timber, masonry.

Give English equivalents: statyba, stiprumas, deformacija, patvarumas, vandens nepraleidžiamumas, tarnavimas, poveikis aplinkai, darninimas, pa(si)rinkimas, etiketė, klausimas, sritis, kaina, įvairovė,

tinkamumas, paskirtis, elgsena, pluoštinis kompozitas, mūras, konstrukcijos elementai, statybinė mediena, apdailos plokštės. The following grammatical exercise helps reinforce the considered lexis (ex.6, text7):

Fill in the blanks with the correct tenses of the verbs in brackets:

1. Any lime which ... (not to harden) under water is termed non-hydraulic lime. 2. External rendering ... (be practised) for many generations. 3. Pre-mixed light weight plasters ... (be used) extensively as an alternative to cement-gauged and ordinary browning plasters. 4. Limes with hydraulic properties ... later ... (be discovered) by the Romans. 5. The binder ... (react) chemically and then ... (set) hard and ... (bind) aggregates into solid masses.

In addition to revising grammar through text-based exercises, the students of construction engineering have an opportunity to acquire special terminology as well as general technical terms. The first-year students of average language abilities cannot make a guess at the meanings of the words that belong to highly specialised vocabulary. Therefore, they can use handy bilingual vocabularies designed to save the time for looking up the words and expressions in a dictionary during the restricted hours meant for practical classes.

The work with dictionaries is practised during the hours meant for home reading. The texts from the Reader of the considered book, up-to-date relevant authentic texts from the Journal of Civil Engineering and Management and similar professional journals, as well as texts downloaded from the Internet, are chosen for the students' home reading. The informative texts motivate the students' individual work with dictionaries. For example, in the autumn of 2008, the students of construction engineering were offered the text *A Monument of Historical Heritage – Vilnius Archicathedral Belfry: the Dynamic Investigation* (Kliukas, Kačianauskas, Jaras 2008) as part of their home reading. The students were recommended to pick out some grammatical structures typical of technical texts from the considered text. That enabled the learners to see those structures functioning in an authentic text.

Text as a vehicle for information. Various linguistic types of exercises involve both reading and speaking, and naturally lead to the writing stage. Writing tasks can be related to TAVI and TASP types of activities.

In TAVI type of activities, the meaning of the text is in the focus of attention. By matching words to definitions, using the information from the text, as well as answering comprehension questions to the text, discussing statements related to the text, etc., students can develop their creative thinking. Refer to the examples (ex.5, text5; ex.7, text11; ex.3, text8) below, illustrating the TAVI tasks checking comprehension of the relevant text.

Answer the following questions:

1. Were ceramic tiles popular in the ancient times? What purposes did they serve?
2. What purposes do ceramic tiles serve in modern building?
3. What is the difference between the quarry tile and the paving tile? How do the latter differ from other ceramic floor tiles?
- 4.

Why are ceramic materials extensively used as floor finishing materials?

Complete the following sentences by supplying the missing information from the text:

1. Float glass is ... 2. Wired patterned glass is made by ... 3. Production of glass blocks involves ... 4. A coating can be applied to ... 5. Coated glass can be processed further to form ... 6. An essential ingredient of modern architecture is ...

Choose the right answer:

1. ... means that the fresh concrete must be kept moist for several days at least.

a) curing b) mixing c) placing

2. Mixing is the process of ... all the components to form fresh unhardened concrete.

a) placing b) combining c) setting

3. Components are combined by ...

a) curing b) mixing c) setting

4. If the concrete dries out before the ... is completed, it will only have low strength.

a) drying b) hardening c) setting

5. Air bubbles entrained in the mix improve resistance to ... and ...

a) speeding and delaying b) setting and hardening c) freezing and thawing

Though the focus of the above task is on meaning, the form (gerund) here is equally important. The provided tasks, as well as writing tasks, note taking while reading, supporting the given statements by citing the required passages, etc., help practise reading subskills, i.e. scanning a text for particular information, or even intensive reading for detail. Also such assignments contribute to the development of the students' linguistic knowledge, and help to avoid obscured meaning in communication.

Since writing poses many difficulties to engineering students, writing tasks are of particular importance. The tasks for writing abstracts, summarizing the text, etc. enable the teacher to check the students' comprehension as well as determining spelling mistakes, sentence level and sentence structure errors, logical errors, etc, which is essential for further ESP development. The source of some mistakes is simply not seeing them in one's writing (Marina, Snuiškieñė 2005). Therefore, both planned activities (based on error analysis) and occasional shifts to form in meaning-focused classes are inevitable. For example, one of the typical grammatical errors (most often slips) made by the engineering students is as follows: the present simple passive (*are used, are built*) is confused with the present continuous active (*are using, are building*). Such grammatical patterns might require more attention in working with the text as a linguistic object. Nevertheless, it would be helpful to make the students notice their mistakes leading to some interference with communication during the process of writing and pinpoint the correct patterns in the considered text.

In fact, attention to form in meaning-focused classes depends on the current students' needs. Thus Communicative Language Teaching (CLT) might be applied in a variety of form-focused activities fostered by the learner. In CLT, the text is used as a vehicle for information or as a springboard for production.

Text as a springboard for production. The tasks like discussing issues raised by the text, or having a debate about the points of view presented in the text, as well as writing a response to the text, etc. involve the development of non-technical skills such as communication, creative thinking, problem-solving, team work and others. Such tasks are important in the ESP classes of engineering students. Since nowadays a professional civil engineer has to preserve a competitive edge in a market place, there is a need to develop multiple skills for engineering students. Critical reading, technical writing, as well as effective speaking are important for successful engineers. Yet, language acquisition is more than just the acquisition of linguistic competence. It is also the acquisition of discourse competence, sociolinguistic competence, pragmatic competence and strategic competence (Canale, 1983). Engineering students are required to think creatively, communicate effectively, demonstrate good interpersonal and team skills. Therefore, approaching the text as a springboard for production might even help the students develop certain soft skills without distracting from the class environment.

Dealing with text as a springboard for production, the knowledge gained from this type of text might help the students suggest solutions to the problem considered in a problem-solving task. Since problem-solving requires a range of critical thinking skills, it is very useful for engineering students. Yet, the tasks based on the English texts suggested to the first-year engineering students are restricted to the issues that do not require specific engineering knowledge, since the development of knowledge-based problem-solving skills is more efficient in the later years of specialised studies.

Besides, it takes time to get prepared for creative tasks. It is not mere knowledge of the considered text that is most important. The students are prompted to read more on the issue by checking the available miscellaneous sources pertaining to the task. For example, the students having studied the text "Bricks and blocks" might be asked to write a brief report dealing with a certain aspect of brick buildings, or to get prepared for a discussion on "*Which is more important in selecting bricks: strength or appearance?*" individually or in small teams. Such tasks, directed towards the development of the students' creative thinking skills, are assigned for home work. Later, through discussion, the students can practise interpersonal and team skills with a focus on communication skills.

As concerns the texts offered to engineering students, they include English texts for specific purposes. For example, the text about Vilnius Gediminas Technical University acquaints the students with the history and achievements of the University. The text was used as a springboard for production of the following exam question: "*What would you recommend a foreigner interested in studying at VGTU?*" Another exam task "*Describe the services provided by your building construction company to a customer*" is a product originated from the issues considered in the text "Civil engineering". Other questions include the following tasks: *inquire about the details of the forthcoming workshop on the issues pertaining to the training of the*

European engineer; find out more about the position of construction engineer as advertised in the local daily; give the reasons for delaying the project or report on the stated problem (cause-effect) to the customer, etc. By addressing the situations that require reasoned explanation and clarification, justification, polite requests for information, the students can make use of the practised soft skills as well as linguistic and communicative skills acquired in the TAVI, TALO and TASP classes.

Conclusions

The use of a text-based approach in teaching English for Specific Purposes (ESP) to construction engineering students in Vilnius Gediminas University was highlighted. The approach to the selected special texts was determined by the necessity of form-focused instruction.

The efficiency of the approach was made evident. Approaching the text as a springboard for production provided the possibility for the non-native learners of English of getting across the meaning and use that were made evident after performing TAVI and TALO tasks, i.e. the skills acquired improved the students communication in the production stage.

The possibilities of text-based learning leading to linguistic and communicative knowledge were revealed through the particular text-integrated activities. The case studies considered demonstrated the skills that could be developed by approaching the text as a linguistic object, as a vehicle of information or as a springboard for production.

The suggested strategies is an attempt to seek the ways of more effective learning meeting the needs of the students.

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Genovaitė Snuviškienė

VEIKSMINGAS Į TEKSTĄ ORIENTUOTAS SPECIALIOSIOS ANGLŲ KALBOS, KAIP UŽSIENIO KALBOS, MOKYMO KURSAS

Santrauka

Šio darbo tikslas – atskleisti į tekstą orientuoto specialiosios anglų kalbos, kaip užsienio kalbos, mokymo kurso teikiamas galimybes. Tokio kurso akivaizdi nauda atskleista remiantis praktiniu darbu su VGTU statybos inžinerijos studentų specialiosios anglų kalbos studijoms skirtais specialiais tekstais, integruotais gramatiniais bei leksiniais pratimais, komunikacinėmis užduotimis. Teorinėje dalyje pagrindžiama tokio mokymo, kurio metu neišvengiama prasminių vienetų, gramatinių formų akcentavimas, būtinybė. Tai lemia minėtų studentų poreikiai bei kitos objektyvios aplinkybės.

Parodoma, kad į specialią anglišką tekstą galima žvelgti kaip į kalbinį objektą (text as a linguistic object–TALO), kaip į informavimo priemonę (text as a vehicle for information–TAVI) ir kaip į pirminį naujo produkto šaltinį (text as a springboard for production–TASP). Pateikiami konkretūs tokių lavinančių užduočių pavyzdžiai. Tai leidžia būsiamam inžinieriui, neatitūkstam nuo konteksto, lavinti ir lingvistinius, ir komunikacinius gebėjimus, bei pasitelkiant šiuos gebėjimus sėkmingai atlikti užduotis, imituojančias galimas sprendimų reikalaujančias situacijas būsimoje darbinėje veikloje.

Reikšminiai žodžiai: tekstu pagrįstas mokymas, turinys, forma, skaitymo supratimas, komunikacija.

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SHAPING MODERN SERBIAN ETHNOLINGUISTIC NATION AND NATIONAL STATE-BUILDING IN THE FIRST HALF OF THE 19TH C.

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Abstract

This research paper sets out to present linguistic aspect of ideological framework in making both Serbian national identity and national state building program created in the first half of 19th century by two different Serbian writers (Vuk Stefanovic-Karadzic and Ilija Garasanin). This “linguistic” framework of national identity became in the following decades one of the cornerstones of Serbian national ideology and foreign policy. The question of national identity and creation of national state occupied the first place of agenda in the mind of the leading Serbian intellectuals and politicians in the first half of 19th c. Imbued by ideas of German Romanticism and French Revolution, Serbian patriotic public workers set up a goal to create an ideological-political framework for Serbian national liberation under foreign occupation – Roman Catholic Habsburg Monarchy and Islamic Ottoman Empire.

Keywords: Balkans, Serbs, Serbia, Shtokavian dialect.

Introduction

The research objects of this paper are Vuk Stefanovic Karadzic’s idea of Serbian linguistic nationhood followed by Ilija Garasanin’s drafted program of Serbian linguistic statehood. We will deal with the following main research problems: the questions of determination of Serbian nation, national idea and goals, methods and means for their attainment; which kind of intellectual background for making national awareness emerged as a result of the fight for Serbian national liberation against the Ottoman Empire at the beginning of the 19th c.; the question of taking a part in the creation of unified program for subordinated Serbian nation on the Balkan Peninsula for the political liberation from the Ottoman rule and the Habsburg Monarchy by 19th c. Serbian intellectuals and politicians; and different interpretations of the Karadzic’s and Garasanin’s works by different national historical schools. We as a basic research methodology employed textual analyzes of the primary sources and scientific literature.

In the first part of the 19th century, the historical and ethnic Serbian territories were divided among two states, the Habsburg Monarchy and the Ottoman Empire. The Orthodox Christians of *de facto* independent (from 1688) Montenegro declared themselves to be a part of the Serbian nation as well. Montenegro was only nominally incorporated into the Turkish administrative system with the governor or paša, appointed by Ottoman Imperial Council, or *Divan*. The Serbian population was exclusively Orthodox Slavic only in present-day central Serbia, whilst in all other settled territories around central

Serbia the Orthodox Serbs lived together with the South Slavic Muslims, Roman Catholics, other South Slavic Orthodox population and Muslim and Roman Catholic Albanians. Serbia during the First Insurrection (1804–1813) against the Ottoman authority had about 500,000 inhabitants while most probably in the mid-19th c. there were c. 2,000,000 Serbs under Ottoman administration [Božić, Ćirković, Ekmečić, Dedijer 1973, p. 289]. The Christian Serbs, as subordinated non-Muslim extra tax-paying social strata at the Ottoman Empire (“raja”=serfs), lived mainly in villages and were occupied with farming and cattle breeding. During the Ottoman period, Bosnia-Herzegovina became a symbol of ethnic and religious mixture and co-existence of Balkan peoples. At the beginning of the 19th c., the Muslims slightly outnumbered the Christian population in this Ottoman province, while the Serbs substantially outnumbered the Croats in the same province. According to French records from 1809, around 700,000 Christians lived in Bosnia-Herzegovina: the Orthodox were in a majority in western Bosnia and eastern Herzegovina, whilst the Catholics predominated in western Herzegovina [Историја српског народа 1981–1986 V (1), pp. 10–12]. The ex-Yugoslav historians estimated that the total population of Bosnia-Herzegovina in 1865 numbered 1,278,850; the Orthodox 593,548, the Catholics 257,920, and the Muslims 419,628 [Božić, Ćirković, Ekmečić, Dedijer 1973, p. 293]. The Muslims had privileged administrative, legal and social status. According to general Ottoman law, only the Muslims as the “Mohamed’s people” could get a state office and the Muslims, contrary to the Christians, did not pay an extra

state-tax, the *harač*. Faith was a crucial point of political ideology and national determination under the Ottoman Empire [Itzkowitz 1972; Inalcik 1973]. It was religion that attached the Balkan Muslims of South Slavic origin to the Turkish government, Turkish political ideology and Turkish state interests. It was because of their new religion that the South Slavic Muslims were given the disparaging name *Turks* by their Christian compatriots. Undoubtedly, the Islamization of certain part of South Slavic population was one of the most remarkable achievements of the Ottoman administration.

In the mid-19th c., a smaller number of Serbs lived under the Habsburg Monarchy. They were settled in the area of civil part of Hungary and Croatia and the military border region. When the Habsburg Monarchy gained the former Venetian lands of Dalmatia and Boka Kotorska at the Vienna Congress of 1815, the number of Serbian residents within the Habsburg Monarchy increased significantly [Николајевић 1850]: in 1792 there were 667,247 Serbs in the Habsburg Monarchy, while in 1847 the Serbian population in both civil Hungary and Croatia and the military border region reached of 896,902. The Serbs in the Habsburg Monarchy enjoyed their historical rights based on the privileges given to them by several Habsburg emperors. These privileges permitted them ecclesiastic autonomy and educational autonomy. Within the Habsburg Monarchy, the cultural center for the Serbs before the mid-18th c. was Vienna. It then shifted to Budapest because of intensified censorship in Vienna, and, in the end, it was transferred to Novi Sad in the early 19th c. The religious life of the Serbs in the Ottoman Empire and the Habsburg Monarchy was concentrated in ancient monasteries and churches. The Serbian Orthodox church became a leading national institution preserving the national legend and historical memory of Serbian mediaeval statehood and a national language and letters. The main task of the Serbian Orthodox clergy in both Turkey and the Habsburg Monarchy was to keep the nation from being converted to either Islam or Roman Catholicism. For this purpose, they created a theory according to which only the Orthodox members of the South Slavic community can belong to the Serbian nation. The Cyrillic alphabet was of crucial importance to Serbs in the ethnically mixed areas. These letters became a remarkable symbol of their national identification, especially in Bosnia, Herzegovina, Slavonia, Dalmatia and Croatia.

From the period of the Ottoman occupation of the Serbian people and lands in the 15th century, the essence of Serbian political ideology was national liberation and revival of national statehood. The national dream of a free and united Serbian state started to be realized at the beginning of the 19th century, with two Serbian insurrections against the Turks in 1804–1813 and 1815. The Serbian state was re-established in 1815 and adopted its first modern constitution in 1835. Prince Miloš Obrenović I (1815–1839) continued to develop a national ideology of reviving Serbian statehood, designing a plan to enlarge the ancient state by incorporating into the united Serbia all the lands of the Ottoman Empire that

were inhabited by a Serbian majority at that time, particularly Bosnia-Herzegovina, Raška and Kosovo-Metohija.

While Prince Miloš's schemes were primarily based on the historical rights of the Serbs, during his reign, a new dimension was introduced into Serbian political thought, with Vuk Stefanović Karadžić's (1787–1864) idea of linguistically based national identity. In his work "Serbs All and Everywhere" ("Срби сви и свуда"), Karadžić established criteria for determining Serbian national self-identity [Караџић 1849, pp. 1–27; Judah 1997, pp. 55, 61–62; Јовановић 2002, pp. 115–178]. Up to 1836, Serbs were self-identified mainly as the Balkan community of Orthodox Christianity that both used the Cyrillic alphabet and maintained a national legend of the Kosovo tragedy in 1389 [Ćirković 1994, Tomashevich 1991, pp. 210–215; Đorđević 1991, pp. 312–316; Mihaljević 1989, pp. 207–233]. This traditional and conservative religion-based approach to national identity did not satisfy the Serbian intelligentsia which was heavily influenced in the time of Karadžić by the 19th c. German definition of the self-national identity (i.e., all German-speaking population belongs to the German nation). Karadžić was inspired to apply the German language-based approach to the issue of what constituted Serbian identity [Милосављевић 1997, pp. 22–25]. He chose the Štokavian dialect (штокавски дијалект) under the influence at that time the leading Slavic philologists as the cardinal indicator of Serbian national identity, and called all South Slavs who spoke this dialect as the Serbs. He considered all Bosnians and Herzegovinians to be ethnical Serbs because they spoke Štokavian, but he distinguished three groups of Bosnians and Herzegovinians, taking religion into consideration: Serbs of "Greek-creed" (Eastern Orthodox), "Roman-creed" (Roman Catholic) and "Turkish-creed" (Muslim) [Караџић 1849, pp. 6–7. Similar opinion had Цвијић 1906; 1922, pp. 202–233]. Karadžić was unable, however, to fix precisely the southeastern ethnic borders of Serbian nation within the framework of his model, as he did not know how many Serbs (i.e., Štokavian speakers) lived in Albania and Macedonia. In 1834, he was informed by some merchants of the existence of around 300 so-called "Serbian" villages in western Macedonia. He had doubts about the correctness of this information, however, when he heard that the people from these villages spoke the "Slavic language", since this could have meant either Bulgarian or Serbian [Караџић 1849, p. 1; Милосављевић 1997, p. 125; Стојанчевић 1974, p.74, p. 77]. He acknowledged the existence of transitional zones between the Štokavian dialect and the Bulgarian language in western Bulgaria (Torlak and Zagorje regions) but he excluded most of Macedonia and Albania from his Štokavian-speaking zone [Караџић 1909, p. 648]. In the end, he was only able to conclude that the Štokavian dialect was definitely spoken on the territory between the Timok River (on the present-day border between Serbia and Bulgaria) and the Šara Mountain (on the present-days state border between Serbia and Macedonia).

Karadžić's ideas were strongly influenced by the theory developed by the leading 19th c. Slavic philologists Dositej Obradović, Pavel Josef Šafařík, Jan Kollár, Josef Dobrovský, Jernej Kopitar and Franc Miklošič, who claimed that the genuine Slovene dialect was Kajkavian, the native Croatian dialect was Čakavian and that the true Serbian (and only Serbian) dialect was Štokavian (and only Štokavian) [Обрадовић 1783/1975, p. 147; 1969, pp. 363–364; Šafařík 1826; 1933; 1842/1955, pp. 146–147; Kopitar 1810; 1984; Dobrovský 1792/1818; Kollár 1835; Miklošič 1852/1879; Теодоровић 1845; Милосављевић 1997]. Karadžić's concept of language-based Serbian nationhood had a significant impact on 19th and 20th cc. scholars, both Serbs and others. First, it gave impetus to the revision of the traditional picture of Serbian ethnic territories in the Balkans. Second, as a result of Karadžić's theory, the claim to a large Serbian population in western Bulgaria and most of Macedonia and Albania was abandoned. Later, the literary and cultural legacy of Dubrovnik was asserted to be exclusively Serbian [Цвијић 1906, pp. 43–44; 1922; Gravier 1919, pp. 29–32; Радојчић 1927; Бакотић 1938/1991, pp. 64–81, pp. 110–121; Николајевић 1840; 1850].

The ideology of Serbian national statehood reached its final stage as Ilija Garašanin (1812–1874) combined historical and national rights of the Serbs, by drafting a plan for consolidation of all Serbian lands and people within a single national state. This plan was primarily based on Karadžić's framework of national identity of the Serbs. Garašanin's *Načertanije (Outline)* became one of the most significant and influential works in the history of South Slavic political thought, greatly influencing the development of the Serbian national program and foreign policy in the 19th and 20th cc. Written in 1844 as a top-secret paper submitted only to Prince Aleksandar Karađorđević I (1842–1858), it became known in Austro-Hungarian diplomatic circles in 1888, and a wider audience became familiar with the text in 1906 when a Belgrade journal published it [Lampe 1996, p. 52]. The original is not attested, and the text can be only reconstructed from several copies [Јушић 1993a, pp. 1–5]. Varying interpretations of Garašanin's ultimate idea of statehood arise because he did not succeed to in completing the original *Načertanije* that was delivered to Prince Aleksandar [MacKenzie 1985]. To a large extent, Garašanin was inspired by three works written in 1843 and 1844 and translated into Serbian: *Cavemu (The Advise)* by Polish Prince Adam Jerzy Czartoryski (1770–1861), a leader of the Polish émigrés in Paris; *Фрагмент из српске историје (A Fragment from the History of Serbia)* by the Englishman David Urkwart, and *План (The Plan)* by Francisco Zach, a Czech. These authors championed the idea of creating a united South Slavic state under the leadership of Serbia, intended as a barrier to Russian and Austrian political influence in the Balkans. This united South Slavic state would be placed under French and British protection [Aleksić 1954, pp. 68–71]. However, Garašanin did not accept the plan to unite Serbia and all South Slavic territories of the Habsburg Monarchy into a single, federal state; on the contrary, he advocated the creation

of a single centralized Serbian national state whose boundaries would embrace a complete Serbian national entity, as well as some of the historical Serbian lands. “The Načertanije itself uses the language of romantic nationalism to propose a Serbian state...” [Lampe 1996, p. 52]. There appear to be two reasons why Garašanin designed a united Serbian national state, and not a South Slavic or Yugoslavian (without Bulgaria) one: he favored the idea of an ethnically uniform state, as advocated by the German Romanticists [Lampe 1996, p. 52]; and apparently he believed that a multinational South Slavic state would easily disintegrate as a result of frequent struggles between the different nations. In short, he believed that only an ethnically uniform state organization could be inherently stable. Garašanin designed his plans in expectation that both the Ottoman Empire and the Habsburg Monarchy would be dismantled in the immediate future. In his view, in the event of Austrian and Ottoman dismemberment the principal duty of Serbia would be to gather all ethnic Serbs, and a certain number of Serbian historical lands, into a single national state organization. The core of a united Serbian state would be the Principality of Serbia, which had at that time the status of an autonomous tributary inside the Ottoman Empire. Garašanin has foreseen two stages to rallying the Serbs toward a united state. In the first stage, Serbia would annex all the Serbian ethnic and a few of the historical territories within the Ottoman Empire: i.e., Bosnia-Herzegovina, part of western Bulgaria, Montenegro, Sandžak, part of northern Albania and, finally, Kosovo-Metohija. The lands of the Habsburg Monarchy that were inhabited by Serbs — Croatia, Slavonia, Srem, Bačka, Banat and Dalmatia — would witness the same destiny in the second phase of Serbian reunification. This timetable would correspond to Garašanin's prediction that the Ottoman Empire would collapse first, followed by the Habsburg Monarchy.

In Serbian, Croatian, Yugoslav and international historiography, there is heated dispute regarding the principles on which Garašanin based his idea. First group of them believe that Garašanin, at the time of writing *Načertanije* the Serbian Minister of Internal Affairs, sought to create a Serbian national state on the principle of historical state rights alone. They argue that Garašanin took as a model state the glorious Serbian mediaeval empire, which lasted from 1346 to 1371, and hence that he did not consider the territories settled by Serbs in the Habsburg Monarchy since they have not been included into Serbian mediaeval empire, but focused only on those within the Ottoman state because they composed Serbian mediaeval empire. In their view, Garašanin always referred to the Serbian Empire during the reign of Stefan Dušan (1331–1355, proclaimed emperor in 1346), the borders of which reached the Drina River on the west, the Sava and Danube Rivers on the north, the Chalkidiki Peninsula on the east, and the Albanian seacoast and Gulf of Corinth on the south: i.e., the territories of Croatia, Slavonia, Srem, Bačka, Banat and Bosnia-Herzegovina, which were not included in the medieval Serbian empire, were not treated by him as historically Serbian. In contrast, the second group claims that Garašanin advocated the creation of a national state on the basis of

both Serbian ethnic and historical state rights. This view relies on the last chapter of *Načertanije*, in which Garašanin urged Serbian nationalist propaganda in the territories settled by the Serbs in the Habsburg Monarchy, as well as in western Bulgaria. Hence, according to this second group, Garašanin clearly regarded these territories as part of a united Serbian state. In order to settle this problem, one should take into consideration primarily the whole text of *Načertanije*. It is clear that Garašanin did not call for Macedonia to be included in the Serbian national state and that he favored annexation of Bosnia-Herzegovina. The first group correctly interprets Garašanin's idea that 19th c. Serbia might continue evolve into a great Serbian state — a process which was started by the mediaeval Serbian rulers and interrupted by the Ottoman destruction of the Serbian state in 1459. They do not, however, properly understand Garašanin's notion of "Greater Serbia." He did not want to direct Serbia's foreign policy toward the Aegean and Ionian seas, as was the case in the Middle Ages. Clearly, Lampe's opinion that Garašanin intended to include Macedonia and a part of southern Adriatic littoral into unified Serbia was wrong [Lampe 1996, 52]. In fact, to champion Serbian territorial expansion toward the southern portion of the Balkan Peninsula, Garašanin turned his eyes toward the western part of the Balkan Peninsula.

This was because his ultimate aim was to unite all Serbs in Southeastern Europe, not to unite all South Slavs. In practice, this meant that the 19th c. Principality of Serbia should be expanded to include the western Balkan territories, where Serbs had settled, but not the southern ones, where the language-based Serbs either had disappeared or were a minority. Garašanin could not have supported the policy of medieval Serbian state expansion southward, because he advocated the German Romanticist principle of establishing a single national state organization. If Garašanin's united Serbian national state organization is compared with Karadžić's picture of Serbian language-based national expansion, it is clear that both of them were speaking about the same territories. It can be concluded that the central ideological principle behind Garašanin's design of a united Serbian state was Karadžić's language-based model of national identity. In my opinion, the "Greater Serbia" in Garašanin's *Načertanije* was nothing other

than a united language-based Serbs within a single state as Garašanin adopted Karadžić's language-based concept of nation and hence identified Serbs with the Štokavian-speaking South Slavic population. Garašanin excluded Macedonia from his concept of language-based Serbian statehood because he had adopted Karadžić's opinion that there were no Štokavian-speakers in most part of Macedonia and Albania [Венелини 1829–1841, pp. 1–5; Хитрово 1963, pp. 241–242]. He also, however, had adopted Karadžić's claim that the entire population of Bosnia-Herzegovina belonged to the language-based Serbian nationality, and hence he included Bosnia-Herzegovina within the language-based Serbian national state organization [Lampe 1996, 52]. Moreover, he understood Karadžić's transitional zones in western Bulgaria to be territories inhabited by Štokavian speakers. According to the same principle, the territories of Croatia, Dalmatia, Slavonia, Ваčka, Srem and Banat would also be included in Garašanin's language-based Serbian state. Such a state could be called more accurately *Štokavia* ("Штокавија").

Findings and conclusions:

1. National projects of the Serbian liberation and unification were based on the ideological constructions to consolidate all Serbs (in the Ottoman Empire and the Habsburg Monarchy) and to create Serbian state, which became the chief subject in Vuk Stefanovic-Karadzic's *Srbi svi i svuda* (*Serbs All and Everywhere*) and in Ilija Garašanin's *Nacertanije* (*Draft*).

2. Both these works have been the most meaningful and influential theory for the definition of the nationhood, national idea, national aims and basis for the national policy in the future.

3. *Srbi svi i svuda* constructed a model of national determination based on linguistic criterion: entire Shtokavian-speaking South-Slavic population, regardless on denominations (Orthodox, Catholic, Muslim), belongs to the genuine Serbdom.

4. *Nacertanije* composed a secret plan of Serbia's foreign national policy based on both Karadzic's linguistic model of national identification and historical rights of the Serbs: creation of unified Serbian state in the Balkans which should embrace all linguistic Serbs and all Serbian territories from both the Ottoman Empire and the Habsburg Monarchy.

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ŠIUOLAIKINĖ SERBŲ ETNOLINGVISTINĖS TAUTOS IR NACIONALINĖS VALSTYBĖS KŪRIMO APIPAVIDALINIMAS 19 A. PIRMOJI PUSĖ

Santrauka

Šiame darbe svarstomas 1836 metais Vuko Stefanovičiaus Karadžičiaus sukurtas lingvistinis pietų slavų tautinės identifikacijos modelis ir 1844 metais Ilijos Garašanino parengtas Balkanų pusiasalio politinio žemėlapiu pertvarkymo planas ir programa. Šiuo darbu mėginama atkurti, kaip V. S. Karadžičius ir I. Garašaninas suprato žmonių grupės savimonės komponentus, suteikiančius žmonėms priklausomybės tai pačiai bendruomenei jausmą. Nustatant grupės identitetą, svarbu iširti akivaizdžias ir numanomas savybes, pagal kurias grupės nariai gali būti skiriami nuo kitų grupių. Ypatingas dėmesys skirtinas tradicijoms ir tikėjimams, pirmiausia tiems, kurie mėgina paaiškinti grupės kilmę, bendriesiems simboliams ir, svarbiausia, bendriesiems grupės bruožams, skiriantiems ją nuo kitų grupių. V. S. Karadžičius 1836 m. sukūrė teorinį lingvistinį pietų slavų tautinės identifikacijos modelį ir paskelbė jį straipsnyje *Srbi svi i svuda (Serbai: visi ir visur)*, *Kovčežić za istoriju, jezik i običaje Srba сва три закона*, I, Viena, 1849 m., o I. Garašaninas 1844 m. slaptame rankraštyje *Načertanije (Projektas)*, Belgradas, pateikė ideologinį-programinį „Balkanų klausimo“ sprendimą.

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TERMINOLOGY: THE TERM VARIANCE IN THE ENGLISH AND LITHUANIAN SPECIAL LANGUAGE OF ECONOMICS

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Abstract

Terms are special lexical items which occur in a particular discipline. Term *variants*, often called *synonyms*, are the linguistic items that differ in form and may have nearly the same meaning as another term words in a special language. Thus a systematic comparison of the English terms of economics with the Lithuanian language searching for term equivalents to designate new phenomena of some particular things in Lithuanian as a consequence often reveals conceptual inconsistencies. Therefore a need for thorough study of specific terms of economics in the native Lithuanian language provides a firm basis for the creation of particularly proper and relevant ones. Accordingly, the process of designation of relevant phenomena causes the emergence of term variants often influenced by English. Attention should be paid to the fact that many term variants may occur in some senses and they can often pose ambiguity from a different perspective. However, a cause of misunderstanding and inaccuracy in using term variants of economics occurs to be problematic when designating the same concept.

The paper focuses on the expansion of the terms in the sense of term variants that are produced in the Lithuanian special language of economics.

Keywords: term, term variant (synonym), special language (SL), systematic comparison, specific terms of economics, designation, ambiguity, lexical unit.

Introduction

Special language is to a great extent relevant to specialized vocabulary, i.e. terms which “have their roots in the national language of science and internationalization“. Special language is considered as “semi-autonomous, complex semiotic systems based on and derived from general language” (Pugh, Sager, 2004).

In recent situation of the market economy, many terms of economics of the special language are composed referring already to the dominant terms and their term variants in English. The related terms in the field of economics and especially term variants of English have a great impact on uprising of the term variants in the special language of economics in Lithuanian whereas the occurrence of term variance, i.e. synonymy, in the field of economics poses a problem discussed a lot not only by the English and Lithuanian researchers specializing in the field of economics but also by linguists, translating or teaching the special language of economics.

Universally the concept *economics* in its field of activity is defined as the “science of wealth“. Therefore the creation of terms of economics as a special language depends heavily on the field of the social science that deals with the production, distribution, consumption of goods and services, and with the theory and management of economies or economic systems, financial considerations and economically significant aspects based on human activities in it and the material welfare of humankind (<http://dictionary.reference.com>). As a

result, the multiplicity of the aspects in the field of economics and possible interpretations of insights, perception, appreciating of mentioned activities give rise to diversity of concepts that are realized in words. Accordingly, newly created term variants, when applied to the definite interpretation of science activity, produce indeterminacy and ambiguity of designated phenomena used in the special language of economics. The fact is that produced term variance may often be unacceptable thing and concern not only to researchers but also to linguists.

The *problem* focuses on the expanded terms in the sense of term variants used in the special language of economics in Lithuanian. Therefore, it is important to designate new phenomena in the national language relevant to the field of economics already by existent words of recent coinage.

The *aim* of the paper is to investigate the predominant terms and term variants as well as prevalent term structure used in the special language of economics.

The study will address this aim by seeking the *tasks* of the paper:

- to present a brief overview of the theory relevant to term variance;
- to define the concepts of the English linguistic terms and their equivalents into the Lithuanian language;
- to overview the usage of the term variants, their origin and the frequency rate of occurrence in the special language of economics in Lithuanian;
- to review the trends in arranging dictionaries of terminology in the Lithuanian language;

- to determine the predominant structure of the terms and their term-variants in Lithuanian;

To reach these tasks, the following research *methods* are employed in the study: descriptive method, contrastive analysis, method of oppositions, statistical method.

Theoretical background

Generally, the concept *term* is defined as a word or a group of words used for designation of new phenomena of some particular thing, especially in a specialized field of knowledge, i.e. in special language as it is a language used in a subject field and characterized by the use of specific linguistic means of expression. Therefore, “the creation of new lexical items in special language is a conscious and deliberate process carried out by subject specialists and is thus part of the scientific method. Consequently, the naming of concepts is a subject to procedural regulation and systematization as scientific investigation and has its own special rules and recommendations” (cf. BS3669 1963 and ISO 704 1986. In: Pugh, Sager, 2004).

Term creation occurs in particular environment where researchers have need for new expression forms. Some linguists consider that there are basically “four ways of producing new words, although the borderline between them may not always be clear-cut, i.e. an old word can be given a new meaning; a new word can be borrowed from another language, termed as a loan word; words can be translated, called loan translations or calques; a new word can be invented with no source, words may be regularly formed by regular procedures from elements (roots, stems, words, affixes) already available in the language – termed as word-formation” (Bauer, 2000; Gaivenis, 2002). Accordingly, such creation of new words is the way to produce the “expanded vocabulary” (Steger, Wiegand, ed., 1998) in the sense of terminology for the transfer of knowledge and the information from one national language into another. As a result, reasons for the existence of the well-known phenomena of synonymy (or variance) occur in the special language.

Thus the concept *variant* is considered to be distinct in form but similar in meaning. However

variance in word meaning may cause changes in the characteristics or attributes of modification, or may be introduced under new aspects or expressed in a different manner. Variants can usually be called synonyms whereas the concept *synonym* is defined as being analogue to a relevant word, or having equivalent meaning with that word. However it is considered that there is “no such thing as a synonym”, though the reason for such opinion may differ. Accordingly, it is maintained that “no two words have the same distribution, frequency, connotation, or language level. Hence, the two words that can be interchanged in a context are said to be synonymous relative to that context” (McArthur, 1998).

Likewise, in Lithuanian one of the most problematic questions discussed concerning terminology in special language of economics is the term variance, and, as many terminologists call synonymy. In the

Lithuanian terminology, it is considered that there is no clear and strict boundary between the concepts *variant* and *synonym* (Umbrasas, 2004). The opinions differ whether the *variants* and *synonyms* are the same phenomenon in the language or whether they are the two different things (Danilenko, 1977; Pikčilingis, 1988; Griniovas, 1993; Mitkevičienė, 2004). Thus the concept *synonym* is defined as a word or a word form, or a compound having the same or nearly the same meaning as another word or word form, or compound (DLKŽ, 2003; KTŽ, 1990). By comparison, the concept *variant* is considered as being the same lexical unit just another version. Furthermore, *variant* has the same function and differs only in meaning therefore it is assumed to be a different realization of the same lexical unit (KTŽ, 1990). However in the *International terminology standards – preparation and layout (appendix 4) of the Lithuanian Republic*, *synonyms* are treated as words having a different stem, whereas *variants* are words of the same stem, but having different endings, prefixes and suffixes (ISO 10241: 1992).

Thus, some researchers argue that the “indeterminacy involved in economics itself provides a starting point” (Robinson, 1962, McCloskey, 1986, Heilbroner, 1990. In: Alexander, 1999). Moreover it is considered that to “write about the register of economics and business in English is to specify a large speech community constituted by a large number of discourse communities” (Swales, 1990. In: Alexander, 1999). English as international and work language of business “operates at the level of lexis and at the level of transaction” (Alexander, 1999). Economics is considered to be an “academic discipline which treats attitudes and relations among human beings that arise from the process of their getting a living” (Brown, 1970: In: Alexander, 1999). Certainly some problems occur that the “linguist analyst can contribute only to a partial understanding of the language-the register-of the economists” (see Dudley-Evans / Henderson, 1990. In: Alexander, 1999).

Based on the discussed opinions of linguists (see Gaivenis, 2000; Keinys, 2005; Umbrasas, 2004) *variants* are considered to be a part of synonymy in a general sense. Hence the concepts *synonym* and *variant* are not strictly differentiated, and thus the *variant* will be used in this paper.

Analysis

The analysed dictionaries allow the linguists to determine the predominant types of terms existing in the field of economics and to study the borrowed terms (as international) and their variants (synonyms). Moreover, the analysis gives the answer to the question of what trends are in arranging dictionaries of terminology, also it allows to overview what fundamental principles of term formation or creation are being observed, i.e. regularity, economy as well as giving preference to the national language.

The *Explanatory dictionary of management terms* (AIVTŽ, 2000) is composed of the number of 1232 of different term variants, out of which 39 lines (3%) are found. The *Dictionary of economics terms* (ETŽ, 2005) comprises 1400 terms: term variants make 91 line (7%).

The *Explanatory English–Lithuanian Dictionary of Economics* (AEA-LKŽ, 2006) contains 2785 terms: term variants make 418 lines (15 %). The analysed number of 288 term units have reference for a better and more precise variant to be created. Furthermore, based on the analysis of term variants in the dictionaries mentioned above, it can be argued that the terms of economics are still in the process of creation. Having analysed terms and term variants in the mentioned dictionaries, it is found that most terms and their variants are compounds (91%), i.e. combined of two or three lexical units. J. Pugh and J. Sager (2004) argue that “compounds, used in special language designation, are potential for systematicity and regularity and can be exploited to create coherent terminological systems”. Composition (also compounding) denotes the combining of the two free forms or stems to form a new complex word referred to as a compound (Olsen, 2000).

Thus one-word terms and their variants make only 9% of the terms. According to the one-word composition, the term variants found can be classified into the following groups.

(1) The variants of the pure Lithuanian origin (3 %) e.g.:

(a) Lith. *įkeistas turtas // įkaitas; (išlaidų) padengimas; (nekilnojamojo turto) įkeitimas* (Eng. *collateral // mortgage*) (ETŽ: 269);

(b) Lith. *alga // atlyginimas* (Eng. *pay // salary*) (ETŽ: 21);

(c) Lith. *atidėjimai* (fin. *skolų, palūkanų ir pan. mokėjimo*) // *atidėjiniai* (Eng. *moratorium // delay, postponement*) (ETŽ: 32).

(2) The term variants of the Lithuanian and international origin (3%). A borrowing (i.e. international, loan) is defined as word or a phrase taken from one language and used in another language (Richards et al., 1992; Kvašytė, 2005), e.g.:

(a) Lith. *susitraukimas // kontrakcija* (Eng. *contraction*) (ETŽ: 255);

(b) Lith. *laidavimas // avalis* (Eng. *indemnity*) (ETŽ: 153).

(3) The variants of the international and Lithuanian origin (5%), e.g.:

(a) Lith. *recesija // nuosmukis* (Eng. *recession, decline // slump*) (ETŽ: 191, 233);

(b) Lith. *kontraktas // sutartis* (Eng. *contract, agreement*) (ETŽ: 142, 255);

(c) Lith. *emitentas // išleidėjas (pinigų ir vertybinių popierių leidėjas)* (Eng. *issuer*) (ETŽ: 81).

The combinative (i.e. compound) terms are defined as having the compound word structure of which the main component, i.e. attributive and, or dependent component, i.e. an attribute, can be synonymic (Kvašytė, 2005).

(4) The analysed dictionaries mentioned above contain the term variants combined of the two-word lexical units of the pure Lithuanian origin (15 %) e.g.:

(a) Lith. *pradinė įmoka // pradinis įnašas* (Eng. *down payment*) (ETŽ: 222);

(b) Lith. *pinigų pasiūla // pinigų kiekis* (Eng. *money supply*) (ETŽ: 217, 219);

(c) Lith. *mainių lygtis // kiekio lygtis* (Eng. *exchange, equation // equation of exchange*) (ETŽ: 162, 134);

(d) Lith. *bendrieji atidėjimai // bendrieji atidėjiniai* (Eng. *general provisions*) (ETŽ: 45).

The term variants composed of the two lexical units, i.e. Lithuanian and international (mixed) origin (or hybrid), and, or variants that comprise the two lexical units both of international origin. A hybrid word is considered to be composed of elements that come from more than one language (e.g. Greek, Latin) (McArthur, 1998; Kvašytė, 2005). Such term variants can be differentiated into the following types:

(5) The term variants composed of the two lexical units, one of the Lithuanian and the other of international origin (or hybrid) (32%), e.g.:

(a) Lith. *jungtinė priežiūra // konsoliduota priežiūra* (Eng. *consolidated reporting*) (ETŽ: 126, 141);

(b) Lith. *apyvartinės lėšos // apyvartinis kapitalas* (Eng. *circulating, capital // working capital*) (ETŽ: 26).

(6) The term variants composed of the two lexical units, one of the international (hybrid) and the other of the Lithuanian origin (12%), e.g.:

(a) Lith. *fiksuotos sąnaudos // pastoviosios sąnaudos* (Eng. *fixed costs*) (ETŽ: 88, 209);

(b) Lith. *funkcinis mokestis // tikslinis mokestis* (Eng. *earnmarked tax*) (ETŽ: 94, 262).

(7) The term variants composed of the two lexical units, i.e. the both words of the international origin (41%), e.g.:

(a) Lith. *kreditų ekspansija // kreditų emisija* (Eng. *credit expansion*) (ETŽ: 149).

Based on the differentiation of term variants found in the analysed dictionaries the assumptions could be made: the creation of term variants of national, i.e. the Lithuanian origin has preference in the mentioned dictionaries.

(8) In terminology, it is considered that term variants are possible when a used variant is a smaller unit of lexical formation or lexical combination. In this regard, based on the analysed data of the term variants (ETŽ, 2005), in most cases it is considered, that the term variants are composed of the same number of words as the original (English) one, e.g.:

(a) Lith. *atviroji ekonomika // atviroji rinka* (Eng. *open economy // open market*) (ETŽ: 35);

(b) Lith. *specialieji atidėjimai // specialieji atidėjiniai* (Eng. *special provisions*) (ETŽ: 250, 251);

(c) Lith. *draudimo liudijimas // draudimo polisas* (Eng. *insurance policy*) (ETŽ 72).

(9) The term variants of the two-word lexical units are suggested to be changed by the one-word lexical unit, e.g.:

(a) Lith. *dokumentinis akreditivas // akreditivas*; (Eng. *letter of credit*) (ETŽ: 19, 20);

(b) Lith. *buhalterinė apskaita // apskaita*;

Lith. *numatomoji infliacija // infliacija* (Eng. *inflation*) (ETŽ: 35).

(10) Some cases are found when the principle of economy of term creation is denied: the designated term variant combined of the one-word lexical unit is changed by the two or three-word structure, or the two-word compound is suggested to be changed by the three-word structure, e.g.:

(a) Lith. *pajamingumas // grąžos norma* (Eng. *yield rate of return*) (ETŽ: 100, 198);

(b) Lith. *atidėtosios pajamos // atėties laikotarpio pajamos* (Eng. *deferred income*) (ETŽ: 32);

The usage of some of the recommended term variants is in doubt and the designation of such term

variants are to be discussed by terminologists, e.g.: whether the designation of the term in Lith *pagalbinis grantas* (Eng. *grant-in-aid*) (AEA-LKŽ: 265) is more precise and better than Lith. *dotacija* (AEA-LKŽ: 265), or whether the proposal is purposeful to change the term Lith. *deficitinis balansas* (Eng. *adverse balance*) into Lith. *pasyvusis balansas* (AEA-LKŽ: 23).

The usage of some terms has traditions in the special language of economics, therefore reasonable designations have been accepted and used for a long time.

(11) Having compared the terms of the Lithuanian and international origin with the terms of the English language, it is found that the major part of the terms of economics is a word-for-word translation. Some of such terms should be indicated as unused and unrecommended term units, e.g.:

(a) Lith. *bulių rinka* // *kylanti rinka* (Eng. *bull market*), rinkos vertybinių popierių kainos kilimas rinkoje (ETŽ: 52, 134);

(b) Lith. *ištiestos rankos principas* (Eng. *arms-length principle*), nesusijusių asmenų principas reiškė „sandorio sudarymas taip, lyg abi šalys būtų savarankiškos ir viena nuo kitos nepriklausomos, o sandoriu nebūtų siekiama jokių kitų deklaruojamų tikslų“ (ETŽ: 119, 187);

(c) Lith. *Stok-eik* (Eng. *stop-go*), politikos taikymas ir netaikymas reiškė „vyriausybės veiksmai siekiant sumažinti bendrąją paklausą“ (AEA-LKŽ: 598);

(d) Lith. *nevisavertės monetos* // *see Lith. blogieji pinigai išstumia geruosius* (Eng. *bad money drives out good*) (AEA-LKŽ: 50).

The process of standardization and unification of the terms in the dictionaries can be achieved without difficulty. However a problem occurs with the terms used in the special language of economics.

(12) Having analysed the course material of the special language of economics, it could be argued that the most frequently used and recommended term variants in the dictionary are, e.g.:

(a) Lith. *visuomeninė prekė* // *viešoji prekė* (Eng. *public good*) (AEA-LKŽ: 591), e.g.: *Vyriausybė reguliuoja visuomeninių prekių* (t.y. tų, kurias vartoja ne tik tie asmenys, kurie sumoka už tą prekę) *gamybą* (Snieška et al., 2008: 13);

(b) Lith. *gyvenimo lygis* // *gyvenimo standartas* (Eng. *standard of living*) (AEA-LKŽ: 515), e.g.: *Norint pakelti gyvenimo lygį, būtina didinti maisto produktų ir kitų vartojimo prekių gamybą*. (Snieška et al., 2008: 578);

(c) Lith. *valstybės išlaidos* // *viešosios išlaidos* (Eng. *public expenditure*) (AEA-LKŽ: 514), e.g.: *Jei valstybės išlaidos didesnės negu pajamos – biudžetas yra deficitinis* (Snieška et al., 2009: 160);

(d) Lith. *fiskalinė politika* // *iždo politika* (Eng. *fiscal policy*) (AEA-LKŽ: 237), e.g.: *Monetarine ir fiskaline politikomis ekonomikos kitimą galima veikti ir teigiama, ir neigiama linkme* (Snieška et al., 2009: 24).

(13) The tendency of the usage of the English terms as variants (i.e. international), instead of the Lithuanian term variants is noticeable in the special language of economics in Lithuanian, e.g.:

(a) Lith. *produkcija* // *išvestis, išeiga* (Eng. *output*) (AEA-LKŽ: 466), e.g.:

Produkcijos kainų indeksas apskaičiuojamas kaip gaminių reprezentantų pardavimo kainų pokyčių svertinis vidurkis (Snieška et al., 2009: 75);

(b) Lith. *importas* // *įvežimas* (Eng. *import*), (AEA-LKŽ: 289), e.g.: *Tuo tarpu daugumos pasaulio valstybių prekių importe vyrauja inžinerijos pramonės šakos* (Snieška et al., 2009: 529);

(c) Lith. *devalvavimas* // *nuvertinimas* (Eng. *devaluation*) (AEA-LKŽ: 162), e.g.: *Mokėjimų balansų pusiausvyrą buvo numatyta palaikyti trimis būdais: taikyti kraštutinę priemonę – valiutų devalvavimą* (Snieška et al., 2009: 550).

(14) Some cases are found when the both variants suggested in the dictionary are used in the textbooks, e.g.:

(a) Lith. *pinigų pasiūla* // *pinigų kiekis* (Eng. *money supply*) (AEA-LKŽ: 423), e.g.: *pinigų suma šalyje tam tikru momentu. Centriniam bankui nesunku apskaičiuoti, kiek padidės pinigų pasiūla, jei jis pakeis privalomo rezervo normą* (Jakutis et al., 2007: 217). *Toliau akivaizdu, kad prekių ir pinigų kiekis išgytas už litus, atgal keičiamas proporcingai kainų lygiui <...>* (Jakutis et al., 2007: 209).

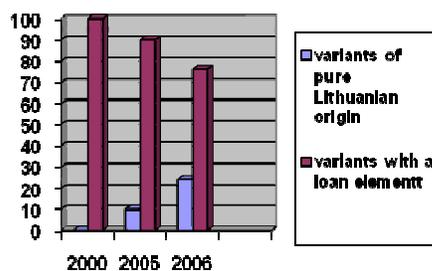


Fig. 1. The

column chart indicates the rate of term variants in the specialised Lithuanian dictionaries: A[VTŽ, 2000; ETŽ, 2005; AEA-LKŽ, 2006.

The question is discussed which of these designations of the term variants analysed will survive in the future. It will depend on time and researchers using that word.

Having analyzed the term variants in the dictionaries mentioned above, the assumptions can be made: the researchers in the field of economics prefer terms of the Lithuanian origin (see Figure 1) than the international ones.

Conclusion

It is found that the term variants in the field of economics are characteristic for the both languages.

Differentiating the types of terms and variants, it is found that the terms of compound structure dominate, i.e. one of the components is of national origin and the other is a borrowing (i.e. an international). The terms and term variants of the Lithuanian origin in the field of economics are found very few.

It can be stated that the tendency of preference is given to the creation of the term variants of the Lithuanian origin. Having compared the Lithuanian terms and term variants with the English terms, it can be argued that the most part of the terms and term variants in the field of economics is literal translation.

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TERMINOLOGIJA: ANGLŲ IR LIETUVIŲ EKONOMIKOS TERMINŲ VARIANTIŠKUMAS DALYKINĖJE KALBOJE

Santrauka

Tobulejant mokslui ir technologijoms įvairių mokslų terminija papildoma naujais terminais. Kuriant terminus neišvengiama variantiškumo ar sinonimijos. Nors sinonimija ir variantiškumas yra natūralus kalbos raidos vyksmas, tačiau terminologijos teorijoje keliamas reikalavimas, kad terminai būtų vienareikšmiai ir neturėtų sinonimų. Ekonomikos terminijoje gausu seniai vartojamų tarptautinių žodžių, neturinčių lietuviško atitikmens ir su jais sudarytų sinonimų, pvz.: bazė // ekonominė bazė, kreditas, akcija, kapitalas, kapitalo judėjimas, pagrindinis kapitalas ir kt. Šiame straipsnyje, analizuojami iš trijų žodynų (AĮVTŽ, 2000; ETŽ, 2005; AEA-LKŽ, 2006) išrinkti variantiški ekonomikos terminai, siekiama išsiaiškinti ar laikomasi terminų normintojų rekomendacijų, kad tarptautinis žodis būtų pasirenkamas tada, kai nėra tolygaus lietuviško atitikmens. Straipsnyje dėmesys kreipiamas į skirtingus terminų įvardijimo atvejus, siekiama išsiaiškinti variantų vartosenos tendencijas dalykinėje kalboje. Šiame darbe aptariami vienažodžiai ir sudėtiniai variantiški ekonomikos terminai (taip pat jiems priskiriami ir hibridai, t.y. terminai, turintys ir tarptautinių ir lietuviškų elementų), analizuojama, kokį variantą siūlo žodyno sudarytojai ir kokį vartoja ekonomikos srities specialistai.

Raktažodžiai: terminija, variantas, sinonimija, ekonomika, dalykinė kalba, vienažodis terminas, sudėtinis terminas, tarptautinis žodis, hibridas.

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THE GRAMMATICAL METAPHOR AS A SOCIOLINGUISTIC MARKER IN HORROR STORIES

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Abstract

The present work is an attempt to analyze the grammatical metaphors as the sociolinguistic markers within sociolinguistic framework. The paper reviews the interrelationship between grammatical metaphors and horror stories. The writer has to choose between the two abstract nouns: partially substantivized and fully substantivized in order to impart the story with some metaphorical and transcendental shading. The present work can be used for the analysis of fiction text purposes and for understanding different texts which abound in abstract nouns.

Keywords: grammatical metaphor, nominalization, horror stories, partially substantivized, fully substantivized.

Introduction

Language is a core to social interactions, affecting them and at the same time being affected by them. Sociolinguistics analyses a variety of diverse ways in which language and society interplay. Research in this field includes such area as text analysis. Grammatical metaphor as a sociolinguistic marker plays a pivotal role in the construction of abstract meanings in fiction texts. In the tale of horror quite ordinary people are confronted by something unknown and fearful, which can be neither understood nor explained in reasonable terms. It is the emphasis on the unreasonable that lies at the hearts of horror stories. And this is where a grammatical metaphor as micro-structural item of the text comes into view.

The aim of the present paper is to investigate the semantic and structural features of the grammatical metaphors in the genre of horror stories. To achieve the aim, we undertook to examine: 1) the phenomenon of grammatical metaphor; 2) the co-text (i.e. the linguistic environment) of the grammatical metaphors; 3) the impact of grammatical metaphors in horror stories.

The paper consists of three parts. In the first part an attempt is made to present the phenomenon of grammatical metaphor; in the second part, attention is concentrated on the phenomenon of horror stories and in the third part, attention is concentrated on the semantic and structural features of grammatical metaphors.

Materials and Methodological considerations

The genre of horror stories arose in the 18th century at the start of a movement called Romanticism. The examples for the present study have been drawn from H. P. Lovecraft "Weird Tales" (2008), A. Bierce "Ghost and Horror Stories of Ambrose Bierce" (1964), J. S. LeFanu "Best Ghost Stories of J. S. LeFanu" (1964),

W.W. Jacobs "The Monkey's Paw" (1977), and Edgar Allan Poe "The Black Cat" (1977).

To achieve the above mentioned objectives, the collected examples were analyzed by employing descriptive, componential analysis, and critical discourse analysis methods. By means of descriptive method grammatical metaphors were identified, classified and described. Then the distinctions of these elements were established, i.e. differences and similarities. The use of componential analysis method makes it possible to establish the meaning of the grammatical metaphors and to determine their co-texts.

As the focus of this study lies on written texts, their argumentative structures were researched within a framework of textual analysis. To cite Fairclough (2003: 15), "Textual analysis is a resource for social research which can enhance it provided that it is used in conjunction with other methods of analysis". Thus the collected examples were analyzed by employing critical discourse analysis.

The critical discourse analysis is based on the pragmatic approach proposed by van Dijk (1985; 1998) and Fowler (1991). In his discourse analysis, van Dijk postulates that a purely linguistic analysis is not sufficient in describing all the "aspects of meaning and reference of discourse" (1985: 103). One of the purposes of a discourse that can be used to describe its deeper meanings is 'discourse coherence', where it is crucial to understand "sequences of propositions rather than isolated sentences (ibid. 107-108). 'Coherence' is therefore not merely a matter of grammar and sentence ordering, and the readers or listeners in a communicative situation have to use their universal or individual 'scripts' of the world knowledge to fill in possible information gaps. For a certain discourse to be understandable, there is not only the need for a 'local

coherence' (the microstructure level), but also a "global semantic structure or macrostructure" (ibid. 115). The interpretation of the micro- as well as the macrostructure of a discourse is based on individual experiences, belief systems, attitudes or personal opinions, and the interpretation of both can therefore differ among individuals (ibid. 117). The critical discourse analysis overlooks grammatical metaphors and their transformations as having a substantial impact on the way a text is perceived by the readers.

Theoretical assumptions

The phenomenon of grammatical metaphor

The theoretical foundations of this study are rooted in systemic functional linguistics. In the 1980s, Functional Linguistics produced two markedly different directions in the study of nominalizations: one, more theoretical, represented by Givón (1984: 216) and McCawley (1999: 36-60), who focused their analysis on the study of nominalizing transformations, the other, is less 'formalist' direction, which leads towards Halliday's general theory of the phenomenon of nominalization referred to as grammatical metaphor.

The phenomenon of grammatical metaphor was introduced in Halliday's *Introduction to Functional Grammar* (1985) and later developed by his followers (Martin 1992; Downing and Locke, 1992; Thomson, 1997; Eggins, 1994) to mention a few. The form of grammatical metaphor which has received the most attention is the nominalization of processes (verbs). The process is expressed by a verb, which is the core of any sentence. To Halliday (1985; 1994) a nominalization is the result of the metaphorization of the process. Nominalization, then, is a linguistic mechanism whereby the process is realized as an entity. This is the most common type of grammatical metaphor.

As already mentioned, processes are congruently encoded as verbs; when they are encoded as something else, such as nouns, we have a non-congruent form and this constitutes a grammatical metaphor. To put in other terms, the process is represented congruently in the transitivity structure of the clause, but through grammatical metaphor it may be nominalized and represented as if it were a participant or circumstance, possibly together with other elements of clause structure. The agnate structure helps to establish the semantics of a grammatical metaphor. Thus the grammatical metaphor can be defined as the process by which a verb is converted into an abstract noun.

Ravelli (1988: 141) proposes two devices which can be used in the analysis of metaphorical realization of processes as deverbal nouns: derivation and agnation. Derivation is the major tool of turning processes into deverbal nouns. The scholar uses the term 'agnation' to denote the relation between a nominalized structure and its non-nominal counterpart (e.g. *his betrayal* – *he betrayed*). The use of agnation in the metaphorical analysis of grammatical metaphors allows us to fully understand the meaning of the metaphorical expression of the process by comparing it to the agnate form corresponding to its congruent realization.

In accordance to Banks (2003,129) there are a number of options available in a language creating nominalized forms of processes, though not all options are necessarily available for an individual verb: 1) nominalizations which are morphologically identical with the agnate verb (e.g. *use, change, estimate*, etc.); 2) nominalizations which have no agnate verb, but which nevertheless indicate a process (e.g. *war, trend, occasion*, etc.); 3) nominalizations which have an agnate verb, but are not morphologically identical (e.g. *reading, development, occurrence*, etc.). The suffixes added to verbs to form abstract nominalizations, i.e. grammatical metaphors are the following: *-age* (e.g. *use* – *usage*), *-ment* (e.g. *develop* – *development*), *-al* (e.g. *arrive* – *arrival*), *-ation* (e.g. *communicate* – *communication*), *-ence/-ance* (e.g. *disturb* – *disturbance*), *-ure* (e.g. *close* – *closure*), *-ery* (e.g. *discover* – *discovery*), *-th* (e.g. *die* – *death*).

The phenomenon of horror stories

The element of weirdness, philosophy, fear and supernatural has existed in literature for quite a time both in its prose and poetry. One of the most famous exponents of horror fiction Edgar Allan Poe in 1839 opened his story "The Fall of the House of Usher" with a beautifully crafted sentence. There he captured so much that is essential to the horror story- darkness, ominous solitude, foreboding calm, apprehension and uncertainty, and a deep feeling of melancholy that could soon turn to fear.

Many kinds of fiction like mysteries, westerns, love stories and science fiction define themselves by the terms used to name them. The horror story is more difficult to define because other types of fiction often use the trappings of terror to enhance their plots. Horror fiction is a specific universe with its own rules and according to Douglas Winter (1988) it is not a genre but an emotion. Human beings have always acknowledged that there is evil in the world and a dark side to human nature. This evil may be imagined as having an almost unlimited power to inspire anxiety, fear, dread and terror in addition to doing physical and mental harm. Horror, by nature, is a personal touch and what makes horror literature so pervasive is its need to evoke the necessary atmosphere and sense of emotional dread on the reader.

The imagery- metaphor is prized in horror literature as a sign of artistic merit. The grammatical metaphor as a sociolinguistic marker is essential to horror stories as well.

Results and discussions

Grammatical metaphor is a morphologo-textual phenomenon: it takes place in the text. During the process of nominalization the verb of the underlying proposition is turned into the corresponding nominal form. Turning into a nominal, the verb, which has already changed its categorical affiliation but preserved its semantic and syntactic ties, brings its 'old friends', the constituents of the underlying proposition – participants and circumstances – in the surface structure are now given "the new syntactic duties" of Attributive Adjuncts. Consider:

(1) *This peculiarity of character grew with my growth, and in my manhood I derived from it one of my principal sources of pleasure.* (Edgar Allan Poe, 1977, p.2) Cf. *I grew*

(2) *In the business of supper the talisman was partly forgotten, and afterward the three sat listening in an enthralled fashion to a second installment of the soldier's adventures in India.* (W.W. Jacobs, 1977, p.16) Cf. *The soldier's adventures were installed for the second time.*

The grammatical metaphors used in the corpus, presented two categories: partially substantivized and fully substantivized. Partially substantivized grammatical metaphors presented the process as an indivisible whole, i.e. non-distributively. Consider:

(3) *Little things make considerable excitement in little towns, which is the reason that Kingsport people talked all that spring and summer about three unidentifiable bodies.* (H.P. Lovecraft, 2008, p.72)

(4) *The elder brother was for holding possession of the house, and putting his rival to legal process to oust him.* (J.S. LeFanu, 1964, p.4)

(5) *And when he heard these things his sobbing gave way to meditation, and finally to prayer.* (H.P. Lovecraft, 2008, p.34)

(6) *On the contrary, the deep corrosion of this hatred bit deeper by time.* (J.S. LeFanu, 1964, p.5)

Fully substantivized nominalizations behave like countable nouns proper – they can be freely used in the singular and in the plural. When used so, they denoted either individual completed acts of the process or the results (products) of the process. Consider:

(7) *They looked into the settlements, and found that Gylginden was excepted.* (J.S. LeFanu, 1964, p.4)

(8) *The seemed to him fragmentary utterances of a monstrous conspiracy against his body and soul.* (Ambrose Bierce, 1964, p.2)

(9) *Here and there among the bushes were small inclosures containing graves, sometimes no more than one.* (Ambrose Bierce, 1964, p.11)

(10) *Desire to avoid needless explanations in case of unexpected police intrusions prompted these plans for a quiet and unostentatious departure.* (H.P. Lovecraft, 2008, p.71)

It was noticed, however, that one and the same grammatical metaphor functioned both as a partially substantivized unit and as a fully substantivized unit. Take, for instance, the sentence (11) below, where *existence* denotes the process as a whole and is used in the singular. In the sentence (12), the *invisible existences* denotes specific results of the existence process:

(11) *The transition from habitual and violent to such a life as his privation now consigned him to, was never made without a risk to his health; and a host of dyspeptic annoyances, the existence of which he had never dreamed of before, now beset him in sad earnest.* (J.S. LeFanu, 1964, p.10)

(12) *He felt it rather as a consciousness - a mysterious mental assurance of some overpowering presence- some supernatural malevolence different in kind from the invisible existences that swarmed about him and superior to them in power.* (Ambrose Bierce, 1964, p.4)

Of the two types of grammatical metaphors, partially substantivized grammatical metaphors are the closest in meaning to the underlying verb: the process component is their dominant feature. Depending on the internal character of the underlying process, the grammatical metaphors may have an imperfective or a perfective meaning. If the verb is imperfective in meaning (i.e. if it expresses activity), the respective grammatical metaphor has an imperfective meaning as well. Consider:

(13) *A strange sensation began slowly to take possession of his body and his mind.* (Ambrose Bierce, 1964, p.4)

(14) *But the days passed, and expectation gave place to resignation – the hopeless resignation of the old, sometimes miscalled apathy.* (W.W. Jacobs, 1977, p.21)

(15) *The last face was so horrible and so simian that he gazed at it in amazement.* (W.W. Jacobs, 1977, p.1)

(16) *Upon the fourth day of the assassination, a party of the police came very unexpectedly into the house, and proceeded again to make rigorous investigation of the premises.* (Edgar Allan Poe, 1977, p.1)

In the example above, the grammatical metaphors *sensation*, *possession*, *expectation*, *resignation*, *amazement*, *investigation* denote not one act of the process but the process seen as duration. If the underlying process is seen as a simple event located at an undivided moment of time (i.e. if it is perfective in meaning), the grammatical metaphor will denote a perfective process. For instance:

(17) *The old man rose with hospitable haste, and opening the door, was heard condoling with the new arrival.* (W.W. Jacobs, 1977, p.14)

(18) *The villagers did not know how much to believe from so small a boy; and though they feared that the evil pair had charmed the cats to their death, they preferred not to chide the old cotter till they met him outside his dark and repellent yard.* (H.P. Lovecraft, 2008, p.34)

(19) *Desire to avoid needless explanations in case of unexpected police intrusions prompted these plans for a quiet and unostentatious departure.* (H.P. Lovecraft, 2008, p.71)

(20) *But the idea of entering the tomb never left my thoughts; being indeed stimulated by the unexpected genealogical discover that my own maternal ancestry possessed at least a slight link with the supposedly extinct family of the Hydes.* (H.P. Lovecraft, 2008, p.88)

Conclusions

The non-congruent forms always have the effect which can go from the aesthetic to the conceptual. The grammatical metaphors used in the corpus either involved the proposition as a whole or part of the proposition. This was determined by the amount of information the writer wished to include in the matrix proposition and the requirements of a connected text. The writer had to choose between the two abstract nouns: partially substantivized and fully substantivized in order to impart the story with some metaphorical and

transcendental shading. The occurrence of a grammatical metaphor greatly increases the general volume of information the clause or the sentence expresses. To sum

up, the results of the present study contribute to the perception of the fiction text within sociolinguistic framework.

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Solveiġa Sušinskienė, Eugenija Jurkonienė

GRAMATINĖ METAFORA KAIP SOCIOLINGVISTINIS ELEMENTAS SIAUBO ISTORIJOSE

Santrauka

Kalba yra lanksti, ekonomiška sistema: ji dalyvauja įvairiuose transpoziciniuose procesuose, geba prisitaikyti prie nuolat besikeičiančių komunikacinių reikmių. Vienas tokių procesų yra gramatinė metaforizacija – galimybė propoziciją pakeisti daiktavardžiu. Straipsnyje teigiama, kad gramatinė metafora kaip sociolingvistinis elementas atlieka svarbų vaidmenį siaubo istorijose, kuriose gausu abstrakčių daiktavardžių. Šio darbo tikslas yra išnagrinėti iš veiksmažodžių derivuotas gramatines metaforas siaubo istorijose. Nominalizacijos yra viena iš gramatinės metaforos rūšių. Nominalizacijos traktuojamos kaip proceso metaforizacijos. Procesas suvokiamas ne kaip autonomiška struktūra, bet kaip struktūra, susijusi su proceso dalyviais ir cirkumstantais. Išturus pavyzdžius paaiškėjo, kad semantiniu požiūriu nominalizuoti procesai yra dviejų kategorijų: iš dalies substantivizuoti ir visiškai substantivizuoti. Pirmieji nusako procesą kaip visumą ar proceso dalį. Antrieji žymi proceso rezultatą arba individualius proceso aktus. Rašytojas, remdamasis savo ketinimais ir tikslais, atsižvelgdamas į situaciją, gali vartoti iš dalies substantivizuotas arba visiškai substantivizuotas gramatines metaforas.

Raktažodžiai: gramatinė metafora, nominalizacija, siaubo istorijos, visiškai substantivizuotas, iš dalies substantivizuotas.

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INSIGHTS ON PROBLEMS OF PUBLIC SPEAKING AND WAYS OF OVERCOMING IT

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Abstract

The paper deals with the problems of doing a presentation and gives some recommendation how to overcome them. Management students have to do a presentation of their term-papers for their final English exam. But they face with many difficulties doing it. The survey showed that the main problem for students doing a presentation is the fear of audience and the fear of being critically evaluated by their teacher as well as by their colleagues. The authors analyse these problems and give some advice how to overcome them.

Keywords: presentation, stress, public speaking, speaker, information receiver.

Introduction

As human beings we have to communicate our thoughts and share them with others. Sometimes it has to be public statement. And probably each of us had to do at least one public presentation in his life. Public speaking is stressful for the majority of people. However, the fear of public speaking, or *glossophobia* as it is called, is more serious in some than others though everyone gets nervous before giving a speech. Glossophobia is remarkably common. In fact, some experts estimate that as much as 75% of the population has some level of anxiety regarding public speaking. Many of us would like to avoid this problem entirely, but this is hard to do. Whether we work alone or with large numbers of people, eventually we will need to speak in public to get certain tasks accomplished. And if we want to be leaders or achieve anything meaningful in our lives, we will often need to speak to groups, large and small, to be successful. For some public speaking goes easier and for some harder. Especially those who have problems with doing it right think that it is something hard to learn or a kind of gift that you are born with. But being a good speaker is a kind of skill that you can learn and practise. The truth about public speaking, however, is it does not have to be stressful! *The problem of the research* is how to correctly understand the hidden causes of public speaking stress, and what key principles to keep in mind as speaking in public to turn into an invigorating and satisfying experience.

The *goal* of the paper is to disclose the main students' problems of public speaking. Therefore following *objectives* are set up: to identify and discuss the reasons of the fear as well as the ways or skills of overcoming it. *Methods of the scientific research* that have been employed in the paper are scientific, comparative analysis and summarizing of academic literature, Kohonen maps, systematization.

The paper is organized as follows: the first part gives theoretical analysis of public speaking problems. The second part outlines the main problems of doing a presentation according to the carried survey. Tips how to overcome the difficulties of doing a presentation are presented in the third part. Lastly the conclusions are drawn.

What is a presentation?

The object of a presentation is to transmit information and opinions to the audience in your own words, within a limited amount of time.

The literature defines a *presentation* as the act of making something publicly available; presenting news or other information by broadcasting or printing it (Wordwebnet, 2009; Morton C. Orman, 2002); the process of showing and explaining the content of a toFig to an audience (Wikipedia, 2009), a manner or style of speaking, instructing, or putting oneself forward (Random House Webster's College Dictionary, 1990), the manner in which something is set forth, laid out, or presented (The Penguin Pocket English Dictionary, 1990), something set forth for the attention of the mind (Merriam-Webster Dictionary, 2009), an event at which you describe or explain a new product or idea (Longman Dictionary of Contemporary English, 2008). Summarizing we can conclude that a presentation is a form of communication with an audience, a process of information transmission (Fig.1).

When you prepare for a presentation you must consider elements such as the situation for which the presentation is designed, the method that you will use, and the response that your audience will make. For example, situations might include sharing the results of your research in a class or seminar group, presenting an academic paper, or giving a report on recent activities to the members of your club.

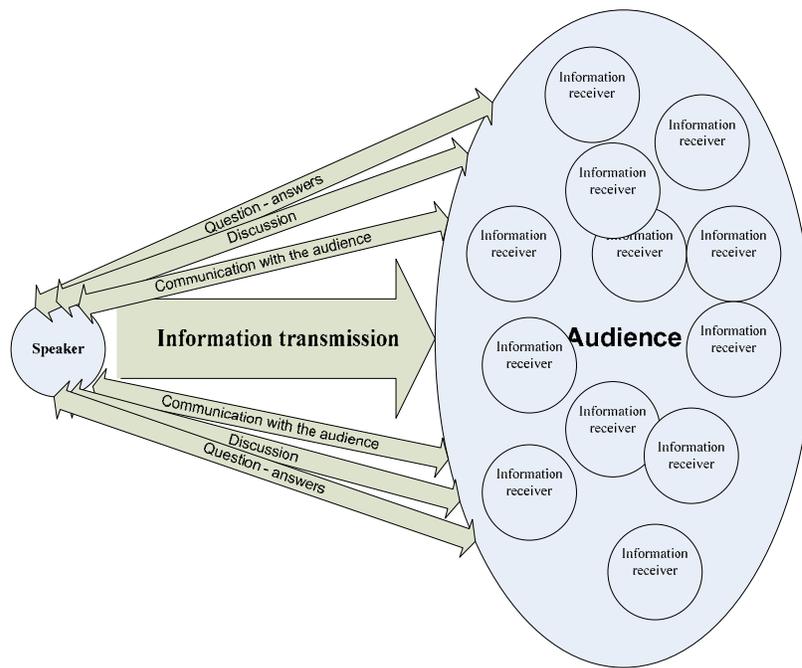


Fig.1. Presentation – the process of information transmission

Problems of doing a presentation.

But doing a presentation is not easy even for professionals. People often have a fear of presentations. Perhaps it is because they are afraid of not doing well or simply because they are afraid of large crowds. Some researches (Willis, 2008) define nervousness as the main problem of doing a presentation some of them point out a fear of big audience (Gault, 2009; King, 2009; Brown, Perry, 1991). According to Kurtus (2001) and Pressley et al. (1980) the biggest problem is a fear of speaking to groups. He also defines the primary reason that they are afraid of looking foolish in front of other people. And this fear of speaking is rated as only second to the fear of snakes and before the fear of dying.

What happens to many people is that - even before they start speaking - their heart starts beating faster and their mouth gets dry. Some may even get nauseous or feel like fainting. Once the person starts talking, the heart keeps beating rapidly and the person may hear his or her voice tremble. The legs or even the whole body may start shaking. The person may also stutter or start speaking rapidly.

Although some people calm down, once they get going, others may ramble through the material incoherently.

The reason most people get anxious when required to speak to a group is that they are afraid of looking foolish or stupid in front of many of their peers and important people. They are afraid that their mind will go blank or that their lack of speaking skills will lower the opinion others have of them. Being humiliated can destroy a person's ego and confidence. In fact, it can really ruin your day (Kurtus, 2001).

According to Gault (2009), fear has a thousand faces, but there are only three basic responses:

- ignore it;
- evade it;
- transcend it.

Merely suffering through your fear is the simplest and most common response. It requires no learning, effort or practice. Negative consequences flow from this path. In addition to being very stressful, fear tends to break concentration during preparation and disturbs other obligations.

Perhaps even more importantly, these enervating fears can also have an extremely negative impact on your performance in delivering your presentation. Fear robs your ability to casually walk to the stage and be yourself. It tends to kill excitement and block the ability to connect deeply with your audience. Fear can make your body stiff, your breathing labored and your physical movement unnatural.

Morton and Orman (2002), Sannoui (1995) points out eleven hidden causes of public speaking stress as follows:

1. Thinking that public speaking is inherently stressful (it's not).
2. Thinking you need to be brilliant or perfect to succeed (you don't).
3. Trying to impart too much information or cover too many points in a short presentation.
4. Having the wrong purpose in mind (to get rather than to give/contribute).
5. Trying to please everyone (this is unrealistic).
6. Trying to emulate other speakers (very difficult) rather than simply being yourself (very easy).
7. Failing to be personally revealing and humble.
8. Being fearful of potential negative outcomes (they almost never occur and even when they do, you can use them to your advantage).

9. Trying to control the wrong things (e.g., the behavior of your audience).

10. Spending too much time over preparing (instead of developing confidence and trust in your natural ability to succeed).

11. Thinking your audience will be as critical of your performance as you might be.

Usually the first step in dealing with your fear of the big presentation is figuring out how to avoid the fear. Even if you are looking for a longer term solution, at least temporarily avoiding the problem is a key step in creating the space to fashion more encompassing approaches.

Creative visualization is the first step in removing yourself from the scary thoughts and consciously guiding your mind to a new space: actively imagining the desired end result (Gault, 2009; Tudor, Hafiz, 1989).

The researchers (Gault, 2009; Kurtus, 2001; Willis, 2008; Cohen, Apeh, 1980; Kojic-Sabo, Lightbrown, 1999; Oxford, Scarcella, 1994) describe many ways how to overcome the mentioned difficulties doing a presentation, but all of them agree that the following three points are relevant (Fig.2):

- good preparation and rehearsal create you self-confidence and bring success at the presentation;
- your enthusiasm involve the audience and engage everybody in it;
- and discussion with your clear answers enable you to get high evaluation from the audience and your colleagues what shows that you have achieved your purpose doing the presentation.

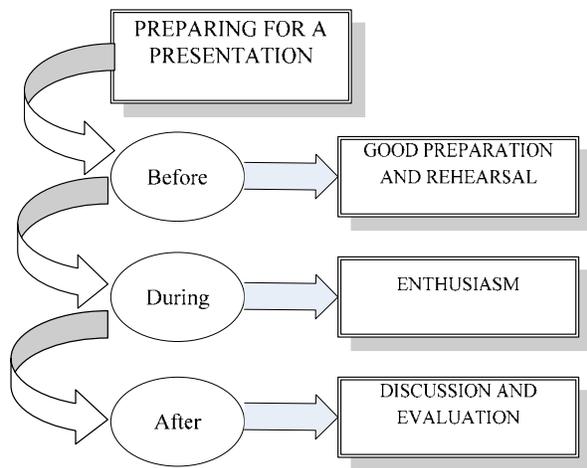


Fig. 2. Relevant points preparing for a presentation

A lot of tips and useful presentation skills can be found in different literature but usually it is agreed that every public speaker should be able to:

▪ *Focus* - Help your audience grasp your message by focusing on your message. Stories, humour, or other “sidebars” should connect to the core idea. Anything that doesn’t needs to be edited out.

▪ *Organize ideas logically* - A well-organized presentation can be absorbed with minimal mental strain. Bridging is key.

▪ *Master metaphors* - Metaphors enhance the understandability of the message in a way that direct language often can not.

▪ *Tell a story* - Everyone loves a story. Points wrapped up in a story are more memorable, too!

▪ *Start strong and close stronger* - The body of your presentation should be strong too, but your audience will remember your first and last words (if, indeed, they remember anything at all).

▪ *Incorporate humour* - Knowing when to use humour is essential. So is developing the comedic timing to deliver it with greatest effect.

▪ *Vary vocal pace, tone, and volume* - A monotone voice is like fingernails on the chalkboard.

▪ *Punctuate words with gestures* - Gestures should complement your words in harmony. Tell them how big the fish was, and show them with your arms.

▪ *Complement words with visual aids* - Visual aids should *aid* the message; they should not *be* the message.

▪ *Connect with the audience* - Eye contact is only the first step. Aim to have the audience conclude “This speaker is just like me!” The sooner, the better.

▪ *Interact with the audience* - Ask questions (and care about the answers). Solicit volunteers. Make your presentation a dialogue.

▪ *Lead a discussion* - Again, not every speaking opportunity affords time for a discussion, but know how to engage the audience productively.

▪ *Obey time constraints* - Maybe you have 2 minutes. Maybe you have 45. Either way, customize your presentation to fit the time allowed, and respect your audience by not going over time.

▪ *Craft an introduction* - Set the context and make sure the audience is ready to go, whether the introduction is for you or for someone else.

▪ *Exhibit confidence and poise* - These qualities are sometimes difficult for a speaker to attain, but easy for an audience to sense.

▪ *Handle unexpected issues smoothly* - Maybe the lights will go out. Maybe the projector is dead. Have a plan to handle every situation.

▪ *Be coherent when speaking off the cuff* - Impromptu speaking (before, after, or during a presentation) leaves a lasting impression too. Doing it well tells the audience that you are personable, and that you are an expert who knows their stuff beyond the slides and prepared speech.

▪ *Seek and utilize feedback* - Understand that no presentation or presenter (yes, even you!) is perfect. Aim for continuous improvement, and understand that the best way to improve is to solicit candid feedback from as many people as you can.

▪ *Listen critically and analyze other speakers* - Study the strengths and weakness of other speakers.

▪ *Act and speak ethically* - Since public speaking fears are so common, realize the tremendous power of influence that you hold. Use this power responsibly.

Having in mind the discussed above we can clearly say that speaking well is not about genes. Unlike basketball or the violin, no inborn talent is required. Speaking well is a skill, comprised of physical behaviors, learnable by anyone who cares enough to succeed.

evaluated and have strong fear of being failed during a presentation.

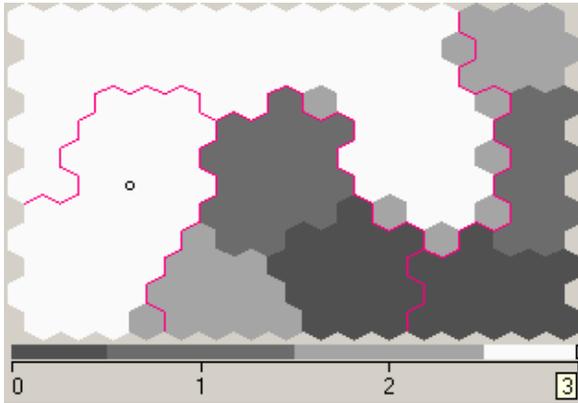


Fig.6. Projection of the answers *fear of audience* onto clusters; 0 - ■ there is not a problem, 1 - ■ a problem is not great, 2 - ■ a problem is strong, 3 - □ it is a vital problem.

Hence, the cluster No. 1 represents 50 per cent of the respondents who have no problems of speaking foreign language and are vitally afraid of audience, but have slight or strong fear of being critically evaluated and have slight or strong fear of being failed during a presentation.

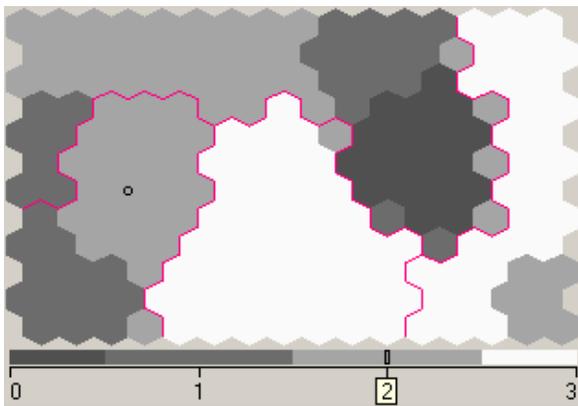


Fig.7. Projection of the answers *fear of being critically evaluated* onto clusters; 0 - ■ there is not a problem, 1 - ■ a problem is not great, 2 - ■ a problem is strong, 3 - □ it is a vital problem.

Another part of the respondents have not many similar features. For instance, six students have slight fear of speaking foreign language, are vitally afraid of the audience, strongly afraid of being critically evaluated, and have no fear of being failed during a presentation. They are denoted by the top second from the left hexagon in the fig. 4 and belong to the cluster No. 2. Five students (upmost left hexagon in fig. 4) have no fear of speaking foreign language, are vitally afraid of the audience, are strongly afraid of being critically evaluated, but have no fear of being failed during a presentation. These students are also assigned to the cluster No. 2 as

they differ from the above mentioned six students just by the absence of the fear of speaking foreign language.

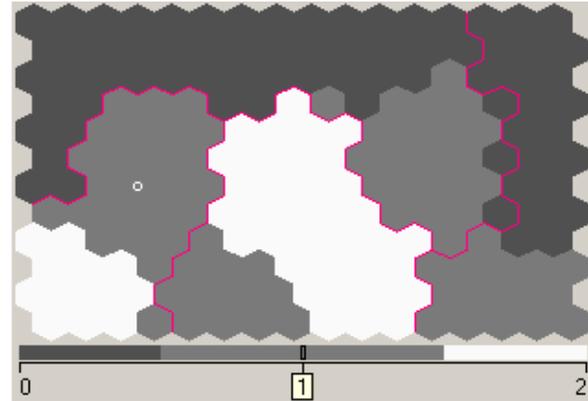


Fig.8. Projection of the answers *fear of being failed doing a presentation* onto clusters; 0 - ■ there is not a problem, 1 - ■ a problem is not great, 2 - □ a problem is strong.

The freeware Deductor Academic was used for the analysis based on Kohonen maps.

Tips how to overcome the difficulties doing a presentation.

As the survey defines the main problem of doing a presentation is the fear of audience. To overcome it the main attention should be paid at building your confidence. The presenter should know that he/she is the expert of the to Fig and he/she had been asked to give a presentation because only he/she has the information that the others want to hear and only he/she ha the knowledge that the audience is spending their valuable time to learn. This can start on the building the confidence as a presenter.

The next biggest problem at a presentation was defined as the fear to be failed doing a presentation. This problem can be overcome having a good preparation and self-control. Most of the people in the audience want a presenter to succeed. If the presenter is overly nervous and anxious, the audience will become nervous and anxious for him/her, too. The audience members will become allies of the presenter get to the presentation early and greet them as they come into the room. Or if there is a chance to network before the presentation, this opportunity will make some friends.

The next important tip is not to read during the presentation. The teachers always criticize it and get low evaluation what was pointed as a big problem in the survey too (12 per cent). But to memorize all the presentation is not good idea either. If a presenter forgets the words he/she has memorized, it can be so flustered that he/she cannot continue. On the other hand a teacher should be very sensitive giving critical remarks and evaluation in the presence of the other students or colleagues.

Good preparation is relevant overcoming mostly all fears of doing a presentation. The more prepared a

presenter is, the more confident he/she becomes. Rehearsal and practice is necessary before the presentation. It helps to write the major points and a plan, a strong opening and closing on the index cards that could be held in the hands. A presenter may never look at them, but they are there, just in case to need a prompt.

Conclusions

Public confidence is not easy. People often have a fear of presentations. It is because they are afraid of not doing well, of large audience, of being critically evaluated. In our survey one more reason was very important, i.e. fear of speaking a foreign language because the respondents were university students doing English language course.

Respondents were divided into four clusters. It appeared, that 50% of respondents have no problems speaking foreign language and are vitally afraid of audience, but have slight or strong fear of being critically

evaluated and have slight or strong fear of being failed during a presentation.

From the academic literature analysis it becomes apparent that a speaker must have two unique qualities: appropriate skills and personal confidence. The confidence derives from selecting excellent information and being comfortable with one's communication skills. Communication skills include following key principles: speaking in public is not inherently stressful; you don't have to be brilliant or perfect to succeed; all you need is two or three main points; you also need a purpose that is right for the task; the best way to succeed is not to consider yourself a public speaker; humility and humor can go a long way; when you speak in public, nothing "bad" can ever happen; you don't have to control the behavior of your audience; in general, the more you prepare, the worse you will do; your audience truly wants you to succeed.

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Dalia Susnienė, Rūta Virbickaitė, Ojaras Purvinis

ĮŽVALGOS APIE VIEŠO KALBĖJIMO PROBLEMAS IR BŪDAI KAIP JAS ĮVEIKTI

Santrauka

Straipsnyje nagrinėjamos problemos, kurias patiria studentai, darydami viešus savo kursinių darbų pristatymus anglų kalbos paskaitose. Tyrimo metu nustatyta, kad didžiausios problemos kyla dėl auditorijos baimės ir baimės sulaukti kritinių pastabų iš dėstytojų ir kritiško kitų studentų įvertinimo, dėl kurio krenta jų autoritetas draugų tarpe. Autoriai analizuoja šias problemas ir nagrinėja galimus jų sprendimo būdus.

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SOCIOLOGY AND SOCIETY: TOWARDS DIVERSITY

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Abstract

In social sciences the process of globalisation is influencing the change of methodologies of investigations, increases the sociological knowledge (and its terms) and improves the interpretation used in the analyses and research carried out in Lithuania. It is very significant to understand now how social and private sphere (Rossler B. 2005), reveal the power of people. The very significant question is - what is the influence of new challenges to family, individual and to all society.

In the paper the author analyses changing problems of Lithuanian sociology, the features of its intellectual discourse, influence of foreigner science and language. The author describes what social phenomena enrich the sociological knowledge; the approaches of sociology reveal different relations between knowledge and social life.

Keywords: sociology, the change of its problems, history of sociology, social transformation.

Introduction

For sociologists is important to focus the attention to the economic positions of classes (people's relations to the means of production), on status related factors (as life-styles, culture, ideology). In the age of globalization the movement of different identities is noticed. The concept of citizenship constitutes the link between the modern individual and the nation – state, welfare, and democracy.

National science may become mature by way of integrating knowledge of national attitudes, the character of social relations of locality and the sociological heritage of international sociology. The intensification of relations among sociologists, the representation of their research projects, mutual evaluation of their writings and the wholesome competition among theoretical orientations and the level of their works are the main conditions to confirm their community as the assumption and location of the national sociological discourse.

A future of theoretical sociology depends on development of the educational system and it ought to influence a quality of studies and scientific researches at the universities where the staff is young. The state can not finance empirical surveys because they are too expensive; empirical studies will concentrate in the private market and public opinion research centres. When Lithuania will be the member of EU, it will provide a further growth of scientific standards, exchange of ideas, participation in the international projects. Empirical sociological studies will develop in the context of euro-integration.

The **goal** of the paper is to analyse the main features of the sociological knowledge, its relation with the

language. The author want to show how the development of sociology is related with the changing quality of life of people, social transformation, social structure and with the involvement in the investigations of new problems. She used positivistic or post-modernistic approaches, M. Foucault, Z. Bauman, P.Sztompka, feministic and others theories, the materials of Lithuanian history of sociology, and s. o.

The development of sociology is related with the diagnosing the quality of life, social transformation, social structure and with the involvement in the investigations of new problems. Now modern social science has more possibilities to represent various points: sociology, f. e., can be based on patriarchal or feministic, central or marginal, macro or micro, positivistic or post-modernistic approaches. The power of contradicting theoretical positions or different methods constructs in sociology a permanent intellectual discourse. Social and human disciplines are important actors which keep under control some groups of society. New paradigms of science and the revealing of new social phenomena enrich the sociological knowledge. The approaches of sociology reveal different relations between knowledge and domination; the dominator acquires knowledge about the dominated, which reinforces its/his power (M. Foucault theory).

The growing possibility of sociology

Knowledge of materials of history of sociology allows the sociologists to think about stable features of national society, understand them and reveal socially accepted behaviour that occurs repeatedly. Those materials as memory of different periods of society development are defining features of nationhood and

national identity. The actual concepts of nation and nationality are impossible to construct without the ideas and definitions of pre-war authors as P. Leonas, S. Šalkauskis, M. Riomeris and the national language. The fostering of the particular worldviews and social ideas is the important function of the history of sociology. The works of pre-war sociologists are used for modern scientific researchers and mass media representatives as the challenges in discussions on many social problems (especially national, political, agrarian) of the post-socialistic country (Vosyliūtė A. 2004: 467-483).

The leaders of modern movements (as liberalism, catholic, social democracy) are appealing today to the works on history of sociology: they are searching for their roots and the answer to the question - what ideological and political ideas are more applicable and useful today in order to create 'good society'?

The analysis of the main features of sociological monograph and its history shows that monographic approach has its deep roots in the heritage of Lithuanian sociology. In the ethnographic description of localities made by Oskaras Kolbergas, Teodoras Narbutas, Simonas Daukantas we can see the first features of the monographic approach. The social monograph of Vitoldas Stanevičius (Vilnius University, 1923) who was the continuator of the works of Polish rural sociologist Frantisek Bujak was grounded on participant observation, the data of questionnaires, statistical material of locality. The history of place, set of relations and forms of life are the main elements of the social monograph. The social space is the construction and outcome of different processes, the result and product of social activities. In the XX c. Lithuanian sociology was developed on the foreign influence. Sociology of the soviet time in the Soviet Union was based on the subdivision into 2 parts: soviet type and bourgeois. Only some of the soviet sociologists (who were secure in ideological sense, not from national republics) had the possibility to analyze the Western sociological theories in the scientific centres (Moscow, Leningrad). Translated into Russian, the works of "bourgeois" sociologists reached sometimes Lithuanian researchers in the form of the books "Amerikanskaja sotsiologiceskaja mysl" or "Sotsiologija segodnia". It was impossible to use Western knowledge represented in this form – it provoked ideological suspicious: ordinary sociologists were obliged to do mostly empirical research. In every branch of sociology (leisure, work, family, youth) national sociologists took a leaf out of central (Russian) scientists' works (positivistic paradigm dominated). These were as authorities in the methodological and methodical formulation of the investigation for national sociologists; sometimes the leaders of sociology in centres were as mediators between Western and soviet sociology experience. Consequently, soviet sociological thought was compounded of different parts: ideas of Marxism-Leninism, some elements of Western theories and sociological thinking made up in the autonomous way. Sometimes, nobody knew the title or the beginning of some concept or theory; social attitude (the authors F. Znaniecki, W. Thomas), social values (authors E. Durkheim, T. Parsons), humanization of work (G. Friedman) and others concepts were used unreflecting

their genesis. Very popular concepts in the field of work sociology as "satisfaction with job", "motives of job", "content of job" were adapted in the usual way 'from the West to Russian, later to Lithuanian sociology' also. In Lithuanian sociology the use of Western theoretical approaches (functionalism, phenomenology) and theories gradually increased when the political atmosphere became more open and the sociologists themselves became more qualified, their interests had revealed. The sociologists made some familiarity with theories (of recreation, leisure, industrial society, consumption, social perception, personality, social conflict) of the authors from socialist countries (J.Szczepanski, E.Rendlova, S. Czajka, R.Richta, S. Widerszpil, X.Gliszczyńska) reading such periodical journals as "Studia socjologiczne" and "Sociologicky časopis" or some books in foreign languages. After 1980, such concepts as organization of bureaucracy of M. Weber appeared.

At the first period of decade the writings of sociologists were more descriptive, and now because of their better qualification they are using in the analyses such concepts as social change, postcommunist revolution, gender approach, social mobility, welfare state, Pierre Bourdieu's field of power, the theory of structuration of Anthony Giddens, postmodern theory of Zygmunt Bauman (2002) and others. As characteristic for Lithuania the concept of small nation is developed (Grigas R. 1974); urban sociology – by Z. Morkūnas (1977).

Intellectual freedom is characteristic for the young generation of sociologists that are more open to the foreign authorities. For them is specific to search more individualistic scientific goals (hardly distant from former national achievements, problems and contradictions), considering only to modern situation. The augmentation of investigation that only present some theories (which are new in country but lack factual data and own reflection) is noticeable.

Now using the case study method the ethnographers, linguists, sociologists, historians in the local socio-ethnographical monographs ("Žiobiškis" 2000, "Veliuona" 2001, "Lygumai. Stačiūnai" 2001, "Raguva" 2001, "Musninkai. Kernavė" 2002, "Endriejavas" 2010, "Baisiogala" 2010 and others, publishing house "Versmė") examine in their papers the evaluation of features of small towns, the attitudes of people to culture, about the physical environment and past, social life. The renewed interest in localities coincides with the rebirth of the national sovereignty and with the tendencies to the decentralisation of life, new distribution of social power in the postmodern period. In social praxis the written texts about villages and towns stimulate the people identification with these places, increase the rebirth of the national memory, wakes the understanding of the village or town as the place of an authenticity (of language too). Such investigation shows the old tradition of the relation among social, humanitarian sciences and geography, which existed and now is revealing in Lithuania (Vosyliūtė A. 2002: 133-157).

Sociologist is a rational individual who collects and analyses as much accurate information as possible for society, he/she helps for society to function better and

peacefully; he/she can be as expert, researcher. Sociology (as society's self-knowledge and the possibility of deeper reflection on society's features, it penetrates every aspect of life) is in post-socialistic Lithuania as a hard agent in the struggle against civilisation and cultural backwardness, as a free media in the globalisation process. The power of the vocabulary and concepts of the social sciences are becoming one of the ways we perceive, describe, and analyse the world around us.

Sociology as science (and its terms) has some significant functions and serves for the democratic state, the peoples, social organisations and individuals.

New forms of personal realization in sociology were the change of its identity. It coincided with the enhancement of personal capacities and interests of the sociologists; the power of Lithuanian sociology was distributed as knowledge of works in this field, as the teaching of sociology disciplines in universities and as personal obligations. The reformation of scientific institutions and new identities of sociologists were buttressed up by market relations and interest.

The possibility of sociologists to choose the field of research became more extensive. At the same time one could feel the internal "brain drain" which enables to change the academic work into the career of a politician or businessman.

The decline of socialist paradigm hegemony had been changed in sociology by a period being in search of new transitional theories, diverse and contested models of understanding. Now we can notice theoretical eclecticism, pluralism and competition – this is a normal situation; we think that increasing pluralism of discipline not might lead to the disintegration, it is only the problem of each other understanding. The maintenance of disciplinary coherence is related with the recognition and integration of diverse and contested models of understanding and intellectual approaches. The relations and contacts of scientific community with representatives of different branches of Western sociology, their active participation in the sociological practice ensure the growth of discipline; these contacts became a positive factor for appropriation of the new elements of methodological base which enlived the discipline. But this phenomenon we can name also as interference into national science (culture), as some "colonisation" of social sciences.

In independent Lithuania brought radical changes to the environment of social sciences thought and its paradigms. The new structures and features of society demanded the change of sociological research methodology and the rethinking of the subject-matter of the sociological investigations.

National science may become mature by integrating knowledge of national attitudes, the character of social relations of localities, and the heritage of international sociology. The individual initiatives and responsibility of sociologists are related with their demand for social practice and administrative institutions in future; society will need the expertise and scientific authority of sociologists. In the sociological works the power of people's self-reflectivity is integrated; sociologists will be useful in modern society as experts in various spheres and as social leaders, critics and magi. The prestige of

sociologists will increase and his/her writings will be regarded as a significant form of society's social and symbolic capital.

Changes in the way of life

Post-socialist Lithuania is connected with the process of democratization, national freedom, economic, social and cultural reforms and new reality. The system of public opinion is characterized by pluralism of political views, difference in attitudes to state and private property (emerged new institutions of the market economy), new concepts of everyday life styles. New social movements (those of landowners, women, businessmen, peasants) give a potential for new needs and interests. Social scientists became like "keepers" of those categories which reflected new people's activity practices, the importance of theoretical discussions on citizenship and democracy, new social mobilization in country. Such concepts as 'modernization', 'pluralism', 'risk society', 'democracy', 'national state', 'civil society', 'new identity', 'social change' were used frequently in common usage and in analyses of sociologists. In the writings of sociologists transition is rethinking as important process related with economic reforms, privatization, emergence of new institutions, restructurisation, practices and the recognition of new social actors. The concept of transition is used alongside with the categories as 'social change' and 'transformation'. The importance of a market system with dominating private ownership and civil society (which is impossible in totalitarian political system) is emphasizing in public discourse as the social ideal of society; the interests of state and civil society coincide in the definition of welfare state. Such terms as 'social initiatives', 'welfare state', 'marginals', 'global ecological problems', 'voluntary associations and movements', 'openness', reflect new features of social scientists debates and produce new research materials. In this sense the sociologists were expanding their knowledge into entirely new fields; it was their collectively attempt to refine and change the identity of this science.

After the fall of collectivist ideology and responsibility in post-socialistic Lithuania, all forms of modern individualization and new solidarity found their way in society. The establishment of many private firms in economic field, great activity of political parties and non-governmental organizations revealed the initiative of individuals who were seeking to be new actors of social life.

New historical and social context established the flux of national, cultural, religious and political identities of people; new meanings and narratives of belongings which were hiding as "dangerous" in soviet times (expatriates, believers, dissidents) accented new issues in public discourse and enriched social investigations.

Having moved away from central planning system, in 1990, [Lithuania](#) was the first to break away from the [Soviet Union](#) and become an independent capitalist economy. [Lithuania](#) soon implemented liberal reforms and became one of the fastest growing countries in the world last decade. Great changes appeared in social,

market and cultural life of society. For new phenomena were required to use new language – words, phrases. In communication Russian language was changed by English or others foreign languages.

The slow-down in post-socialist transition in Eastern European societies is described by the Polish sociologist P. Sztompka with the help of the concept of “civilizational incompetence”, comprising deficiencies in: 1) entrepreneurial culture, 2) civil or political culture, 3) culture of discourse, 4) everyday culture, indispensable for daily existence in advanced, urbanized, technologically saturated and consumer oriented society Sztompka P. Some of the components of everyday culture include: personal neatness and cleanness, punctuality, body care, fitness, healthy eating, skills in handling household appliances and the like. Decades of socialism not only hindered the formation of civilization competence, but in many ways helped to shape quite an opposite cultural syndrome - civilization incompetence (Sztompka P. 1993: 89).

The quality of life is facilitated by a number of factors: economic development, social relations, security, environment quality level, and others. The public space and real estate (private living space and its environment) are important factors influencing the living standards and economic, social and demographic processes, which guarantee the protection of human rights. During 1992-2002 y. the market of commercial realty was very active: the infrastructure of commercial centres, bureaus, multifunctional buildings was increasing. It was related with the rapid development of the entrepreneurs stratum and their demands. The result – big improvement of the work and business conditions in the country. For the second link (2002 – 2005) typical characteristic is the growing of housing, especially in big cities. In relation with this phenomenon the market of realty of private housing was expanded (Gailienė B. 2007). In some cities as Vilnius, many new modern buildings for firms, banks, administration in this time were built. Emerged many private houses in new regions of cities (mostly for new elite – politicians, lawyers, businessmen). First time in Lithuania (Vilnius) appeared the skyscrapers that ensured modern view for cities. The loans in commercial banks for building the private houses or flats became high, but the people (mostly middle class) could obtain it very easy. The banks and their clients hoped, that economic and social development of country will be better in future, the salary will increase. But crisis changed the situation, and now in the country there are many people who can't pay their credit for commercial banks. They are suffering material and psychological pain.

Rebound in Lithuania's economy in the third quarter of 2009 was the fastest in the EU http://en.wikipedia.org/wiki/Economy_of_Lithuania - cite_note-europal-8#cite_note-europal-8. In the last quarter of 2009 Lithuanian economy rose moderately by 0.1% (Statistics Lithuania 2009); unemployment from 14.6% in 2008 is now 17.6, during 2000-2010 y. about 0, 6 ml people migrated to abroad. http://en.wikipedia.org/wiki/Economy_of_Lithuania - cite_note-1#cite_note-1

National science may become mature by way of integrating knowledge of national attitudes, the character

of social relations of locality and the sociological heritage of international sociology. The intensification of relations among sociologists, the representation of their research projects, mutual evaluation of their writings and the wholesome competition among theoretical orientations and the level of their works are the main conditions to confirm their community as the assumption and location of the national sociological discourse.

A future of theoretical sociology depends on development of the educational system and it ought to influence a quality of studies and scientific researches at the universities where the staff is young. The state can not finance empirical surveys because they are too expensive; empirical studies will concentrate in the private market and public opinion research centres. Being of Lithuania the member of EU, can provide a further growth of scientific standards, exchange of ideas, participation in the international projects. Empirical sociological studies will develop in the context of euro-integration.

In contemporary Lithuania we can see the growing liberation of women; at the same time manifest a lot of conservative stereotypes, concerning the role and position of women. The process of formation of new women roles, styles of life, changing consumer needs and interests is going. The individualisation and new forms of solidarity of women, their seeking to be represented in different power fields as significant moments are noted. Theoretically many sorts of activity bring equality, but women face more obstacles: f. e., business is still considered to be men's job (R. Aidis). The governmental and non-governmental organisations could facilitate the solution of the problem by emphasizing women's role in business and by familiarizing the public with their contribution, with the creation of favourable image of businesswomen.

As noted I. Trinkuniene and J. Trinkunas (Trinkuniene I. and Trinkunas J. 1999), main sources of patriarchal mentality influencing the behaviour and mentality of today's man and women are: 1) Christianity, rich in patriarchal theology and practice, 2) ethnocultural heritage as containing 'soft' patriarchal, 3) tendencies coming from the soviet time - the East European patriarchal extended into the soviet reality: ruling structure, family behaviour and work division was extremely patriarchal. We can notice violence against women in our time too (Violence 1999).

The experience of consumption of space is of people is identified with new places in the native country, with the travels to the foreign, mostly Western countries where they are making an acquaintance with cultural heritage, symbols and signs, or are searching for authenticity in an increasingly meaningless world. The travel is a pleasure, a compensation for everyday efforts; the leisure and vacation are associated with some kind of communication among the members of family, relatives, friends, natural environment and culture. The issue of people wandering and physical mobility is very significant in the determination of their independency and autonomy. About understanding and different behaviour of women and men in space wrote sociologist G. Simmel. The more extensive mobility f. e., of women began in Lithuania only in XX century with urbanisation

process and is increasing now. For post-soviet women it is the sign of political independency because earlier they were travelling only in the Soviet Union or socialist countries. The significant goal of that travels was not only cultural but the shopping for family some consumer goods.

The Lithuanian sociologists represent in their writings the problems related to the different issues of the society's social structure and the life of the poor. F. e., the authors of the sociological monograph "The poor: the mode of living and values" (Vosyliūtė A., Kasparavičienė V., Maniukaitė G., Kocai E. (2004) reveal the features of vagabond subculture, the situation of the beggars and poor in the traditional Lithuanian culture and in modern social structure, their relations with more successful strata of society. In the research some scientific approaches are outlined: interpretation, phenomenological, existential, the concept of subjectivity.

In the sociological monograph some features of poor social status, their life conditions (food, shelter), their identification with different places are investigated. The space is always socially reconstructed; as D. Massey noted (Massey D. 1993), places have multiple identities. The poor people are connected with places physically or in memory and imagination. Places are constructed out of a particular constellation of relations articulated together at a particular locus, particular interactions and mutual articulations of social relations, social processes, experiences and understandings. Many of poor people are homeless; the home as a site of everyday, 'magical' and tactile resource for the making of identity for them is not existing. Their small communities use to construct some social networks, which help to cope with their troublesome social practices. The consumption of poor is very bad; they speak of being hungry, weak, sick, exhausted, in pain or mentally distressed. Many women life stories are related with consumption events, especially with the consumption of alcohol of their husbands and sons. Mental health problems – stress, anxiety, depression, lack of self-esteem - are among the more commonly identified effects of poverty and ill-being by poor. Because they are as „others“, they are feeling distinct from the normal society; their self-definition is grounded on their conduct, individual experience as *bomža*, unlucky, miserable, victim, unfortunate. Sometimes they are associated with aggressiveness and violence. From the other side, in the mode of life of marginal people our society can see their endeavour to be free, the will to live self-sustaining. Marginal peoples keep themselves at some distance from society; most of them are in conflict with society and their family members, they are using some specific language. After the social and economic changes of post-socialistic society they are in social exclusion, unable to adapt to new social situation. In the book their social world and individual self-images are submitted for consideration; they are missing material resources for subsistence, are unemployed and homeless. In the consciousness of marginal people such feeling as learned helplessness is seated; their communication is not intensive, their life is similar to isolation. They are living on charity, which (f. e. poorhouses) is the characteristic

tradition in the country since the year dot. The poor are as collectors of food and things from the rubbish heap and dustbins in the town. So the marginals are participating in the creation for the market of the second-hand things and clothing. The process of marginalization experienced by the poor is connected mostly with negative self-evaluation and negative feelings, with meanings of anxiety, shame before the other members of community. As the research shows it is actual to involve the poor to different social activities, to social contacts. The possession of more social capital (measured by social participation, interpersonal trust, close personal ties and happiness) can make their life more successful.

The study of the sociologists of the Institute for Social Research "The inmates of prisons: expectations of society" (Kalėjimo įnamių 2006) presents an analysis of the discipline society, focusing attention on prisoners. The authors describe the features of disciplinary society; the meanings of security/danger as significant ones are currently becoming involved in the social consciousness, and in the system of cultural signs. The idea of the state and society security was important since the old times; it is reflected in the works of the philosophic and political thought. The basic purpose of national security is to ensure the survival of the nation and its development. Growing pluralism in post-socialist Lithuania is connected with the process of democratization, national freedom, economic, social and cultural reforms and new reality. But internal threats to national security can arise because of poverty, social diseases, undevelopment. In modern Lithuania as in the risk society there are revealing some forces as the threats for country (floods, migration, acts of terrorism, social maladies). As the most dangerous the Lithuanians recognized delinquency, drug consumption, and alcoholism.

Delinquency and imprisonment constitute the significant danger for society's security. Security is a matter of real or perceived threats and the ability to take action to counter or overcome them. Critical security as a concept is closely linked to particular understandings of other key social concepts, such as justice, order, and community. The book analyses some aspects of the prisoners' subculture – the meanings of their feelings, conditions, and communication in the disciplinary society. In the book as the forms of disciplinary (control) society are different forms of camps (Gulag, concentration and death, refugee camps, prisons) as the places of exclusion discussed.

As Hobbes (1651 y.) yet noted, the imprisonment is when a man is deprived of liberty by public authorities. A prison is the place where discipline, surveillance and control are dominating. Because mobility today is becoming a determining factor of social change and social stratification, the prisoners as sedentary (in the geographical and social sense) people have little opportunities to develop their personalities. As Z. Bauman and others researchers (M. Foucault) noted, prison in modern society have failed to achieve the goals of reforming and reintegrating offenders. On contrarily, the young confinements became more consummate in destructive work against society because they are integrated in the delinquency subculture. Therefore in many cases prison (as the indispensable pillar of

contemporary social order, as the traditional institutional form for punishment) is not so effective as community custody. In the book the narratives of prisoners are presented: by means of language their thoughts and feelings, features of their daily life and communicational behaviour are unclosed. The authors speak for the community custody as a new way to control and punish offenders (without incarceration).

Conclusions

Sociology as science (and its terms) has some significant functions and serves for the democratic state, the peoples, social organisations and individuals.

For sociologists is important to focus the attention to the economic positions of classes (people's relations to the means of production), on status related factors (as life-styles, culture, ideology). In the age of globalization the movement of different identities is noticed. The concept of citizenship constitutes the link between the

modern individual and the nation – state, welfare, and democracy.

Growing pluralism in post-socialist Lithuania is connected with the process of democratization, national freedom, economic, social and cultural reforms and new reality. The earlier social structures, old patterns of behaviour have been destroyed, the new modes of life are being discussed in the society.

The development of sociology is related with the diagnosing the quality of life, social transformation, social structure and with the involvement in the investigations of new problems. Now modern social science has more possibilities to represent various points.

In contemporary Lithuania we can see some progressive phenomena - the growing consumption, liberation of women, aspiration of civilisation competence and material achievements.

The features of vagabond subculture and inmates of prisons are highlighted too.

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Anelė Vosyliūtė

SOCIOLOGIJA IR VISUOMENĖ: LINK ĮVAIROVĖS

Santrauka

Straipsnyje analizuojami sociologijos mokslo pokyčiai, šių studijų ypatumai globalizacijos ir demokratijos laikotarpiu. Nagrinėjama kaip nuo prieškarinio ir sovietinių laikų kito šio mokslo problematika, apglėbianti vis įvairesnes visuomenės gyvenimo būdo šakas, įtraukianti vis daugiau teorijų, metodų, kitų šalių patyrimo, kalbų.

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DISABLED PEOPLE: THE PROBLEMS OF IDENTITY

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Abstract

In the paper some aspects of the way of life of infirm (disabled) people, their situation, state, meanings, relations with others, body problems are analysed. The author pays attention to the society health service, social medicine, the state of the past and modern patients; the phenomenological approach, the life history method are used. In the paper is stressed that now, in the new type of risk society conditions, disability is widely spread. The mode of life and social environment of the modern disabled people are determined by the situation of democratic civic society and more human as in old time principles of society.

Keywords: disability, positive changes in the situation of disabled, struggle for rights, identity problems, body of disabled.

Introduction

The process of globalisation and democratisation in the era of modernity (Giddens A. 2000) has rapidly appeared over the last few years in many social and economic fields (Tomlinson J. 1999). It influences the people activity, social movements, encourages new human and social relationships, the cultural and values systems (Bauman Z. 2002).

The problem of identity has been brought in recent years into the focus of social scientific and public debate. For the people of postsocialist country the very actual question is to have a new identity which is related with modern western values. Sometimes it is not clear for them exactly what to do to get it. For the Lithuanian people to have an identity it means to answer the questions 'who am I' or 'where to I belong'. According to P. Bourdieu (Bourdieu P. 1992) lifestyle is an expression of class position; the styles of consumption are the means of exhibiting 'cultural capital'; social distinction is marked by tastes which are formed as part of class habitus.

Now in free and liberal Lithuania the tendencies of people to individualization (against formal collectivism) are increasing which are helping to develop their personal human capacities; later it will be used by creation of collective structures. In society we can see the destruction of some previous organizations and development of others, news, more adequate to the modern time and European standards-based.

New historical and social context established the flux of national, cultural, religious and political identities of people; new meanings and narratives of belongings which were hiding as "dangerous" in soviet times (expatriates, believers, marginals, disabled, dissidents) accented new issues in public discourse and enriched social investigations. The possibility of sociologists to choose the field of research became more extensive.

In Lithuania now are growing the number of different subcultures (and social worlds of people - officials, politicians, youth, disabled unemployments, women, artists, marginals, cities or villages inhabitants). Some of them are expressing their interests and features of life style in public and private life, in mass media and language.

The demand to investigate the disabled and their movements is related with increasing number of such inhabitants in all social and demographic groups of society, the problems of their adaptation. As our research (about of 100 physically disabled) shows, their situation is determined by their material state (income, medical care, service, lodging) and also by family state, contacts, cultural interests (Negalės žmonės 2009). The language of disabled people help for the society to understand their situation, feelings and meanings. Each form of disability creates specific linguistic tools, which reflects individual or group expressions; it is the supplement of the native language. Available for disabled people are the medical terms related with the definitions of the body parts, the expression of their suffering.

The **goal** of this article is to analyze some aspects of the way of life of disabled people, their state, self estimation, the relations with others, opinion about their body. The mode of life and social environment of the modern disabled people are determined by the situation of democratic civic society and more human as in old time principles of society. It is fundamental to disabled people's lives that disability is recognised as an equality issue.

In the paper the phenomenological approach, the life history method, the conceptions of [C.E.A. Winslow](#), Z. Bauman, A. Giddens, Rossler B. and others sociologists are used. Analysing disability problems the influence of western sociology is important (Beresford P., Coft S. 1993; Brems E. 2001; Russell F. 2004). Native disability's sociology is developing too (Ruškus

J., Mažeikis G. 2007; Ruškus J. 2004; Vosyliute A., Maniukaite G., Kasparaviciene V., Kocai E. (2009).

Public health and its reforms, state of health, wellness of people, health services are now exciter of different social groups, medics and the activists of social life. Such discourses are penetrating into context of information society, it became talking points. Public health is the science and art of preventing disease, prolonging life and promoting health through the organized efforts and informed choices of society, organizations, public and private, communities and individuals (C.E.A. Winslow 1920: 23). The goal of public health is to improve lives through the prevention and treatment of disease. The United Nations' World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Disability in old time

Looking to the history of mankind we can find many facts, estimations of bodies (their activity, beauty or ugliness, wellness or disability). During the centuries different cultures constructed social models concerning change of bodies by influence of different factors.

Using such concepts as "risk", "place", "trauma", we can research the disasters in the space of Lithuania since olden times (as plague, wars, fires) and their influence for disability formation. The possibility to survive was very different; it depended on political situation, material conditions. In the city many cases of starvation without food or because of others factors were frequent, particularly among the poor. We can suppose that in medieval age, f. e., there were very little number of undamaged people.

The material of Vilnius history shows (Terleckas V. 2009) that since the 14 c. the streets were the places of traumatic events (of wars, demonstration of poverty and diseases, fires). This century was the time of crusaders' attacks; the 17 c. is significant by the destruction of town because of wars. The scientists researched the situation of soldiers' bodies in the WW II, their sufferings from physical trauma, injury. Vilnius was some type of risk society and disability was very spreaded. During the wars or such disasters as plagues, the people were suffering from physical trauma, injury.

Appealing to historical materials, some phenomenological conclusions we can make (about the conduct of people and their identities change with surrounding space). The city was a target for a range of different struggles, as S. Graham noted „cities, warfare, and organized political violence have always been mutual constructions“ (Cities, War, and Terrorism 2004: 1). Because the rehabilitation field for the disabled was not developed, many of them very suffered and perished. But in military history and in the texts of war sociology the pains of disabled bodies are described not enough.

As the materials of history show, 1655 y. was very tragical: the Russian army attacked Vilnius, its behavior was very cruel and brutal with peaceful inhabitants, many of them were killed and wounded (Terleckas V. 2009).

Because war is a violent conflict between states, as an instinct of pugnacity, where violent emotions are not sublimated by work or other activity. Many soldiers during the wars were injured and became disabled. And so, military power are often the reason of disability. Deprivation, aggression, devastation, fear, annihilation of buildings were the events existing together with disability or death. Trauma is defined as any body wound or shock produced by sudden physical injury, as from accident, injury, or impact.

Many images of battles, disabled men (soldiers) are filling the memory, art works (painting of E. Schields).

The research on disabled groups

Post-socialist Lithuania is connected with the process of democratization, national freedom, economic, social and cultural reforms and new reality. The system of public opinion is characterized by pluralism of political views, difference in attitudes to state and private property (emerged new institutions of the market economy), new concepts of everyday life styles. New social movements (those of landowners, women, businessmen, and peasants) give a potential for new needs and interests.

Only in post-soviet democratic time (since 1990) the silence about disabled or marginal people had disappeared, only now it is possible to search these problems and to speak about this phenomenon. All such 'negative' things were hidden from the native society and particular from the foreign one ("socialism must be as 'an ideal', perfect way of life"). Only in democratic civic Lithuania marginal people as an object were distinguished from others; their psychosocial problems were formulated and became noticeable to our society and social (governmental or not) institutions. Disability theme was presented as the necessity for the integration of disabled people, became the object (as narratives) of video, mass media. Society began to recognize different types of the infirm, disabled people and their social problems. In their life stories such meanings as personal features, material, familial and sexual life, living conditions, relations with friends and relatives, education and work possibilities were stressed. The result – the infirm, disabled people became more courageous, they joined into more intensive relations with society and different social groups. Provocative discourse in mass media, work and education system, particular network, social sciences terms for disabled people were constructed or adapted. The main theme was the conditions of integration of disabled people to the society and social groups. The development of a democratic and informational society in the country, its integration to the EU influenced political, economic, cultural, educational changes. The Constitution of Lithuania filled up with new law norms; it was the ground for conditions to formulate, develop and defend the rights for the people of different social movements, such groups as national minorities, women and the disabled too. The goal of the Law of integration of disabled people (2004 05 11 Nr. IX-2228, Vilnius) is to ensure their freedom, equality and possibility to participate in different activity, to have equal rights, to receive the same services as other people

(Convention on the Rights 2006). In different level such principals as knowledge and recognition of variety are emphasized (<http://www.equality-ne.co.uk/workingforchange/?section=home>).

The prevention of discrimination and possibility to participate in different social activity are very important for disabled people and all society (<http://coropinions.cor.europa.eu> 2002; European Parliament resolution 2007).

After the collapse of the former Soviet Union at 1st part of 90ties UN and different Western organizations were interested, financially and intellectually supported many projects on disabled groups (Naujų žinių ir aktyvaus neigaliųjų bei jų šeimų socialinio dalyvavimo strategijų ir metodų kūrimas 2003-2007; Barnes C., Oliver M. & Barton L. 2002);).

The mode of life and social environment of the modern disabled people are determined by the situation of democratic civic society and more human as in old time principles of society. The demand to investigate the disabled and their movements is related with increasing number of such inhabitants in all social and demographic groups of society.

According to the opinion of the disabled, they need more means for living and especially need social dwelling. Mostly of them want to be economically and personally independent. The material of the research shows that disability in many cases is a result of illness or accident. Some brief histories of disabled people. Respondent Kestas, 51 y. man, secondary school education, depressive, want to have more means (pension), social flat, computer and travel. He is disappointed in his friends, because they don't attend to him. Birute, 39 y., secondary school education, visits the course for new speciality (she thinks that disabled people of higher education can organize different courses for other disabled). She lives with her parents as the middle class agent, reacts to the prying eyes to her body with humour or indifference.

Sociologists are stressing that now, in the new type of risk society conditions, disability is widely spread. The mode of life and social environment of the modern disabled people are determined by the situation of democratic civic society and more human as in old time principles of society. The demand to investigate the disabled and their movements is related with increasing number of such inhabitants in all social and demographic groups of society.

As our research (about of 100 physically disabled) shows, their situation is determined by their material state (income, medical care, service, lodging) and also by family state, contacts, cultural interests. Mostly of them have the possibilities for modest material life, but some want to have separate social room; it is related with their desire to be independent (they stressed it often). Their material, social wellbeing is connected with the wish to have the job and to be skilled in profession; some of them are integrated into different projects. Such equipments as computers or bogie are needed. Mostly of them are feeling psychologically autonomous, not as victims or depressive. Disease is associated with a loss of social status and a crisis of identity. It meant that „individuals had to cope with an assault on their social

position, as well as with the pain, disorientation and declining capacities associated with a loss of relative health“ (Aries P. (1981).

One of the important problems in evaluation of the disabled is their appearance: what aesthetics conception we can use looking at those people.

The cultural and technological changes, the norms of civilization have made the human body the significant topic of public opinion. The process of aestheticization of life, the growth of mass sport and leisure have identified personal worth with the beauty of the body. Now we can see in Lithuanian TV, press and in magazines especially much erotica; we can speak about new image of sexually engaged women and men (and sexually aggressive who wish to be beautiful and rich). As noted M. Foucault (Foucault M. 1999), the body has become in modern societies the target of endless, minute and detailed forms of surveillance, discipline and control. According to P. Nikoli attitude of beauty, objective basis of beauty is related with the individuality of aesthetics experience: beautiful are the things that correspond to the nature of the object and estimator together. Fascination is the category which adds the category of beauty: if the beauty is that, what is regular, glamorous – what is enjoying without rules (A. Felibjen). Some of our respondents feel that their body is not attractive and they are excited. Inquisitive glances accompany often disabled bodies at the street or in other places. In the postmodern time many ideal body's identities hover in the society; they are influencing the mind of disabled women and men; they are improving their bodies with the help of exercises. In the country many sport club for the disabled are established.

The attitudes to the body are different: some of them are satisfied with its image, some want to improve the body. Our respondent Mantė, 38 y. women, obtains disability pension, needs social flat, has husband and children, friends; for her, the picture of her body is very important: she is improving it by sport activity. Another disabled man – Ignas, lives alone (his material situation is bad, by profession he is electrician, but has no job), it is not of importance for him that his body is not attractive, he is doing exercises.

As Z. Bauman (Bauman Z. 2002) noted, mobility is taking the value which is very desirable today; the freedom to move is the main factor in the modernity or post-modernity; it has the power of lamination. The movement gives the possibility to choose the place, to change something for the person himself, to share innovations, knowledge, things, and new ideas with others. Social isolation means the being of disabled in the lower class; they are strong caring to the surroundings (it reduces recognition, the experience of material and human, emotional world). Our respondent, disabled women Vida, 44 y., high education, three years is lying in bed. She speaks about her illness: „I'm disabled, because of my legs (can't walk and have diabetes, the ulcers on the legs). I needed courage to withstand nosily sometimes with compassion look, I was afraid all my life out of pity for my disability. I need now helper for me, because I can't reach some things or sites. For my children it is a hard burden“. But being in the bed, Vida is active in the family life: she orients the family life, the

husband and the learning of children. She helps for the family members to enter into relations with institutions, relatives, and friends. The helpers of disabled people in Lithuania are mostly women from the same family, because such is tradition; the nursing is their duty.

Conclusions

The paper is devoted to the way of life of disabled people in modern society, to the relation between disability and their independent life.

Estimating the current state of social policy concerning people with disability, marking the dynamics of positive changes, the author recognizes that people with disability depend on their efforts, family, social services that require the best financing.

For successful integration of people with disability it is necessary to transform the attitude of society to the discussed problems.

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Anelė Vosyliūtė

NEĮGALIEJI: IDENTIŠKUMO PROBLEMOS

Santrauka

Straipsnyje yra tyrinėjami kai kurie neįgaliųjų gyvenimo būdo aspektai, jų materialinė padėtis, jausena, požiūriai. Autorė atkreipia dėmesį socialinės sveikatos problemas, neįgaliųjų padėtį, gyvenimą, kūno bėdas, paslaugų jiems poreikius. Straipsnyje pabrėžiamas būtinumas gerinti jų būklę.

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**NATION AND LANGUAGE: MODERN ASPECTS OF SOCIO-LINGUISTIC DEVELOPMENT
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