

IMPROVING THE COMMUNICATIVE COMPETENCE IN ENGLISH FOR SPECIFIC PURPOSES OF STUDENTS OF ECONOMICS

Albena Stefanova¹
e-mail: albena.stefanova@unwe.bg

Abstract

Academic courses in English for specific purposes (ESP) are aimed at preparing students for successful functioning in a professional environment. Using the synergy between good traditional practices and the introduction of novel teaching techniques in the form of a new pedagogic model is one way of achieving greater course effectiveness and improved communicative competence in ESP of students of economics. Research is presented on the model revealing its benefits for optimised student performance.

Key words: ESP, communicative competence, English for students of economics

JEL: Z13

Introduction

Acquiring the specific knowledge and skills of a foreign language is an integral part of the higher education of students of economics because it provides for competitiveness and professional success in the contemporary world of globalisation and modern technologies. Being the lingua franca of today's world, English for specific purposes (ESP) is the preferred language course at most universities. The communicative competence in ESP of the students of economics is developed and improved based on the use of a textbook or a coursepack and additional authentic materials selected by the lecturer and aimed at covering the major topics and ensuring acquisition of language and subject matter. The tasks and activities involved include the work with specialised texts and offer case studies, role plays, simulations, etc. However, due to the specifics of the courses in ESP, it is difficult to rely on one textbook or coursepack only. Another must is the need to take into account the characteristics of contemporary generations. These generations grow up with modern technologies and the Internet and have a mindset that differs from that of previous generations. Thus, conventional approaches and tasks cannot lead to the expected course effectiveness. Therefore,

¹ Senior lecturer, PhD, Department of Foreign Languages and Applied Linguistics, Faculty of International Economics and Politics, UNWE, ORCID: <https://orcid.org/0000-0002-9757-3221>

if a course adapted to the new learner needs and socio-economic requirements is offered, it can lead to improved student performance and higher quality of academic education. This is the rationale behind the author's research focused on the optimised acquisition of ESP at academic level and presented in the current article.

Communicative competence in ESP

In the Bulgarian dictionary of philosophy, language is defined as “a sign system with a cognitive and communicative function which has its own internal organisation, and is a social phenomenon with a key role in the formation of consciousness“ (Dictionary of Philosophy 1968, pp. 158-159). Hence the main aims and objectives of the methodology of foreign language teaching related to language acquisition and functional use. This functional use or functional communicative competence is actually the use of a language in speech to achieve particular communicative intentions in a particular context. The concept of communicative competence has its roots in Chomsky's theory about the nature of language and the mechanisms of speech and his idea of linguistic competence, in particular (Chomsky, 1980). It was first introduced by Hymes in the 1970s as a reaction to Chomsky's distinction between linguistic competence and performance. Hymes thinks that this competence is not innate but formed in the individual's interaction with the social environment (Hymes, 1972, pp. 277-284). According to him, it includes four parametres: appropriateness in terms of social context, possibility in terms of grammatical accuracy, feasibility in terms of available means, attestedness or the actual occurrence of something.

Hymes's concept of communicative competence was developed and enriched by a number of scholars with relation to second language acquisition with the most significant contributions of Habermas, Van Ek, Cummins, Canale and Swain, Bachman and Palmer. The model of communicative competence proposed by Canale and Swain (Canale and Swain, 1980) became widely popular. It consisted of three components: grammatical, socio-linguistic and strategic competences. The skill of language use was not included in the model for it is difficult to interpret. However, later on, in 1983, Canale added to the model a fourth component - discourse competence, which made the model complete. In 1985, this model was improved by Van Ek by adding socio-cultural competence and social competence and thus including six components: linguistic, sociolinguistic, discourse, socio-cultural, social and strategic competence (Van Ek, 1985, pp. 374-380). Van Ek's model was widely accepted and was laid down in the Common European Framework of Reference for Languages in the description of language levels (CEFR). It emphasised the importance of the ability for adequate and appropriate speech behaviour in terms of communication context, i.e. functional competence.

The definition of communicative competence suggested by Trim, North and Coste in CEFR in 2006 (Trim et al., 2006) included not only the detailed description of each competence, but also suggested common criteria for linguistic competence with the knowledge and skills required for each level of proficiency within EU's strategy for a knowledge-based economy. The latest version of CEFR, CEFR: Learning, Teaching, Assessment. Companion Volume with New Descriptors (2018) incorporated the specific knowledge and skills that the acquisition of a foreign language for specific purposes involves. It also underlined the importance of translation by introducing descriptors related to mediation.

Communicative competence in ESP is developed following the requirements for the courses in English for Specific Purposes formulated by Carter (1983) and in accordance with the generally accepted definition of ESP proposed by Strevens (1988) and improved by Dudley-Evans and St. John (1998). Strevens suggested a definition of ESP involving absolute and variable characteristics. The former included the nature of ESP related to the satisfaction of specific learner needs, to specific subject matter in terms of professions and activities, to the focus on the language needed for these activities and in comparison with General English. The latter included the fact that ESP may, but not necessarily, be restricted to the acquisition of language skills and be taught in accordance with a predetermined methodology (Strevens, 1988, p. 7). Dudley-Evans and St. John revised this definition by suggesting the following absolute and variable characteristics:

- absolute: ESP aims at satisfying the specific needs of the learner; ESP uses the methodology of the discipline it serves; ESP focuses on the language, skills, genres and discourse, typical of the given discipline;
- variable: ESP may be related to specific disciplines; in a specific learning context ESP may use a methodology that differs from that used in General English; ESP is usually tailored for adults from the tertiary sector or from a particular professional area, but it is possible to use it to educate high school students; ESP is generally taught to intermediate or advanced learners; most ESP courses are designed based on the assumption that learners have the basic knowledge of a language and its system, but it is possible to use them with beginners (Dudley-Evans and St. John, 199, pp. 4-5).

In addition to the specific features of ESP, we can consider the characteristics of ESP courses for this will allow to focus on and to analyse the ESP courses for students of economics. According to Carter (1983), ESP courses must use authentic materials, have a specific purpose and provide for self-direction. If we examine the ESP courses offered at the University of National and World Economy, we will find out that they meet all criteria Carter formulated and have the absolute and variable characteristics described by Dudley-Evans and St. John. However, authentic materials deserve special attention for they are essential for the success

of a language course, especially an ESP one. The issue of authentic materials can be approached from many angles – the textbooks or coursepacks, the articles for translation, discussion and summarising, the recordings to listen to and discuss, etc. Authentic materials are needed for all activities – reading, writing, listening and speaking. In the area of ESP we can call them specialised texts for in order to be as useful as possible, they are strongly related to a specific area, in our case – economics and socio-political life. Their significance consists in the provision of specialised terminology, lexico-grammatical models typical of the particular context, discourse specifics, register and genre variety, all contributing to the development and improvement of specialised, ESP, communicative competence. In terms of content, we can distinguish three types of specialised texts related to ESP courses: scientific, scientific-didactic and scientific-popular or informative (Dobreva, Savova, 2004, pp. 121-122). An example of a scientific text is the research done on a particular issue. Scientific-didactic texts are the texts used in textbooks such as those on the basics of a science. Scientific-popular or informative texts are the articles published in magazines or newspapers.

Introducing novel teaching techniques to enhance student performance

The development of the contemporary world, the characteristic features of the new generations and the need to offer effective ESP courses have led to the suggestion of a new pedagogic model incorporating good traditional practices and novel techniques. This model is aimed at enhancing student performance by developing and improving student communicative competence in ESP through the use of varied authentic specialised texts, modern technologies and more interactive tasks. It includes activities and tasks that lead to the integrated and balanced acquisition of the four basic skills – reading, listening, writing and speaking along with the acquisition of knowledge and skills related to specialised translation and intercultural communication. The usual succession of tasks and activities includes lead-in discussions on the topic of the unit, reading exercises, a speaking section aimed at elaborating on the topic, listening comprehension exercises, a speaking section involving role plays, simulations or case studies, lexico-grammatical exercises, specialised translation from the target language intended to boost learner ESP vocabulary in terms of terminology and collocations, topic-related writing tasks, a section focused on an aspect of intercultural communication (Stefanova, 2019, pp. 144-148).

Towards the middle of the ESP course, students begin to summarise specialised texts from the target language and later on from their mother tongue into the target language. In the beginning, they are given two specialised texts, one in English and one in Bulgarian. The novelty here is in the two tasks assigned for each text and the way they are used to hone skills for summarising: first, the

students have to underline the specialised terms (words and phrases) and second, they have to put in brackets the most important information in each text. Then, based on the second task, students are expected to summarise the two texts in English without knowing the basic requirements for writing summaries. The aim of these exercises is to establish learners' language entry level as well as to draw students' attention to the aim of these activities and their expected benefits for student communicative competence. Then, students are familiarised with the basics of preparing oral and written summaries and summarising becomes an important part of the ESP classes. This way, learners are motivated to accomplish a task by realising its contribution to their overall performance as well as to see the usefulness of these skills and the multifaceted nature of summarising, including specialised translation skills, knowledge of specialised terminology, strategies for coping with communication problems, etc.

The next novel teaching technique involves the preparation for the presentation of case studies through the work with specialised texts. Students are divided into groups or work in pairs depending on the case and use authentic texts to present the various viewpoints related to the case. The lecturer provides the texts in the beginning and then only gives guidelines regarding the specialised texts to be used for the task as well as for their selection. For instance, if the topic is Brexit, students are divided into three groups with the first group presenting the political and socio-economic (politicians and experts in economics and political studies) arguments for, the second one presenting the political and socio-economic arguments against and the third group presenting public opinion. This activity could turn into a discussion with the students suggesting a solution or giving their viewpoints on the issue. Thus, along with the acquisition of specialised vocabulary and grammatical structures they become aware of specialised stylistic registers and develop skills for discourse analysis. Furthermore, they acquire the knowledge and skills for work with specialised databases and processing work-related information.

The third novel technique consists in the summarising of texts from and into the target language with the text selection being done by the learner. This activity is a kind of an individual project encouraging self-direction and contributing to enhanced student engagement and peer competition. Having acquired the specialised vocabulary and the communicative competence in ESP, students have to select two authentic specialised texts. The lecturer checks if the texts meet the requirements for volume, source, degree of specialisation, genre and stylistic features. After the approval of the texts, each student prepares written and oral summaries of the texts in the target language. The oral summaries are made in front of the group. The student is also expected to prepare a glossary of the terms from their articles. The summaries are followed by the lecturer's feedback as well as

by the peer feedback from the group with an analysis of the strengths and weaknesses of the student's performance and, finally, by the student's personal opinion on the issue and a group discussion. Thus by involving all skills – reading, listening, writing and speaking, the project facilitates the honing of the communicative competence in ESP of the students of economics. Similarly to the functioning of a professional at work, students perform tasks that have impact on them as well as on the team, the student group in this case, and, ideally, contribute to the improved overall performance of the group.

These novel teaching techniques involve all or more of the activities (reading, listening, writing and speaking) and are done individually, in small groups or by all students as a group which makes them interactive and provokes student interest and creativity along with peer competition. Peer competition is one more benefit leading to the optimisation of student results for it prepares learners for the competition in their future professional environment. Thus, course effectiveness is enhanced and learner motivation increased.

The assessment of student performance during the two-year ESP course is multicomponent because it includes all components of communicative competence in English for specific purposes. In accordance with university regulation, it is based on ongoing assessment. This means that all student results are taken into consideration: tests, classwork, homework, doing oral and written assignments, project work, etc.

Research on the improvement of communicative competence in ESP of students of economics

Research methodology

Informal feedback from students and lecturers who participated in the piloting phase of the model showed that the introduction of the new pedagogic model provoked learner interest and improved course effectiveness. However, to approbate it a pedagogical experiment was carried out with an experimental group². The experimental group consisted of 14 students of economics at the University of National and World Economy who were selected at random from three groups of second-year students. In their first year, these students studied ESP using the common pedagogic model based on a textbook or coursepack and additional authentic texts selected for translation and summarising by the lecturer. During their second year, they studied ESP using the new model. The student level of English according to CEFR was C1. Even though the model contributes to the balanced and more effective acquisition of all skills for ESP, the focus of the experiment was on

² For detailed information see Stefanova (2019).

writing skills since the thorough research on all skills requires more resources in terms of time, preparation, participants and organisation.

The experiment included a didactic entry test to ascertain the level of student communicative competence in ESP. The test included three specialised linguistic tasks similar to the ones described above: students were given a text in Bulgarian in which they had to underline all economic and socio-political terms whose English equivalents they were expected to use in the summary later on (a terminological task), then to put in brackets the most important information in the text that they could use for the summary of this text and, finally, to write a summary of the text in the target language. The test was followed by a formation experiment involving the education of the subjects from the experimental group based on the new model. At the end of the course, there was an end-of-course test, similar in format to the entry test, to measure the development of the acquired competences in ESP.

The variables measured included the appropriate use of specialised vocabulary, knowledge of the stylistic features of a text/genre when writing, skills for summarising. In order to triangulate research data and to increase the validity degree of the results, during the approbation a survey was conducted with the students and lecturers using the new model. The questions included mostly lists and scales, but there were some open-ended questions as well.

The empirical data gathered through the didactic test was related to the quality of the specialised communicative competence of the participants in the beginning and in the end of the experiment. The data at the entry was compared to the data at the end of the course in order to measure the development of participant communicative competence resulting from the formation experiment.

The qualitative data were gathered with the survey conducted with students and lecturers. Their analysis was aimed at finding information about the effectiveness of the new pedagogic model of developing and improving the student communicative competence in ESP based on respondents' opinion and perceptions.

Two hypotheses were considered:

Null hypothesis: Compared to the common model, there is no substantial difference in the results achieved with the new model.

Alternative hypothesis: The proposed new model leads to greater course effectiveness.

The alternative hypothesis was related to the expected confirmation of the advantages of the new model. The results were supposed to prove that compared to the common traditional model, the new pedagogic model used in the ESP courses for students of economics at UNWE is more effective in terms of the:

- acquisition of specialised vocabulary;
- facilitation of the development and improvement of communication skills, writing ones in particular, with the general competences being improved and the specialised ones being acquired and enhanced;

- encouragement of language learner autonomy and self-direction;
- acquisition of skills for fluency in ESP contributing to a more successful career;
- full development of the other communication skills for a successful functioning in a professional environment.

In the analysis of the empirical data from the experiment, a group of criteria, shown as indicators, was used to assess the specialised writing skills of the students as well as the university requirements for a proficient use of the language (level C1 of CEFR). For the purposes of the experiment, the assessment indicators for the summary and the other two tasks were divided into groups of competences as follows:

- a) summary contents – 30%;
 - length and conciseness (summary) – functional competence (indicator 1);
 - conveying the gist (summary and second task) – semantic and pragmatic competence (indicator 2);
- b) rhetorical organisation of the summary – 20%;
 - structure – functional and discourse competence (indicator 3);
 - cohesion and coherence – discourse competence, grammatical and lexical linguistic competence (indicator 4);
 - register – sociolinguistic competence (indicator 5);
- c) professional language/ESP – 25% (summary and first task);
 - specialised terminology (translation, appropriate use) – lexical linguistic competence (indicator 6);
- d) English for general purposes/ general linguistic competence – 25%;
 - general lexical selection (accuracy and range of vocabulary) – lexical linguistic competence (indicator 7);
 - grammar (accuracy and range of structure) – grammatical linguistic competence (indicator 8);
 - coping with language problems (applying strategies for coping with language problems in written communication, e.g. paraphrasing) – strategic competence (indicator 9);
 - spelling and punctuation – orthographic linguistic competence (indicator 10) (Stefanova, 2019).

Empirical and theoretical analysis of research data

The results from the entry (row 1 for each student) and the end-of-course (row 2 for each student) tests of the students from the experimental group are presented in table 1 and figure 1 illustrates them in a bar graph:

Table 1: Quantitative data from the check of student tests

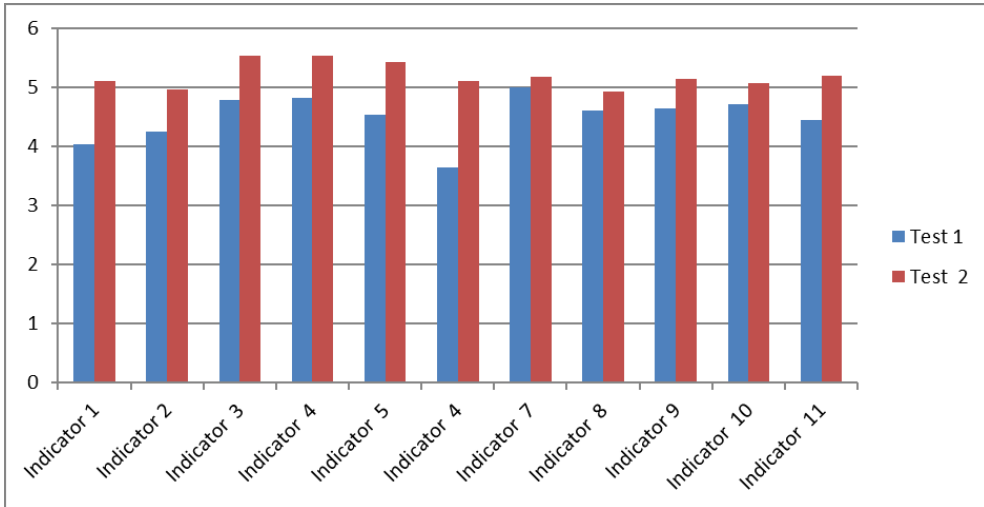
Student	1	2	3	4	5	6	7	8	9	10	11	
St.1	1	2	4	3	4	3	3	3	4	3	3,20	
	2	5,50	5,25	5	5,50	5	4	4	4,50	4,50	4	4,72
St.2	1	4	3	5	5	5	3	6	4,50	5	6	4,65
	2	5	5	5,50	5,50	5,50	4	6	5	5	5,50	5,20
St.3	1	3,50	4	4	4	4	3	4,50	4,50	4	5	4,05
	2	5	5	5	5,50	5,50	4	5	4,50	5	5	4,95
St. 4	1	4,50	4,75	5,50	5,50	4,50	4	6	5	4,50	4	4,82
	2	5	5,25	5,50	5,50	5,50	6	6	5,50	5	5	5,42
St. 5	1	3	4,25	4,50	4	4	4	4,50	4	4	4,50	4,07
	2	5	3,50	5,50	5	5	6	4	4	5	4	4,70
St.6	1	3,50	4,25	5	4,50	5	4	5,50	5	5	5,50	4,72
	2	5,50	5,75	6	6	6	6	6	5,50	5,50	5	5,72
St.7	1	4	4,75	5	5	5	6	6	6	6	6	5,37
	2	5,50	5,50	6	6	6	6	6	5,50	6	6	5,85
St.8	1	3,50	3,75	5,50	5	5,50	3	5	5	5,50	5,50	4,72
	2	4	4,75	5,50	5,50	6	4,50	5,50	5,50	6	6	5,32
St.9	1	5,50	5,50	6	6	5,50	4	6	5	5,50	5	5,40
	2	6	5,75	6	6	6	5	6	5,50	6	6	5,82
St.10	1	5	4,50	5	5	5	3	5	5	5,50	5	4,80
	2	6	5,75	6	6	5,50	4,50	5,50	5	5,50	5,50	5,52
St.11	1	3	3,50	4	4	3	4	3,50	4	3	4	3,60
	2	4	4	5	5	4	4,50	4	4,50	4	4,50	4,35
St.12	1	5	4	4	5	5	3	5	3,50	4	4	4,25
	2	4	3	5	5	5	6	4	4	4	5	4,50
St.13	1	5,50	5	6	6	5	4	6	6	5	4,50	5,30
	2	5,50	5,50	6	6	6	5	6	5,50	6	5	5,65
St.14	1	4,50	4,25	4,50	4,50	4	3	4	4	4	4	4,07
	2	5,50	5,50	5,50	5	5	6	4,50	4,50	4,50	4,50	5,05

Legend:

Columns (1-11): Indicators: 1. Length and conciseness, 2. Conveying the gist, 3. Structure, 4. Cohesion and coherence, 5. Register, 6. Specialised terminology, 7. General lexical selection, 8. Grammar, 9. Coping with language problems, 10. Spelling and punctuation, 11. Overall (arithmetic mean of all indicators) grade.

Rows: Student №, 1 – results from the first test of the respective student, Student №, 2 – results from the second test of the respective student.

Source: Stefanova (2019).



Source: Stefanova (2019).

Figure 1: Test results comparison

Table 2 provides details about each indicator and presents the range of improvement by indicators:

Table 2: Range of improvement by indicators

Indicator	Improvement
Ind. 1. Length & conciseness	1,07
Ind. 2. Conveying the gist	0,73
Ind. 3. Structure	0,71
Ind. 4. Cohesion & coherence	0,75
Ind. 5. Register	0,89
Ind. 6. Specialised terminology	1,46
Ind. 7. General English vocabulary	0,17
Ind. 8. Grammar	0,32
Ind. 9. Coping with language problems	0,50
Ind.10. Spelling & punctuation	0,35
Ind. 11. Improvement in overall grade	0,74

Source: Stefanova (2019).

The statistical verification involved a number of operations such as defining the null and the alternative hypotheses, defining the level of significance and choosing the verification method.

The null hypothesis states that the two means have the same values. The alternative hypothesis states that the difference between the two means is statistically significant. The use of the Wilcoxon Signed Ranks Test shows that with the exception of one indicator (General lexical selection), the null hypothesis is rejected and the alternative hypothesis is accepted. This means that the new pedagogic model leads to better results, i.e. improved performance, for all indicators except for the aforementioned. The results for the indicator of general lexical selection are not a surprise because after the changes to course syllabi and curricula due to Bulgaria's accession to the EU and the introduction of the two educational degrees – master and bachelor, the number of hours for academic language courses was decreased dramatically. As indicated in table 2, the slightest improvement observed is related to the indicators of general lexical selection (0,17), grammar (0,32), spelling and punctuation (0,35) and coping with language problems (0,50). These results can be explained with the fact that the students are fluent (level C1) which means that they have extensive knowledge in terms of linguistic and strategic competence. The best results that the new model leads to are related to the indicators of specialised vocabulary (1,46), length and conciseness (1,07), register (0,89). The indicators of structure, cohesion and coherence, conveying the gist also point to a significant progress (0,71 – 0,75) with the overall grade including all indicators also showing a substantial increase within the range of these indicators – 0,74. This proves that compared to the traditional model, the new model brings better results and the students of economics can accomplish the course objectives more effectively because they develop their specialised functional communicative competence in an integrated and balanced way: they acquire specialised vocabulary considerably better, enhance their knowledge and skills for working with authentic specialised text (better understanding and summarising of authentic text, awareness of the differences in stylistic registers and their successful use, readiness to cope with difficulties in business communication), which leads to a more effective preparation for student future career.

The survey on the student and lecturer impressions related to the new pedagogic model was conducted after the end-of-course test and included the students from the experimental group and the lecturers who participated in the piloting phase of the model. The survey consisted of five questions aimed at revealing in detail respondents' opinion and perceptions related to their satisfaction with the course and the effectiveness of the proposed model for development of specialised communicative competence: development of specialised writing and speaking skills, self-direction, improved grammatical competence in terms of

successful and effective communication in a professional environment, enhanced motivation for advancement in language acquisition, work with authentic materials, etc. A five-point Likert scale was used as follows: 1 – strongly disagree; 2 – disagree; 3 – neither agree, nor disagree; 4 – agree; 5 – strongly agree. The results are given in table 3 and show strong support for the new model. Only one student has chosen to answer negatively which could be interpreted as wrong understanding of the scale.

Table 3: Student response

Question \ Student response	Strongly agree (%)	Agree (%)	Neither agree, nor disagree (%)
Through the work with specialised texts I acquired knowledge and skills of ESP	29	64	7
Authentic specialised texts contributed to the acquisition of specialised terminology	58	36	6
I developed more effective skills for specialised written communication	43	43	14
I developed skills for work with specialised texts and information databases	29	58	13
I developed skills for more effective and correct translation of specialised texts from English into Bulgarian	50	36	14
I developed skills for more effective and correct translation of specialised texts from Bulgarian into English	43	50	7
The new model enhances the motivation for language work	43	36	21
I improved my grammatical knowledge and skills for successful communication in a professional environment	43	43	14
Authentic specialised texts are useful and effective for the familiarisation with the stylistic, lexical and grammatical features of specialised texts	58	29	13

Source: Stefanova (2019).

Being familiar with the methodology of foreign language teaching as well as based on their extensive experience, teacher respondents showed great appreciation of the new model (table 4).

Table 4. Teacher response

Questions	Teacher response	Strongly agree (%)	Agree (%)	Neither agree, nor disagree (%)
	Greater effectiveness of the new model with regard to specialised speaking skills, improved grammatical knowledge and skills for work in a professional environment and enhanced motivation	67	33	-
	Contribution and effectiveness of specialised authentic materials model with regard to the familiarisation with the stylistic, lexical and grammatical features of specialised texts, acquisition of sound knowledge and skills of ESP, solid skills for work	33	67	-

Source: Stefanova (2019).

Conclusion

Improving the communicative competence in ESP of students of economics is an ongoing process requiring teacher dedication and resourcefulness. One way of achieving it is by synergistically using the good traditional practices and introducing novel teaching techniques that lead to increased student engagement and take into account the needs and characteristic features of the new generations of learners. Taking advantage of new technologies and social media, it is possible to enhance ESP course effectiveness and both teacher and learner motivation. The research on the effectiveness of the proposed new pedagogic model shows that it leads to optimised results. Along with improved student performance the model reveals a potential for elaboration by giving the opportunity to introduce novel teaching techniques, to delegate more responsibility to students and to stimulate teacher-student collaboration. Regardless of the time restrictions, the new model provides for development and improvement in terms of the introduction of new tasks and projects as well as for the promotion of innovative approaches to ESP acquisition leading to better learner performance and hence to better preparation of

students to function successfully in the area of their professional interest. It is worth doing research on the results of the new model with a focus on speaking, reading or listening. Another possible direction for elaboration could be the introduction of interdisciplinary tasks and activities thus using synergy to improve both communicative competence in ESP and the acquisition of the knowledge and skills related to economics. Last but not least, the suggested model could be promoted for ESP courses in other areas such as political studies, law, journalism, policing.

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Appendix 1:

1. Student survey Questionnaire

Dear students,

Please choose the option that corresponds to your perceptions regarding your satisfaction from and approval of the new pedagogic model of ESP teaching compared to the traditional model. Your approval or disapproval can be expressed by circling the appropriate number, **1-5**, with 1 meaning “Strongly disagree”, 2 – “Disagree”, 3 – “Neither agree, nor disagree”, 4 – “Agree” and 5 – “Strongly agree”.

1. Is the new pedagogic model for ESP education effective and useful enough?	1	2	3	4	5
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2. The new pedagogic model for ESP education is more effective for the acquisition of:

- | | | | | | |
|--|---|---|---|---|---|
| • specialised oral communication skills | 1 | 2 | 3 | 4 | 5 |
| • specialised written communication skills | 1 | 2 | 3 | 4 | 5 |
| • autonomous use of the language for specific purposes | 1 | 2 | 3 | 4 | 5 |
| • improvement of the grammar knowledge and skills required for a successful career | 1 | 2 | 3 | 4 | 5 |
| • skills for work with specialised authentic materials and information databases | 1 | 2 | 3 | 4 | 5 |
| • facilitates the acquisition of specialised vocabulary | 1 | 2 | 3 | 4 | 5 |
| • increases the motivation for ESP acquisition | 1 | 2 | 3 | 4 | 5 |
| • creates and environment for stimulating peer competition and encourages the honing of specialised communication skills | 1 | 2 | 3 | 4 | 5 |
| • provides an opportunity for team work similar to that in a professional context | 1 | 2 | 3 | 4 | 5 |
| • other (please specify):
..... | | | | | |
-

3. According to you, how useful and effective are the authentic materials used with the new model compared to the traditional one:

- | | | | | | |
|---|---|---|---|---|---|
| • they contributed to the acquisition of specialised vocabulary | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

• they helped me become familiar with the stylistic and lexicogrammatical features of the texts in the field of my professional interests	1	2	3	4	5
• I improved my linguistic knowledge and skills in English in a more balanced way	1	2	3	4	5
• working with them, I acquired more extensive knowledge and better skills in ESP	1	2	3	4	5
• I developed skills for specialised written communication	1	2	3	4	5
• I developed skills for specialised oral communication	1	2	3	4	5
• I developed skills for work with specialised authentic materials	1	2	3	4	5

4. Would you recommend the work with such authentic materials?

5. What would you change in the model of ESP teaching?

2. Teacher survey Questionnaire

Dear colleagues,

Please choose the option that corresponds to your perceptions regarding the effectiveness of the new pedagogic model of ESP teaching compared to the traditional model. Your approval or disapproval can be expressed by circling the appropriate number, **1-5**, with 1 meaning “Strongly disagree”, 2 – “Disagree”, 3 – “Neither agree, nor disagree”, 4 – “Agree” and 5 – “Strongly agree”.

1. Is the new pedagogic model for ESP education more effective and useful compared to the traditional one?	1	2	3	4	5
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The new pedagogic model for ESP education is more effective and improves the acquisition of:

• specialised oral communication skills	1	2	3	4	5
• specialised written communication skills	1	2	3	4	5
• autonomous use of the language for specific purposes	1	2	3	4	5
• improvement of the grammar knowledge and skills required for a successful career	1	2	3	4	5
• skills for work with specialised authentic materials and information databases	1	2	3	4	5

• facilitates the acquisition of specialised vocabulary	1	2	3	4	5
• increases the motivation for ESP acquisition	1	2	3	4	5
• creates an environment for stimulating peer competition and encourages the honing of specialised communication skills	1	2	3	4	5
• provides an opportunity for team work similar to that in a professional context	1	2	3	4	5
• other (please specify):					

3. According to you, how useful and effective are the authentic materials used with the new model:

• they contributed to the better acquisition of specialised vocabulary	1	2	3	4	5
• they helped students become familiar with the stylistic and lexicogrammatical features of the texts in the field of their professional interests in a more effective way	1	2	3	4	5
• students improved their linguistic knowledge and skills in English in a more balanced way	1	2	3	4	5
• working with them, students acquired more extensive knowledge and better skills in ESP	1	2	3	4	5
• students developed more effective skills for specialised written communication	1	2	3	4	5
• students developed more effective skills for specialised oral communication	1	2	3	4	5
• students developed more extensive and effective skills for work with specialised authentic materials	1	2	3	4	5

4. Would you recommend the work with such authentic materials?

.....

5. What would you change in the model of ESP teaching?

.....

Appendix 2: Tests

1.1. Entry test

1. Underline all economic and socio-political terms.
2. Put in brackets the most important information in each paragraph that you will use to summarise the text.
3. Summarise the following article in English. Write 200-250 words.

Кои сделки ще бъдат засегнати от Брекзит

Най-големи трудности ще има при събирането на вземания

По-малко от десетилетие след влизането на България и Румъния в ЕС и само няколко години след като работихме по присъединяването на Хърватия се готвим да станем свидетели на първото излизане на член от ЕС. Параметрите на Брекзит не са сигурни, но има последици от членството, които ще отпаднат, ако не бъдат уговорени междинни варианти, а такива са възможни в най-различни вариации.

Регулацията във финансовия сектор

Едни от основните опасения, засегнали световните пазари и поведението на инвеститорите, са свързани с последиците, които Брекзит ще има за финансовия сектор. Регулацията му в значителна степен е уеднаквена на европейско ниво, което позволи установяването на т. нар. режими на „опериране под един лиценз“ или „паспортизация“. Кредитни институции, застрахователни компании, инвестиционни посредници и платежни институции, получили лиценз от компетентния национален регулатор във Великобритания, могат да предоставят услуги в България, упражнявайки свободата на установяване (чрез клон) или директно при определени условия. Съответно български компании, получили лиценз за извършване на такива дейности от местния регулаторен орган, могат да оперират във Великобритания.

Свободното предоставяне на услуги във финансовия сектор между държавите-членки придобива все по-голямо значение за развитието на единния пазар. Все повече финансови институции, лицензирани в една държава-членка, предоставят изцяло уеб-базираны услуги, до които имат достъп и лица, неустановени в същата държава. Само за пример – приходите от опериране на платформи за групово финансиране (crowdfunding platforms) и peer-to-peer платформи за заеми са нарастнали почти двойно във Великобритания през последните две години.

Държавите-членки са задължени да осигурят достъп на инвестиционни компании от други европейски страни до регулираните си пазари, централни контрагенти и клирингови системи, без да им налагат ненужни ограничения или по-обременителни изисквания в сравнение с тези към местните компании.

В разултат от Брекзит операторите във финансовия сектор ще следва да преосмислят своя бизнес модел, ако са получили лиценз във Великобритания или упражняват дейности там въз основа на лиценз, издаден от друга държава-членка. В хипотеза, при която Великобритания бъде третирана като трета държава, българските компании най-вероятно ще трябва да кандидатстват за получаване на лиценз от местния регулаторен орган, за да могат да извършват дейността си там. Подобно ограничение ще важи и за компании, установени във Великобритания, които възнамеряват да предоставят услуги в държави-членки на ЕС. Това може да наложи създаване на дъщерни дружества или клонове, подлежащи на лицензиране в съответната държава, респективно – увеличаване на разходите, създаване на по-усложнени корпоративни структури и изпадане в по-неблагоприятна позиция в сравнение с компаниите, опериращи в рамките на единния пазар.

Ефектите от Брекзит ще се проявят и при застрахователните дружества. Компания от сектора няма да могат да се възползват от съществуващите режими за прехвърляне на бизнеса си (или определена част от него) на дъщерно дружество или на друг застраховател в държава-членка на ЕС). Вместо това може да се наложи да се подават отделни заявления и да се инициират процедури пред регулаторите в няколко юрисдикции, което значително би увеличило времето, разходите и администрирането на такива трансакции.

Търговско право

Ефектите от Брекзит ще се усетят и в областта на търговското право. В момента важни търговско-правни институти, механизми и процедури са регулирани чрез директиви или регламенти, приети от ЕС, които целят да гарантират стабилна нормативна среда за свободното движение на стоки, услуги и капитали. Такива примери за реструктурирания (поглъщане/сливане) на компании, установени в различни държави-членки, несъстоятелност с трансграничен елемент, европейско дружество.

След Брекзит компаниите, опериращи чрез корпоративни структури в България и във Великобритания, ще бъдат принудени да следват една далеч по-утежнена процедура, за да осъществяват вътрешногрупови реструктурирания. Великобритания може да върне законодателните си ограничения за трансгранично преобразуване, съществували преди транспонирането на съответните актове на европейското законодателство, и на практика да на-

ложи компаниите, които желаят да се реструктурират, да преминават през сложни ликвидационни процедури.

Посочените правни ефекти от прекратяването на членството на Великобритания в ЕС са само пример за промените, които ще настъпят в регулаторната среда, и несигурността, която ще ги съпътства. Това ще наложи преоценка на прилаганите бизнес модели и структури още преди изтичането на двегодишния период след стартиране на процедурата по чл. 50 от Лисабонския договор.

(в. „Капитал“, 19.08.2016 г.)

1.2. End-of-course test

1. Underline all economic and socio-political terms.
2. Put in brackets the most important information in each paragraph that you will use to summarise the text.
3. Summarise the following article in English. Write 200-250 words.

Потреблението ускорява икономиката

БВП расте с 3,6% през второто тримесечие на годината

Икономиката леко ускорява темпа си на растеж през второто тримесечие на годината и достига 3,6% на годишна база. Това показват експресните оценки на Националния статистически институт (НСИ). Основен двигател продължава да е потреблението. Износът също расте, но не успява да компенсира силния внос, заради повишеното вътрешно търсене, в резултат на което нетният ефект на експорта върху растежа остава отрицателен. Липсващият досега двигател – инвестициите – като че ли започват леко да се пробуждат. На тримесечна база статистиката отчита ръст на бруто капиталообразуването в основен капитал, но на годишна промяната остава надолу, макар и да е по-малка спрямо предходните две тримесечия. Очакванията, обаче, са инвестициите да се ускорят до края на годината, а брутният вътрешен продукт на страната да нарастне с над 3,5% през 2017 г.

Добрите данни за България през второто тримесечие на 2017 г. са в синхрон с тези за световната, щатската и европейската икономика. Страната ни попада в най-бързо растящия регион в ЕС – този на Централна и Източна Европа. По-добри резултати от България, обаче, имат страни като Чехия (ръст от 4,5%) и Румъния, която отново расте с 5,7% годишно.

Потреблението продължава да води

Подобно на първото тримесечие вътрешното търсене продължава да движи ръста в икономиката и през периода април – юни, съдейки по експресните оценки на НСИ. Общото потребление в страната нараства с 4,2% спрямо същия период на 2016 г. Все още няма подробна разбивка, но вероятно основната причина отново са домакинствата. Фактори са растящите доходи на населението, увеличението на заетите и намаляващата безработица. Повишението на доходите на домакинствата се движи предимно от подобрението на икономическата активност, вдигането на минималните осигурителни прагове и минималната заплата, допълва в своя последен икономически преглед БНБ. Оттам очакват положителните тенденции да се задържат и през периода 2018 – 2019 г., което ще поддържа ролята на частното потребление като основен двигател на растежа на икономиката.

Външната търговия също расте

По-високата покупателна способност на домакинствата е видима и в данните на външната търговия през нарастналия експорт. Като компонент на БВП вносът на стоки и услуги в България се увеличава със 7% на годишна база. Износът също расте, но с по-малко – 6,1%, спрямо същия период на миналата година, в резултат на което нетният принос към растежа на икономиката остава в отрицателна територия.

Очакванията на анализатори са растежът на износа да изпревари този на вноса през втората половина на годината предимно поради растящото външно търсене. Приносът към растежа ще остане негативен, но разликата ще се свива до края на 2019 г., прогнозира БНБ.

Леко раздвижване на инвестициите

През второто тримесечие на годината инвестициите продължават да са надолу – с 0,9% на годишна база. Спадът, обаче, е значително по-нисък спрямо предходното тримесечие (-4,6% годишно намаление). Според анализатори минусите са основно заради бавното начало на новия програмен период за еврофондовете.

На тримесечна база, обаче, инвестициите (брuto образуване на основен капитал) нарастват с 2,4% спрямо първите три месеца на годината, което е най-високият темп от края на 2013 г. Вероятно повишението е в резултат на инвестиционната активност в частния сектор, тъй като в данните за изпълнението на бюджета към края на юли не се виждат много капиталови разходи.

Очакванията на анализатори са до края на годината показателят да тръгне нагоре. Натоварването на производствени мощности расте, а производ-

ството се увеличава, което предполага, че фирмите ще продължат да разширяват инвестиционната си дейност, според БНБ. Успоредно с това положителните нагласи на фирмите и силното потребителско търсене също ще окажат позитивен ефект, а и вероятно усвояването на европейските пари ще се ускори.

(в. „Капитал“, 16.08.2017 г.)