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Challenges to the development of the academic writing skill in a 2019-2020 course in English for medical purposes

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Abstract.
The research presented in this paper was carried out based on the results of the effort to develop the academic writing skills of 10 groups of medical students who attended the English for Medical Purposes (EMP) course during the first semester of the 2019/2020 academic year at the Medical University Prof. Dr. Paraskev Stoyanov – Varna.
The students were required to submit a portfolio of 3 written tasks completed as homework assignments in the genres of the academic essay or the academic summary. All written tasks were required to amount to 200-300 words, and they had to be relevant to the scientific field of Medicine.
The lecturer encountered 2 main challenges: the great total number of written tasks to edit and assess, and the problem of plagiarism resulting from the unsupervised and digitally unrestricted environment of task fulfilment.
These challenges led to a revision of 3 main teaching methodology components that are presented in this paper: the setting of conditions for fulfilment of the writing tasks; the focus of the lecturer's feedback; and the achievement of the purpose to develop the students' academic writing skills.
The analysis relies on the actual observations, data, and examples collected by the lecturer during the course.
In conclusion, the paper presents an alternative teaching model that aims to address the encountered challenges and improve the teaching model applied in the discussed EMP course.

Keywords: writing skill, teaching, challenges, plagiarism, corrections.

I. Introduction to the applied method and collected data

The applied method under discussion in this paper includes the components of task fulfilment conditions setting, lecturer's feedback focus, and achievement of the set task purpose, whereas the discussed collected data consists of actual feedback examples illustrating the extent of the achieved efficiency and effectiveness in the practical application of the analyzed applied method.

II. Analysis of methodological of component 1: task fulfillment conditions setting

It is important to discuss the setting of conditions for fulfilment of the writing tasks as a methodological component because the achieved results in the discussed teaching process suggest that the assignment of graded homework writing tasks is becoming less efficient as a teaching strategy in the digital era of freely and easily accessible online resources at the students' disposal.

Currently, the students, just as everybody else, are granted free and unrestricted access to a myriad of different sources of reliable scientific information online.

On the one hand, this is a great advantage because it gives the students the opportunity to read and learn scientific information relevant to their field of study at all times anywhere – even from the comfort of their own homes.

On the other hand, this creates a number of disadvantages for the lecturers and the writing task revision process because it creates prerequisites for plagiarism that can be difficult or impossible to trace efficiently.

One such disadvantage is the fact that in a situation of a great workload of written tasks for editing and assessment, such as the total workload of 360+ written tasks, which comes in addition to the workload of their required weekly teaching hours, the lecturer may not be left with the necessary available working hours to check and penalize all of the written tasks for both plagiarism and linguistic errors. Moreover, even if the lecturer attempts to proofread and penalize all the written tasks for plagiarism, they may not be lucky enough to find the

sources of all plagiarized texts despite their best efforts, or even despite the use of plagiarism detection software (as the relevant original texts may fall out of its scope).

Another such disadvantage is that the created opportunity for plagiarism or re-assignment of the tasks to other people for fulfilment significantly lowers the usefulness of the written homework assignments as a teaching strategy unless the lecturer manages to provide the most appropriate feedback that achieves the objective of developing the students' writing skills at least to a satisfactory extent under the set circumstances.

Possible solutions to the two problems outlined above are suggested and presented in the following section dealing with the focus of the lecturer's feedback as the second methodological component for discussion.

III. Analysis of methodological component 2: Lecturer's feedback focus

The provision of effective feedback to the students requires the lecturer's careful consideration because the final content and focus of the lecturer's feedback are among the most important means to attain the teaching process objective.

One might argue that focusing the lecturer's feedback on the issue of plagiarism (if present) and assessing the submitted written tasks solely on the basis of whether or not the students will finally manage to avoid the plagiarism issue after several revisions of the same tasks should suffice to ensure that the learning objective of developing the students' writing skills is fulfilled.

However, despite the doubtless fact that avoiding plagiarism is an important prerequisite to one's success in academic writing, there are other aspects of the writing process that this teaching approach fails to address because of its restricted focus on a single issue.

Thus, for example, the provision of feedback consisting of remarks focused only on the presence of statements copied word-for-word would give no clue to the students as to what paraphrase or quotation techniques they could employ to avoid the plagiarism issue.

Yet another disadvantageous aspect is the fact that this restricted focus fails to address issues like the suitability of the presented textual content with regard to the task topic, as well as the correction of linguistic and grammatical errors in the use of constructions that are typically employed in academic writing, which should be taken as the stepping stones preceding the teaching of the strategies for avoiding plagiarism.

Such an account should not be omitted as feedback because the correct use of the grammar and syntax of the language in which the students write their assignments is a crucial prerequisite to their success. If the students cannot express their ideas correctly in their chosen language of writing, their work would be at risk of not being recognized for its academic value because the linguistic and grammatical mistakes would make a poor impression on the readers.

Furthermore, it is important that the lecturer's feedback includes remarks about the suitability of the submitted text with regard to the topic of the written assignment, as well. Even if the submitted text makes excellent use of the techniques for avoiding plagiarism and the grammatical and syntactic rules of the chosen language of writing, the content also needs to be in line with the topic of writing in order to merit an excellent assessment.

A third disadvantageous aspect is the fact that the plagiarism-focused approach relies mainly on the "individual trial-individual error-individual penalty" teaching model, while a much more effective teaching model for achieving the set writing purpose would be the "preliminary classroom samples discussion-ungraded homework task fulfilment-graded classroom task fulfilment" teaching model. The students find it much more useful to be given an opportunity to discuss, ask questions and express their opinions regarding some samples of excellent academic writing before they are set their own writing tasks to fulfil than to be left to try fulfilling a task on their own and then get penalized for mistakes they have not been taught in advance how to avoid.

The examples in Table 1 below illustrate the practical results of the provision of lecturer's feedback focused not so much on plagiarism issues, as on linguistic errors concerning grammar, syntax, and terminology, content suitability and submitted text volume, textual coherence and cohesion, and academic writing style remarks, which the lecturer attempted to employ as her teaching approach in the working circumstances of requiring 3 written tasks to be performed as homework assignments in the EMP course under discussion.

Out of the 120+ medical students that have received feedback from the lecturer regarding their portfolios of 3 written tasks, a selection of 61 feedback samples was reviewed by the lecturer for the purposes of the current paper. The 61 feedback samples were all selected so as to contain remarks and guidelines aimed at improving the students' linguistic (grammatical, syntactic, and terminological) means of expression in English and advising the students on how to achieve better topic suitability, coherence and cohesion of their written texts, while also complying with the text volume and academic writing style requirements. Some of these 61 selected feedback samples are provided as examples in Table 1 below, while their effectiveness for achieving the aim of developing the students' academic writing skills is discussed in the following section.

Table 1: Examples of feedback provided by the lecturer

Provided feedback category	**Number of examples (out of 61)**	**Feedback examples (translated in English, as they were originally provided in Bulgarian)**
1. Feedback on linguistic issues (grammar, syntax, terminology)	58 of 61	1. "I am advising you to be more cautious with regard to the following 2 problems concerning grammar and terminology: the use of the definite and indefinite article; the use of the correct terminological forms (e.g. "tricuspid valve", "semilunar valves" – and not "tricuspidal" and "semilunary"). Please, read the grammar reference and perform the exercises on the use of the definite and indefinite article that are available as part of our Blackboard Grammar Practice resource. Please, also pay attention to my corrections concerning the addition of the ending "-s" to the 3rd-person-singular present simple tense verb forms." 2. "Please, pay primary attention to the corrected grammatical problems concerning the use of the present simple tense when we discuss facts established as general truths (as is the case in your sentence: "Their parents and their society manage to protect them from all the dangers that could kill them.")." 3. "I am advising you to run the automatic spelling and grammar check in the Word program always before submitting electronic written tasks. It is a good idea that you yourself also check for spelling mistakes and typos before submitting your tasks because if you have made a typographical error, the typed result may be another existing word that the automatic check would not recognize as an error (e.g. you have omitted the "t" of the word "catched" that you have tried to type, thereby typing the existing word "cached" in your essay). Furthermore, you should note that the correct past tense form of the verb "to catch" is "caught", and not "catched". Please, also pay attention that the correct English term for a person performing gymnastics is "a gymnast", whereas "gymnastics" is the correct term for the name of the sport." 4. "Please, pay attention that the standard English syntax follows the "subject-verb-object" word order sequence. Therefore, it is unusual to construct a sentence such as "At the heart of the value system of every doctor should be the following regularities: …" instead of starting your sentence with "The following regularities" as its subject." 5. "I am advising you to pay attention to the grammatical corrections I have made concerning the sequence of tenses in a conditional sentence of the mixed type, as well as concerning the use of present participles for enumerating the symptoms of a disease (e.g. "feeling depressed", "feeling energized")." 6. "Please, pay attention to the corrections I have made concerning the correct use and sequence of verb tenses: "He **figured out** that the mold **prevented** the culture from growth."; "The researchers up to now **have** been trying to develop new and new antibiotics…"." 7. "Please, pay attention to the corrections I have made concerning the correct plural form of the word "diagnosis" (which is "diagnoses"), as well as the corrections I have made concerning the correct syntax of the question "On what **must they rely** to be sure that the diagnosis and treatment are correct?" 8. "Please, pay primary attention to the corrections I have made concerning the incorrect use of terminological forms (e.g. orthopedician, pediatrician), as well as concerning the incorrect use of verb forms (e.g. "proofed" instead of "proved"). Please, also pay attention to the difference between the terms referring to medical specialties and the terms referring to medical specialists: e.g. pediatrics (specialty) – pediatrician (specialist); orthopedics (specialty) – orthopedician (specialist); surgery (specialty) – surgeon (specialist)." 9. "Please, pay attention to the corrections I have made concerning the English expressions "**on the one hand**" and "**on the other hand**" – I have used them to correct the literal translations of the corresponding Bulgarian expressions – "on the one side" – "on the other side"." 10. "Please, pay primary attention that the contracted form "**it's**" spelled with an apostrophe means "it is", while the form of the

		3rd-person-singular possessive pronoun is "**its**" spelled without an apostrophe."
2. Feedback on issues of textual coherence and cohesion	4 of 61	1. "Please, include the answers to the task questions in a coherent and cohesively connected text, while avoiding the repetition of the questions as part of your text. Please, include additional information connected with the topic so that the volume of your final text equals at least 200 words." 2. "Please, support the claims that you make in your text with more arguments. On the one hand, you will create a more convincing basis for your claims; on the other hand, you will be able to fulfil the volume requirement for submitting at least 200 words of text. Please, separate your statements in shorter and coherently completed sentences (e.g. "Both men and women have pros and cons of being doctors, for example women as a doctor have better interaction with their patients on the other hand the men can be more rude. => "Both men and women have pros and cons in being doctors. For example, female doctors have better interaction with their patients. On the other hand, male doctors can be ruder.")." 3. "Please, pay attention to the corrections I have made in the sentences starting with "High testosterone levels of men include: …" and "Low testosterone levels include: …", after which you have enumerated respective effects. In this context, a more suitable verb would be "to cause" instead of "to include" (because you are enumerating **effects**). If you insist on using the verb "to include", you should start your sentences by clarifying that "**The effects** of the low/high testosterone levels include …", and then you should enumerate your examples of such effects." 4. "Please, pay attention to the additive and contrastive cohesive devices for starting a new sentence in a connected text in English rather than using "and" or "but" for this purpose."
3. Feedback on issues of content suitability and text volume	9 of 61	1. "I am advising you to include a little bit more information from the original text in your summary so as to reach the required volume of at least 200 words. You could include the information concerning the use of different contraceptive methods (IUDs, vaginal diaphragms, condoms, steroidal contraceptives). You could also add other parts of the information that you consider more important. It is a good idea to rewrite the last sentence of your summary because the text mentions that the security of lactation as a contraceptive method is higher than the security of contraceptive pills only during the first 3 months after the woman has started lactating – and you have written that the woman is completely protected from getting pregnant throughout her period of lactation." 2. "The text you have sent me does not fulfil the requirement for amounting to 200-300 words in volume. A possible way for you to reach the required volume is by supporting your claims with further arguments." 3. "Please, pay attention primarily to my corrections concerning the use of meaningfully more adequate verbs instead of other more inadequately used verbs or long explanatory phrases (e.g. "demands" instead of "expects"; "worsening" instead of "developing from bad to worse")." 4. "Please, include some additional important information from the original text in your summary. Your written task needs to amount to 200-300 words." 5. "The text you have submitted does not amount to 200-300 words. I am advising you to research and include additional information on the topic in your written task. For example, an interesting fact about the "Da Vinci" surgical system is that it has already been tested at the UMHAT "St. Marina" in Varna by the Rector of our university personally. You could research the details about this event and include the information in your summary. You could also find additional details about the surgical system itself."
4. Feedback on issues of academic writing style	4 of 61	1. "Please, pay attention primarily to the corrected expressions and prepositions, as well as to the fact that in academic texts we do not use contracted forms (e.g. we write the full form "is not" instead of the contracted form "isn't"). Please, try to avoid repetitive ideas or words within one sentence or in close sentences (e.g. expressions such as "in relation to" – "related to"; "the previous" – "precedes")." 2. "Please, pay attention that in academic texts we do not use contracted forms such as "don't" and "can't" – we write the full

		forms “do not” and “cannot”.” 3. “Please, pay attention to the corrections I have made concerning the use of more suitable verbs of the academic register (e.g. “discusses” instead of “talks about”).” 4. “Please, pay attention to the corrections I have made concerning the replacement of certain verbs and expressions with more suitable verbs and expressions of the academic register (e.g. “It has been established” instead of “It has been seen”; “depends on” instead of “relies on”).”

IV. Analysis of methodological component 3: Achievement of the set task purpose

As it is evident from the data included in Table 1 above, the samples of feedback on linguistic issues concerning grammar, syntax, and terminology merit the highest incidence within the total number of 61 selected feedback samples for analysis. This fact comes to suggest that the majority of the medical students whose written tasks’ feedback was selected for analysis by the lecturer demonstrated problems with the English grammar, syntax, and specific medical terminology rather than issues of plagiarism or troubles with the academic writing style requirements.

Therefore, the lecturer’s strategy of focusing their feedback mainly on the linguistic issues seems to have been adequately applied. However, the question of whether or not (or to what extent) the set task purpose of developing the students’ skills for academic writing was achieved still remains.

The digitally unrestricted homework assignment conditions of fulfilment of the 3 written tasks still leave the question of whether or not the submitted written tasks were fulfilled by the students alone without a certain answer. And if there is no certainty as to the students’ authorship of the discussed written homework portfolios, there is also zero certainty as to the actual achievement of the purpose to develop the students’ academic writing skills.

Even if the students’ final grades on their written tasks are taken as a marker of the successful fulfilment of the written tasks, the need for a different approach to the writing task fulfilment conditions setting still remains evident as the homework environment for task fulfilment in the era of countless digitally available information databases renders pointless the whole effort on the part of the lecturer to check and correct digitally submitted written homework assignments in general, and moreover – to check and correct a total number of digitally submitted written homework assignments as high as 360+ per 1 semester – if the purpose of setting these homework assignments is an attempt to develop the medical students’ academic writing skills.

Just as Jude Carroll and Carl-Mikael Zetterling have put it forward in their book entitled “Guiding students away from plagiarism”, “the students need to know what the teachers expect them to do” (Carroll, Zetterling, 2009: 6) before they actually do it, while the teachers “should not set assignments that require the students to use skills before they have been taught to use them” (Carroll, Zetterling, 2009: 47). Moreover, the students not only need to develop their academic skills in order to fulfil their assignments successfully, but they also need to “build their understanding of how these assignments will check their learning” (Carroll, Zetterling, 2009: 6). In other words, “the students need to be taught and required to use an accepted citation and referencing system, as well as other necessary skills such as how to locate and judge sources, or how to summarize others’ ideas” (Carroll, Zetterling, 2009: 15) before they are left to fulfil their own writing assignments. And while it is the teachers’ job “to give the students the information, guidance and feedback they need to understand what the phrase “do your own work” really means” (Carroll, Zetterling, 2009: 9), Carroll and Zetterling further point out that “the students also need to be encouraged to ask for this type of help from their teachers when needed” (Carroll, Zetterling, 2009: 9).

Furthermore, there is yet another impediment to the lecturer-student communication and the establishment of the authorship of the students’ written works that is a direct result from what Ivan Merdzhanov calls “виртуализация, водеща до пълна или частична деперсонификация на контакта между студентите и преподавателя” (“a virtualization leading to a complete or partial de-personification of the lecturer-student contact”) (Мерджанов, 2016: 160) in the increasingly digitalized learning environment. As Ivan Merdzhanov has put it forward in his paper entitled “Електронното обучение между индивидуализацията и деперсонификацията” (“The Electronic Learning Between the Individualization and the De-Personification”), “участниците в електронното обучение (студенти и преподаватели) функционират като виртуални личности – профили или акаунти (понякога със снимка или друг аватар) – които извършват определени дейности в електронната среда” (“the electronic learning participants (students and lecturers) function as virtual personas – profiles or accounts (sometimes with a picture or another avatar) – who perform certain activities within the electronic environment”) (Мерджанов, 2016: 161) and “липсва реална представа кой стои зад съответното потребителско име – един акаунт контактува с друг акаунт” (“there is no real proof of who stands behind the respective username – one account communicates with another account”) (Мерджанов,

2016: 161). Thus, "когато преподавателят постави задача на групата си в електронната платформа" ("when the lecturer sets an assignment to their group on the electronic platform"), Ivan Merdzhanov continues, "не знае със сигурност дали отговорите действително са генерирани от студентите, или са преписвали един от друг също във виртуалното пространство; същото се отнася и до дистанционното изпитване – ако то не е в зала с квестори, сигурността на изпита не е гарантирана" ("they cannot be sure whether the answers are really generated by the students, or they have copied their answers from each other within the electronic environment; the same applies to distant learning – if an exam is not conducted in a physically supervised classroom, the security of the examination cannot be guaranteed") (Мерджанов, 2016: 161).

Therefore, a maximally effective approach with a view to overcoming these impediments was sought in the process of drafting a proposal for improvement of the "individual trial-individual error-individual penalty" teaching model for developing the students' skill of academic writing discussed so far, and this new teaching model improvement proposal is presented in the conclusive section below.

V. Conclusion

One possible suggestion for improvement of the "individual trial-individual error-individual penalty" teaching model for developing the skill of academic writing, as noted earlier, would be the application of a "preliminary classroom samples discussion-ungraded homework task fulfilment-graded classroom task fulfilment" teaching model, which should achieve a better effectiveness due to the restrictions on the use of digital resources that it aims to introduce and due to the employment of a preliminary classroom samples discussion that aims to give the students a better idea of what they are expected to do.

As suggested by its name, the "preliminary classroom samples discussion-ungraded homework task fulfilment-graded classroom task fulfilment" teaching model would entail a preliminary classroom discussion of some academic writing samples and the fulfilment of 1 ungraded homework exercise and 1 graded classroom task on the part of the students.

The advantages of this teaching model would include:

- a better effectiveness of the classroom samples discussion as the lecturer would have the opportunity to discuss and give the students some actual samples and to pay attention in advance to all the necessary academic writing style techniques, plagiarism avoidance strategies, grammatical, syntactic, coherence and cohesive devices, as well as other academic writing requirements, while the students would have the opportunity to ask questions and to express their opinions during the discussion, and this would improve the students' preliminary preparation for fulfilment of an academic writing task on their own;
- a better usefulness of the ungraded homework exercise as the lack of a grade would create less stress for the students, while the single number of the homework writing exercise would require fewer checking and correcting and no grading efforts on the part of the lecturer;
- a better control over plagiarism and a better opportunity to set, review, grade and provide feedback on a limited number of topics would be ensured for the lecturer by the assignment of a single graded classroom task, which would also give the lecturer a better opportunity to assess the actual development of the students' academic writing skills as demonstrated by their supervised practical application of the academic writing techniques and strategies discussed during their course in EMP.

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Formal transfer in language contact vs. semantic transfer in translation

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Abstract.
The research presented in this paper investigates and contrasts the aspects and challenges of linguistic transfer as manifested in the situations of language contact vs. translation. The paper's sections focus on outlining and distinguishing between the formal and semantic mechanisms of linguistic transfer by illustrating them with particular challenge-posing examples. The discussed examples in the paper explore the challenges of translating realia, rendering reflected meaning, and transferring intralinguistic meaning in the contexts of text translation vs. movie subtitles translation.

Based on the discussed examples, the paper concludes that although the formal linguistic transfer occurring in language contact situations is a far less challenging task than the semantic linguistic transfer as the essence of translation, both the formal and semantic mechanisms of linguistic transfer are equally complex processes.

Keywords: linguistic transfer, language contact, translation, realia, reflected meaning, intralinguistic meaning.

I. Introduction

The chosen tertium comparationis for the purposes of this paper is the process of linguistic transfer, and the paper investigates and contrasts the aspects in which the general phenomenon of linguistic transfer manifests in the cases of language contact and in translation. The most basic dichotomy of linguistic transfer in the situations mentioned is into formal transfer vs. semantic transfer, respectively. The subsequent sections are focused on contrasting the formal and the semantic linguistic transfer in the cases of language contact and translation.

II. Formal Linguistic Transfer – Language Contact

In language contact, transfer may occur either internally, or externally, i.e. either within the overall language repertoire in the mind of a single bilingual or multilingual speaker, or during interaction between speakers of different languages. In both of the mentioned cases of language contact, however, the type of transfer involved is formal.

1. Transfer within a bilingual or a multilingual's overall language repertoire

Linguistic transfer within a bilingual or a multilingual's overall language repertoire is defined as "the process by which a bilingual or multilingual speaker makes or attempts to make creative communicative use of elements of the combined, full repertoire of linguistic structures in a context that requires selection from just a subset of the repertoire" (Matras, 2009). In other words, the process of linguistic transfer here amounts to deliberate codeswitching on the part of the speaker with the aim to achieve a particular stylistic communicative effect. In this case, the type of transfer involved is formal, not semantic – i.e. linguistic structures (words, phrases, or sentences) are deliberately inserted (transferred) within the discourse of the speaker without altering the overall semantic content of their speech.

2. Transfer during interaction between speakers of different languages

In the case of interaction between speakers of different languages, the type of transfer involved is again formal (not semantic). Depending on the intensity of the contact between the two interacting groups of speakers, the transfer of linguistic structures involves a scale from borrowing single linguistic items to assimilating whole syntactic patterns that may even lead to major structural and typological changes in the respective language.

III. Semantic Linguistic Transfer – Translation

As A. Danchev points out, the usage of the terms 'transfer' and 'translation' is "frequently overlapping". *(Danchev, 1982)* This is a fact, because translation in its essence as a phenomenon of meaning transfer is an instance of linguistic transfer, and more specifically – an instance of semantic linguistic transfer.

Translation is a specific type of mediation and transfer activity between languages and cultures. It presupposes that translators should have a high level of competence in both the source and target languages, as well as a solid knowledge of both cultures between which they are mediating. But this activity also requires a great deal of effort, skill and determination on the translators' part in order to be able to successfully overcome the challenges of transfer with which this activity presents them every step of the way.

Performing this activity on its own is always a challenge; but this challenge is the end product – the sum total – of a number of greater or smaller challenges that are due to different factors in the different contexts. Some of these challenge-posing factors include, for example, the lack of equivalence between source and target language that reflects the absence of corresponding concepts in the two cultures. Another factor may be the impossibility of rendering the same effect, produced by simultaneously evoking two meanings of a polysemous word in the source language, because these two meanings in the target language are expressed by two different words. Yet another factor can be the impossibility to render the meaning that arises from relations between signs within the source language system. Respectively, these three factors pose the challenges of **translating realia, rendering reflected meaning and transferring intralinguistic meaning**.

These three challenges will be explored below by comparing text translation to movie subtitle translation where things are even further complicated because of the requirement for conciseness of expression, because language is used in the form of dialogue and because translators are deprived of the option to use any explanatory notes whatsoever.

TRANSLATING REALIA

Realia are defined as *"words and combinations of words denoting objects and concepts characteristic of the way of life, the culture, the social and historical development of one nation and alien to another" (Florin, 1993)*. In other words, for translation these are source culture-specific concepts, which are in most cases absent as such in the target culture. Therefore, since also no linguistic equivalence can be established, realia require special translation approaches to address this challenge.

In text translation, according to S. Florin, several strategies for translating realia can be employed – transliteration + footnote explanation; introduction of a loan word or calque in the target language; approximate translation; use of a functional equivalent; description; or contextual translation. Thus, translators can, for example, transliterate the Bulgarian *"мартеница"* into English and explain what it is in a footnote; they can render the English *"skyscraper"* through the calque *"небостъргач"* in Bulgarian; they can use the more general approximate translation *„чаша минерална вода"* in Bulgarian instead of specifying what type of mineral water it is for *"a glass of vichy"* (provided this is not of particular importance in the context); they can use the Bulgarian functional equivalent *„индиански лопен"* for the unfamiliar flower *"Indian paintbrush"*; they can describe a phenomenon without rendering an exact equivalent word; or they can substitute the entire unfamiliar context for an acceptable familiar one.

In movie subtitle translation, the strategies for rendering realia are notably fewer than the ones in text translation for obvious reasons. Transliteration could not be employed because the concept would remain completely unfamiliar due to the impossibility of using footnotes. Description is also not an option because of the conciseness of expression requirement. Use of calques and loan-words, approximate translation, functional equivalents and contextual translation are, however, all acceptable strategies to rendering realia in movie subtitle translation (provided they are appropriate for the context; even more so if they contribute to the conciseness of expression).

Subtitle translation strategies for rendering realia – examples:

Approximate translation:

(Smallville, Episode 10x09 – "Patriot")

Lois Lane: General, I brought something for you.

Gen. Slade Wilson: Oh, I see I'm not the only one who does their homework. Fine bourbon and ***Cuban Cohibas*** *– my favourite.*

Лоис Лейн: Генерале, имам нещо за Вас.

Ген. Слейд Уилсън: Явно не съм единственият, който винаги се подготвя. Отлежал бърбън и ***кубински пури*** *– любимите ми.*

Functional equivalent:

(House M.D., Episode 7x01 – "Now what")

House: Wow. I didn't think you'd take my lack of ***board game*** *skills so personally.*

Хаус: Уау. Не мислех, че ще приемеш липсата ми на умения да играя ***скрабъл*** *толкова лично.*

RENDERING REFLECTED MEANING

Reflected meaning is defined as *"the meaning which arises in cases of multiple conceptual meaning, when one sense of a word forms part of our response to another sense" (Leech, 1974)*. In other words, this is the effect produced when two or more senses of a polysemous word are simultaneously evoked in the mind of the message recipient.

According to Leech, one sense of a word reflects upon another when it is dominantly suggestive either because it is frequently used and relatively familiar, or because of the strength of its associations and emotive suggestions. In any case, this is a wide-spread phenomenon, which is often deliberately evoked to produce a certain effect. It also poses a serious challenge for translation, because in most cases the different senses of one polysemous word from the source language are rendered through separate words in the target language.

Both in text translation and in movie subtitle translation, the challenge may be addressed in several possible ways: one is to translate the discrete senses of the word in the respective equivalents from the target language, though in this way the effect of using one and the same word in several senses will be destroyed; another is to try to find a suitable polysemous functional equivalent in the target language, in which case the effect of using one and the same word in several senses will be preserved, though, usually, to the partial detriment of the original conceptual meaning (this approach is acceptable in contexts where it is more important to preserve the effect, rather than the exact conceptual meaning); a third option is to use the strategy of contextual translation and create the same effect anew with a completely different polysemous word in its completely different senses; this option, however, is suitable to be used only in cases when it is crucial to preserve the effect, but there is no close functional equivalent in the target language. In some cases, of course, it is possible to preserve both the conceptual meaning and the one polysemous word effect.

Subtitle translation strategies for rendering reflected meaning – examples:

(House, M.D., Episode 7x01 – "Now What")

Preserve the conceptual meaning, lose the one polysemous word effect:

*House: I can always **tell** when you lie. I mean always.*
Cuddy: I slept with my freshman roommate.
House: A lie.
Cuddy: A truth.
*House: You have **a tell.***
Cuddy: What is it?
House: First admit that you were lying.
*Cuddy: Fine. I was lying. My sexual history is boring and predictable. What is my **tell**?*
*House: Are you kidding? If I **tell** you your **tell,** you'll get rid of it, then I won't be able to **tell.***
*Cuddy: Well, then you have to **tell** me something I don't already know about you.*
*House: Even though, technically, you didn't **tell** me something that I didn't already know about you.*
*Cuddy: Quit being so damn logical and just **tell** me.*
*Хаус: Винаги мога да **позная** кога лъжеш. Имам предвид наистина винаги.*
Къди: Спах със съквартирантката си в първи курс.
Хаус: Лъжеш.
Къди: Истина е.
*Хаус: Издаваш се с **подсказка.***
Къди: Каква е тя?
Хаус: Първо си признай, че излъга.
*Къди: Добре. Излъгах. Сексуалното ми минало е скучно и предсказуемо. Каква ми е **подсказката?***
*Хаус: Шегуваш ли се? Ако ти **кажа** каква ти е **подсказката,** ще спреш да се **издаваш** и после аз няма да мога да **познавам** кога лъжеш**.***
*Къди: Ами тогава ти ще трябва да ми **кажеш** нещо, което все още да не знам за теб.*
*Хаус: Въпреки че, технически, ти не ми **каза** нищо, което вече да не знам за теб…*
*Къди: Спри да философстваш и просто ми **кажи…***

Preserve both the conceptual meaning and the one polysemous word effect:

(House, M.D., Episode 5x10 – "Let Them Eat Cake")

*House: Have you seen my **balls**?*
Cuddy: (on the telephone) Can you hold on a second?
*House: My **balls.** Have you seen my **balls**? The giant one and the red one…*
Cuddy: Your plan isn't gonna work.
House: Of course it is. I try to make you miserable to make you leave, you deny that it's making you miserable and you try to make me miserable so I stop making you miserable and eventually you will leave citing reasons that have nothing to do with misery.
Cuddy: You're not bothering me.

House: Step one – completed.
Cuddy: (on the telephone) I'm gonna call you from my cell. (to House) And then I will come back in here…(calling from her cell phone) Hey…yeah…I just had to explain to him that I had his ***balls*** *and he is not getting them back!!! (to House) Excuse me.*
Хаус: Да си ми виждала ***топките?***
Къди: Бихте ли изчакали за секунда?
Хаус: ***Топките*** *ми. Да си ми виждала* ***топките****? Гигантската и червената…*
Къди: Планът ти няма да проработи.
Хаус: Разбира се, че ще проработи. Опитвам се да ти вгорча живота, за да се махнеш, а ти отричаш, че ти вгорчавам живота и се опитваш да вгорчиш моя, за да спра аз да вгорчавам твоя и в крайна сметка ще се махнеш, позовавайки се на причини, които нямат нищо общо с вгорчаването на живота.
Къди: Не ме дразниш.
Хаус: Стъпка първа – изпълнена.
Къди: Ще Ви се обадя от мобилния си… И после ще се върна тук. Здравейте…да… просто трябваше да му обясня, че ***топките*** *му са у мен и няма да си ги получи!!! Извини ме.*

TRANSFERRING INTRALINGUISTIC MEANING:

Intralinguistic meaning is defined as *"the meaning arising from the relations between the signs within a linguistic system" (Barkhudarov, 1975).* According to Barkhudarov, intralinguistic meaning includes, for example, sound patterns like alliteration, assonance and rhyme; relations of synonymy or antonymy; grouping of linguistic signs into semantic fields, etc. Preserving intralinguistic meaning is the greatest challenge for the translator, because sound patterns and particular meaning relations are exclusively language and culture-peculiar features.

In rendering intralinguistic meaning, the translator very often needs to resort to compensatory mechanisms like, for example, compensate for one manifestation of intralinguistic meaning by another (eg. compensate for alliteration by using rhyme, or compensate for alliteration by using the original rhythmical pattern: ***eg. Oscar Wilde's "Pen, Pencil and Poison" has been translated into Russian as „Кисть, перо и отрава")***; substitute one paradigm of relations for another to preserve the effect; even rewrite a work with a completely different conceptual meaning if what is essential is preserving the original manifestation of the intralinguistic meaning.

Transferring intralinguistic meaning is an equally challenging task both for text translation and movie subtitle translation.

IV. Conclusion

As demonstrated by the contrastive analysis of formal vs. semantic linguistic transfer, formal linguistic transfer occurring in situations of language contact is far less challenging, but nonetheless complex a process than semantic linguistic transfer as the essence of translation in general. The further contrastive analysis of strategies for transferring 3 of the most challenging types of meaning in text translation vs. movie subtitle translation additionally explicates and stresses the complexity of the translator's task.

The combination of both contrastive analyses presented in this paper sought to demonstrate and stress the complexity of the phenomenon of linguistic transfer in general, regardless of its particular formal or semantic manifestation.

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Frequency of occurrence of English colour idioms in Bulgarian vs. native learners corpora vs. everyday native speakers communication

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Abstract.

The research presented in this paper investigates the frequency of occurrence of idiomatic expressions containing the basic colour terms in English as demonstrated through the use of English by Bulgarian learners at the university level, native learners of English at the same level of proficiency, and native speakers of English.

The paper analyzes data obtained from the following 3 corpora: the Bulgarian Component of the International Corpus of Learner English (ICLE), the LOCNESS corpus, and the British National Corpus.

The analysis explores and draws conclusions regarding 3 main research questions:

1. Which are the colour terms that are most frequently used in idiomatic expressions?
2. Is there any significant difference in the frequency of use of colour idioms between the groups of Bulgarian vs. native learners at the same level of proficiency?
3. What is the frequency of use of the colour idioms used by both the Bulgarian and the native learners in the common everyday communication of native speakers?

Keywords: English colour idioms, Bulgarian learners, native learners, native speakers, frequency, corpora.

I. Introduction

The initial aim of the corpora research presented in this paper was to establish and compare the frequency of occurrence of idiomatic expressions containing the basic colour terms in English as demonstrated through the use of English by Bulgarian learners at the university level, native learners of English at the same level of proficiency, and native speakers of English.

However, the results from the comparison between the occurrences of colour idioms in Bulgarian and native learners' use turned out to be limited by the contextual topics of the two learners' corpora explored, so the focus of the research had to be narrowed further to exploring only the frequency of occurrence of the colour idioms from the two learners' corpora in the common everyday use of English by native speakers.

II. Research Questions

The research questions that were aimed for exploration via this paper were the following:

1. Which are the colour terms that are most frequently used in idiomatic expressions?
2. Is there any significant difference in the frequency of use of colour idioms between the groups of Bulgarian vs. native learners at the same level of proficiency?
3. What is the frequency of use of the colour idioms used by both the Bulgarian and the native learners in the common everyday communication of native speakers?

III. Methods

The analyzed data was gathered from the LOCNESS corpus, the Bulgarian Learners' Corpus and the British National Corpus. Quantitative analysis was performed by entering the data from the two Learners'corpora in tables summarizing the number of examples containing colour idioms against the total

number of examples containing the respective colour term (including both literal and idiomatic usages). Then, data regarding the frequency of occurrence of the idiomatic expressions from the two Learners' corpora in native speaker communication was collected from the British National Corpus. The following section presents the results from this research and a qualitative comparative analysis of the research findings.

Colour term	Number of examples containing the colour term	Number of examples containing idiomatic expressions with the colour term
white	33	4
black	34	4
red	20	0
green	11	0
blue	16	5

IV. Results and Data Analysis

The quantitative results from the research in the Learners' corpora are presented in the following tables:
Bulgarian Learners' Corpus:

yellow	3	1
brown	9	0
purple	0	0
pink	2	0
orange	0	0
grey	9	8

Evidently, the use of idiomatic expressions containing the basic colour terms in English is not very common among Bulgarian learners at the level of proficiency, at which the corpus was collected. Most examples contain the colour terms with their literal meaning denoting the respective colours. However, we should bear in mind that the corpus itself is limited to essays on particular topics, and that the contexts of those topics may not exactly coincide with all general contexts of use of idiomatic expressions containing colour terms.

Most interestingly within this corpus, 8 out of 9 instances of the term "grey" were used in idiomatic expressions – all with the meaning of "a depressing or miserable existence/life". This fact again reflects the contextual restriction of the essay topics, but it may also be interpreted to reflect the tendency of Bulgarians to view their existence as miserable and constantly complain about it.

The most frequently used colour terms in idiomatic expressions by the Bulgarian learners were grey, blue, black, and white (in order from the colour with the most examples to the colours with the fewest examples).

LOCNESS Corpus:

Colour term	Number of examples containing the colour term	Number of examples containing idiomatic expressions with the colour term
white	58	6
black	60	5
red	3	0
green	7	3
blue	4	0
yellow	0	0

brown	3	0
purple	0	0
pink	0	0
orange	4	0
grey	3	2

Similarly to the Bulgarian Learners' corpus, the native learners corpus results included primarily instances of literal usage of the basic colour terms in English. This should probably be attributed again to the fact that this corpus is also limited to essays on particular topics, and that the contexts of these topics may not exactly coincide with the contexts of use of idiomatic expressions containing colour terms.

The colours that were most frequently used in idiomatic expressions by the native learners were white, black, green, and grey (in order from the colour with the most examples to the colour with the fewest examples).

The results from the research in the British National Corpus are summarized below in the form of a list of the idiomatic expressions from the 2 Learners' corpora which occur in the British National Corpus, each followed by the number of examples containing the idiomatic expressions.

British National Corpus:

white culture – 3
white-collar – 226
black market – 157
Black Power – 29
black school – 5
green belt – 219
greenhouse effect – 275
grey area – 69
grey life – 2
grey home – 2
grey daily routine – 1
out of the blue – 203

The most frequently used idioms from this constricted subset in everyday native speaker communication were the following: *greenhouse effect, white-collar, green belt, out of the blue, black market* and *grey area*.

These results seem to be very straightforward in demonstrating that in everyday native speaker communication the most frequently used colour idioms are the least contextually restricted ones ("white-collar", "out of the blue" and "grey area") and the ones that pertain to widely popular topics of discussion like climate change ("greenhouse effect", "green belt") and illegal activities ("black market").

V. Conclusion

The straightforward answers to the research questions of this paper are the following:

The most frequently used colours in idiomatic expressions are: *grey, blue, black* and *white* (Bulgarian Learners' Corpus); *white, black, green* and *grey* (LOCNESS corpus), and as demonstrated by the sub-research in the British National Corpus – the most frequently used colour idioms are the least contextually restricted ones and the ones pertaining to widely popular topics of discussion.

There is no significant difference in the frequency of use of colour idioms between the groups of Bulgarian vs. native learners at the same level of proficiency.

The frequency of use of the colour idioms used by both the Bulgarian and the native learners in common everyday communication by native speakers is highest for the least contextually restricted idioms.

The implications of this research show that the wider context of use and the more general meaning of the expressions are reflected in their more frequent usage, whereas the narrower context of use and the more specific meaning of the expressions are reflected in their less frequent usage in everyday native speaker communication.

References:

Bulgarian Component of the International Corpus of Learner English: https://uclouvain.be/en/research-institutes/ilc/cecl/icle.html

LOCNESS Corpus: https://uclouvain.be/en/research-institutes/ilc/cecl/locness.html

British National Corpus: http://www.natcorp.ox.ac.uk/

Gender stereotypes in popular culture: grounding gender stereotypes through the romantic comedy movie "The ugly truth"

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Abstract.

Whether we want to admit it or not, gender stereotypes underlie men's and women's perceptions of each other and influence the outcomes of their relationships to a significant extent in modern society.

The romantic comedy movie entitled "The Ugly Truth" (2009) was chosen as the object of analysis for the presented study because of its identity as a popular culture product and because of its interspersion with examples of gender stereotypes conforming to the hegemonic masculinity view.

The main objective was to find out through what particular stereotypes the hegemonic masculinity view gets implanted into popular culture products, which in turn implant and ground it into people's mindsets and behavior.

Conclusively, the analysis demonstrates that the stereotypes of hegemonic masculinity are still a powerful driver for the functioning of modern society, while stereotypical thinking in general is also a deeply ingrained coping mechanism that allows both men and women to function in the hegemonic masculinity-driven version of society.

Keywords: gender, stereotype, grounding, masculinity, dominance.

I. Introduction

The gender stereotypes and misconceptions explored through the 2009 romantic comedy "The Ugly Truth" were chosen for analysis for the purposes of this paper. The analysis was based on this particular movie for 2 main reasons – firstly – because it is perpetuated by gender stereotypes, and secondly – because it places the stereotypes it explores in a contemporary cultural setting, ultimately demonstrating that although people constantly reinterpret stereotypes to fit the needs of their respective contemporary setting, stereotypical thinking in general is a deeply ingrained coping mechanism that drives society and, to a great extent, allows it to function the way it does.

II. The Movie

1. General information

"The Ugly Truth" is a romantic comedy released in 2009, starring Katherine Heigl and Gerard Butler and directed by Robert Luketic. Most generally, as Matt Sullivan from In Touch Weekly defines it, the movie is "a sassy, sexy, screwball comedy" that deals with the always topical "battle of the sexes".



2. Plot summary

The movie's plot revolves around the interaction and eventual relationship between the two main characters – Abby Richter (Katherine Heigl) and Mike Chadway (Gerard Butler).

Abby Richter (Katherine Heigl) is a morning TV producer, whose show faces the threat of being cancelled because of its poor ratings; coming home from a disastrous date one evening, she happens to see a segment of the local television show "The Ugly Truth" featuring **Mike Chadway** (Gerard Butler), whose cynicism about relationships prompts Abby to call in and argue with him on-air; the next day she discovers that the station owner has hired Mike to do a segment on her show in an attempt to increase its ratings.

At first, the two have a rocky relationship; Abby thinks Mike is crass and disgusting while Mike finds her to be naive, neurotic and a control freak. Nevertheless, when she meets the man of her dreams, a doctor named **Colin** (Eric Winter) living next to her, Mike convinces her that by following his advice she will improve her chances with Colin. Abby is skeptical, but they make a deal: If Mike's management of her courtship results in her landing Colin, proving his theories on relationships, she will work happily with him, but if Mike fails, he agrees to leave her show.

Mike succeeds in both improving the ratings and successfully instructing Abby to be exactly what Colin would want through a number of guiding tips, but as the two get to know each other better in the process, they ultimately fall in love and get together.

3. Character presentation





Abby Richter is presented as an independent, but lonely career-woman (TV producer), who is in search of the ideal relationship. She is a perfectionist, meticulous about the slightest details, whose constant need to control the situation borders on obsessive-compulsive disorder, as is suggested by her control freak approach to dating, as well as by the fact that she has turned her search of the ideal relationship into a desperate quest not just for a normal, ordinary guy, but for the man who happens to fit a 10-item checklist profile she has compiled to be guided by in recognizing the ideal partner for herself. By the end of the movie it is hinted at that in compiling such a checklist of criteria Abby had actually been influenced by the widespread stereotypical fairy-tale scenario, as well as by following self-help book pieces of advice, whereas the particular items she has selected to include in her checklist suggest that the ideal man she is looking for is actually a male version of herself – a fact, which

in its turn suggests that Abby is subconsciously afraid to step outside her comfort zone and hence needs to resort to a predictable (fairy-tale) scenario or script that she can adhere to and maintain control over.

Mike Chadway is presented as the TV host of a local show ("The Ugly Truth") dealing with relationships. He is crass, skeptical and straightforwardly cynical about relationships and he is an ardent supporter of the ideas that **"Men are simple"**; that they are incapable of growth or change and that **"Men are very visual"**, i.e. that all they are interested in a woman is her looks, and all they ultimately want from her is sex. By the end of the movie it is revealed that the reason Mike is convinced that there is no such thing as "a good relationship" is based on his experience with various types of women (**"call-dependent girls, unfaithful girls, depressed girls, narcissistic girls, phony girls, girls who it turned out didn't actually like me…")**, leading him to give up on trying to find love and romance in commitment and start engaging only in casual sexual relationships.

The way the two main characters are presented reveals that actually both of them rely heavily on stereotypes when it comes to approaching relationships with the only difference that whereas Abby takes up the ready-made stereotypical fairy-tale scenario and tries to apply it to real-life situations, Mike draws up his own stereotypical generalizations about men and women on the basis of his own relationship experience. Nevertheless, both of them end up trying to conform to the same even greater stereotypical scenario – the hegemonic masculine heterosexual view of society that asserts male domination and female objectification.

4. Key scenes and underlying stereotypes

TV SHOW SCENE



Scene Transcription:

Mike (on TV): *And we're back with "The Ugly Truth", where tonight we're gonna be talking about what it is men and women really want in relationships. Now, I've been looking through some books – "Smart Women – Foolish Choices" – huh?!?* (throws it in the trash)*, "Men Who Love Women Who Hate Them" – huh?!?* (throws it in the trash)*, and "Women Hating Men Who Loved Women Who Hate Loving Men" – huh?!?* (throws it in the trash). *Billions and billions wasted on psycho-babble bullshit! Now listen up, ladies, 'cause I'm only gonna say this once and it is just three little words – MEN ARE SIMPLE!* (sets the trash can on fire). *We cannot be trained! All this men-are-from-Venus crap is a waste of your time and money. If you wanna be a lonely hag – then that's fine – keep reading these stupid books. But, if you want a relationship – then here's how you get one – it's called a stairmaster! Get on it and get skinny, and get some trashy lingerie while you're at it, because at the end of the day all we're interested in is looks! And no one falls in love with your personality at first sight – we fall in love with your tits and your ass, and we stick around because of what you're willing to do with them! So – if you wanna win a man over – you don't need 10 steps – you need just 1 – and it's called A BLOWJOB!"*

Underlying Stereotypes:

Men are simple.

Men are primal. (*"We cannot be trained."*)

Men are only interested in sex and women should reduce themselves to sexual objects for giving visual and sexual pleasure to men, if they want to be in a relationship.

Stereotype Analysis:

All 3 stereotypes listed above are characteristic of the hegemonic masculine heterosexual view of society, which Mike Chadway clearly seems to support and conform to, consciously or not. According to the hegemonic masculine heterosexual view society should definitely be male-dominated and male-centered, i.e. women should

be seen as nothing more than objects or toys that should be subordinated and owned by men with the sole purpose of giving men all kinds of pleasure, whereas all men should be seen as possessing "an innate manhood" simply because they have penises, besides being identified solely through their constant sex craving and sexual prowess. Or, as a student from the University of Colorado at Boulder puts it, "in a heterosexual masculine society women exist "to appear" for men, who are required to "act" upon those appearances; women are sexual objects, whose only goal is to be attractive for men. If a woman appears sexy according to societal standards, men must attempt to have sex with her." What is more, a lot of women "tend to consent readily" to the masculine hegemony. Most of them are not even aware that merely by striving to appear in a certain way, they already "act as subordinates." (http://www.sexandgender.net/2010/07/02/the-ugly-truth-film-analysis/)

SHOPPING SCENE – MIKE'S RULES OF DATING + TRANSFORMING ABBY'S LOOK



Scene Transcription:

Mike: *Rule № 1 – never criticize.*

Abby: *Even if it's constructive?*

Mike: *Never. Men are incapable of growth, change or progress. For men self-improvement ends with toilet training. And Rule № 2 – laugh at whatever he says.*

Abby: *What if what he says isn't funny?*

Mike: *That's irrelevant. A fake laugh is like a fake orgasm.*

Abby: *Fake orgasm is good?*

Mike: *No, but a fake orgasm is better than no orgasm at all.*

Abby: *Fake orgasm IS no orgasm…*

Mike: *Only to you. See, you're not the only person in the room, you know…Let's not be selfish…*

***

Mike: *Rule № 3 – men are very visual. We have to change your look.*

Abby: *What's wrong with my look?*

Mike: *Abby, you are a very attractive woman, but you are completely inaccessible. You're all about comfort and efficiency.*

Abby: *What's wrong with comfort and efficiency?*

Mike: *Well, nothing…except no one wants to fuck it.*

Shop assistant: *Hello, may I be of assistance?*

Mike: *Yes, you may. We need some cocktail dresses, tight jeans and some bras that'll make my friend's breasts sit up and say "Hello"…*

Abby: *They're not saying "Hello" now? What are they saying?*

Shop assistant: *Actually, they're giving off more of a passing nod, rather than an outright greeting…Hold on…why don't you try this on? I think this would be wonderful…*

Mike: *Ha-ha…now that is a bra! M-hm…boobies in this thing say "Put me in your mouth, I taste good!"*

***

Mike: *Length* (of a dress) *is very important. We need short enough to see some thigh, but not so short to see vag...*

Abby: *M-hmm…*

Shop assistant: *Vag says you're trying too hard…*
Abby (sarcastic): *You think?*
***
Mike: *Jeans are all about the curvature of the ass. You have…well, you have the raw material, now all you need is the proper presentation…*
Abby: *Did you just tell me I have a nice ass?*
Mike: *And Rule № 4 – never talk about your problems, 'cause men don't really listen or care.*
Abby: *Some men care…*
Mike: *No, some men pretend to care. When we ask you how you're doing – that's just guy code for "let me stick my dick in your ass".*
Abby: *Ugh…*
Mike: *Oh, I know you think Colin is above it all, but trust me – he's a guy – if he's even remotely into you, he's probably thought about each one of your orifices at least 10 times.*
Abby: *I love how you assume all men are as perverse as you are…*
Mike: *Oh, I don't assume…I know. Wait…we need to make one more stop.*
Abby: *What? I have tons of stuff…*
Mike: *Na-ah…we have to make your hair longer. Men like something they can grab onto other than your ass.*
Abby: *Ah…my hair is fine. There is nothing wrong with my hair.*
Mike: *Abby, a ponytail implies that you're either operating heavy machinery, or emptying the litterbox…Neither of those things inspires an erection.*
Abby: *Well…why is it my responsibility to inspire an erection? Why isn't that HIS job?*

Underlying Stereotypes:
Women are supposed to be sexually attractive objects.
Women are supposed to wear clothes and underwear that show off and accentuate certain parts of their bodies solely to give men visual pleasure and inspire their sexual fantasies.
Women have no identity other than their bodies.
Women should seek to please and satisfy men in every possible way.

Stereotype Analysis:
The Colorado University student's analysis of the beginning of the scene, where Mike instructs Abby how to behave in order to keep a man satisfied, seems to identify the underlying stereotypes correctly – "All the advice given is from the perspective that men control the sexual situation. The act of sex is a scenario in which men must perform at their best in order to be masculine. Mike is telling Abby that she must fake an orgasm during sex and if she doesn't fake it, she is selfish. Thus he suggests that it is the woman's responsibility to make sure the man feels like he is performing optimally. This is an example of men's dominance because it places blame solely on the female." (http://www.sexandgender.net/2010/07/02/the-ugly-truth-film-analysis/)
The objectification of women for the sole purpose of attracting and satisfying men in the male-dominated hegemony is clearly evident in the underlying stereotypes listed above. But what is also evident from Abby Richter's willingness to actually fit into the stereotypical hegemonic view in the transcribed movie scene is her desperation to get the ideal partner for herself once she has found a man satisfying her criteria. In other words, chasing after one stereotypical (fairy-tale) scenario leads her to fit herself into another stereotype that reduces her to nothing more than a pleasure-giving object for a man in the male-dominated hegemonic society.

VERBAL CROSSFIRE SCENE – ABBY AND MIKE'S MISCONCEPTIONS ABOUT EACH OTHER



Scene Transcription:

Abby: *…Which should really come as no surprise, because men are completely unreliable. Take Mike Chadway, for instance – he up and quit the show without so much as a word. You think you know what men are gonna do; you think you know what men want to do. But when it comes right down to that moment when they actually need to step up and…I don't know…make a move – they chicken out. The big, strong, brave men that we've all been reading about in novels and watching in movies since we were 9 years old – that's a fallacy – they don't exist. Men are not strong, men are not brave, men are afraid! Even if they have a moment in a hotel elevator and it's totally romantic and full of potential – men are incapable of copping to it, because – why? – men are weak.*

Mike: *Let me tell you something about women. Women would have us believe that they are the victims, that we break their hearts for sport. But that's crap. They say they want true romance, they say they want true love, but all they want is a checklist: Is he perfect? Is he handsome? Is he a doctor? For you, men, who fit the criteria – don't kid yourselves, 'cause they're not sleeping with you. They're sleeping with a carefully calculated set of venal choices – money over substance, looks over soul, polish over principles. No gesture, no matter how real or romantic, will ever compensate for a really impressive list of credentials.*

Underlying Stereotypes:

The stereotypes underlying the transcribed scene here are actually extended generalizations of the two characters' misconceptions about one another after they have both misinterpreted a situation (after they kiss in a hotel elevator, Mike goes back to Abby's room with the intention to admit his feelings for her, only to find out that Colin has come to surprise her; he decides to retreat, because he figures Abby wants to be with Colin, while she interprets this as Mike wanting to be with her, but 'chickening out' when it comes to admitting his feelings). Thus, the two respective misconceptions extended to stereotypes are:

Men are afraid of commitment.

Women don't know what they want.

Stereotype Analysis:

What is interesting to analyze about these final two stereotypes is not so much what they state, as the way they were arrived at. As pointed out earlier, they were the outcome, or rather – the conclusion to both characters extending generalizations about each other.

As Sander Gilman puts it, "stereotypes are a crude set of mental representations of the world, which perpetuate a needed sense of difference between the self and the Other and arise when self-integration is threatened; they are therefore part of our way of dealing with the instabilities of our perception of the world." (Gilman, S., 1985,"The Deep Structure of Stereotypes").

In other words, in this case both characters' misinterpreting the aforementioned situation leads to instabilities in their perceptions of the world, which in their turn lead to a need for both of them to resort to stereotypical representations of the other as a way of explaining and dealing with said misinterpretation-prompted instabilities (i.e. Mike's reaction in the situation did not follow through with Abby's fairy-tale scenario, so she resorted to the stereotype that men are afraid of commitment, in order to explain the lapse in her own perception of the world; Mike on the other hand found himself perplexed as to what Abby actually wants after finding her 'walking checklist' in her hotel bedroom, so he also needed to resort to the stereotype that women don't know what they want, in order to resolve his own state of perplex and frustration). Then in the scene transcribed above things escalated even further when the two characters extended the stereotypes they had ascribed to each other to all men and women in general.

III. Conclusion

On the whole, the movie "The Ugly Truth" employs and explores the characteristic stereotypes of the hegemonic masculine heterosexual view of society, while at the same time it also demonstrates that stereotypical thinking in general is a deeply ingrained coping mechanism that drives society and, to a great extent, allows it to function the way it does. Stereotypes, being the most easily accessible ways of dealing with the instabilities in a person's perception of the world as they arise, are powerful mechanisms that people resort to, most often unconsciously, in order to prevent their integrated selves from breaking apart when faced with an immediate threat of crashing down.

"Everyone creates stereotypes. We cannot function in the world without them. They buffer us against our most urgent fears by extending them, making it possible for us to act as though their source were beyond our control." (Gilman, S., 1985,"The Deep Structure of Stereotypes").

References:

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The influx and influence of global English in Bulgaria

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Abstract.
The worldwide influence of English as a global language is an indisputable phenomenon of the contemporary world, which continues to infiltrate an increasing number of domains of everyday life in an increasing number of countries where English does not have an official language status.

The presented study was conducted with a focus on the influence of Global English in Bulgaria, and 4 main domains in which Global English appears to influence everyday life in Bulgaria most extensively were identified. These 4 main domains include: business, education, advertising/tourism/entertainment, and everyday online communication on social media.

Samples of actual English language use from all 4 investigated domains were collected and analyzed.

The general findings from the conducted study illustrate that Bulgaria is one of the countries where English has infiltrated the 4 described domains as a global language.

Keywords: globalization, English, Bulgaria, domain, influx, influence.

I. Introduction

The worldwide influence of English as a global language is an indisputable phenomenon of the contemporary world, which continues to infiltrate an increasing number of domains of everyday life in an increasing number of countries where English does not have an official language status. The author's personal interest in the influx and influence of Global English in Bulgaria as the topic for this paper was prompted by a sociolinguistic field study of streetwise English in her native place that she conducted recently. The findings from this field study certainly proved that Global English has become an integral part of the Bulgarian cities' streetwise landscape, and this prompted a broadening of the scope of the study to explore the 4 primary domains, in which Global English is used most extensively in Bulgaria, with the aim to analyze and find out more about the ways in which Global English influences everyday life in Bulgaria.

II. Theoretical Overview

The main theoretical sources used for the presented study were several articles from the book "Global English in Bulgarian Context" authored by Prof. Maria Georgieva. The articles that relate directly to the study bear the following titles: "Globe Talk – constructed by and constructing globalization", "Global English in Bulgarian: code-mixing strategies in adult and youth discourse" and "Global English and communicative English language teaching".

The major points discussed by prof. Georgieva in her articles that the presented study also illustrates and supports are the following:

"Globalization is generally used to refer to the set of processes generating a multiplicity of linkages and interconnections that transcend territorial and social boundaries which make up the modern world system (McGrew 1992:65)."

"…in the complex of transformations, transnational flows and networks embodied in globalization, language plays a crucial role. All linkages, interconnections and interdependences that bind together companies and organizations from most distant geographical areas are actualized and put into practice *through* language and *in* a language shared by all those involved. All networks, communities and community activities crucially include and depend on a shared language code for their existence and proper functioning."

"Global English has aroused tremendous scholarly interest not only because of the intensity and magnitude of its growth but also because of the inextricable connection found to exist between its spread and the integration processes running in all spheres of social life."

"Globalization also involves an expanded grass-root awareness of the world as a global whole. This is commonly accounted for by the increased opportunities for people to travel abroad for study, work or tourism, to work for international companies and organizations in their native or some foreign country, and last but not in importance, to surf the Net and "chat" with people from practically every part of the world. Upwardly mobile individuals seeking careers in international companies often have to team up with people with different language and cultural backgrounds and hence communicate in a language adopted as lingua franca. In such complex language situations marked by differences in speakers' language proficiency and/or negative transfer from their native tongues, mutual understanding is commonly enhanced through purposeful intervention, or "administration" (Coulmas 2005: 175), focused on leveling the differences."

"For good or ill, the world today is flooded by English. It is the international language of business and politics, of science and technology, of tourism and entertainment. It is the language of communication amongst people from all over the world who tend to mould it in all kinds of ways in pursuit of specific communicative goals, of distinct identities or interpersonal alignment with communicative partners. Most linguists agree today that the English used for international communication satisfies predominantly instrumental needs."

"…in order to gain a deeper understanding of English as a product and driver of globalization, we ought to be more flexible and look into the full range of oscillations of use and function in the spate of language-contact situations English enters into across ethnic or cultural groups or geographical territories."

"Globalization of social practices in all spheres of present-day life has brought into relief the practical importance of a shared language code to mediate transnational and transcontinental activity and ensure access to the world's treasure trove of knowledge and culture for all people around the globe. For a number of historical, socio-political, economic and cultural reasons that role has been assigned to English, which is now firmly entrenched as World language (Crystal 2003, Graddol 1997, Spolsky 2004)."

III. Research Methodology

The presented study was based on Dell Hymes' ethnographic approach because this approach fitted best the purpose of the study. The analysis of samples of actual language use lends a practical perspective to the description of the social and cultural influence of Global English in Bulgaria, while the approach's emphasis on particularizability provides an opportunity for a detailed analysis of the studied social phenomenon as a complex and internally coherent cultural practice.

IV. Methodological Procedure – Data Collection

The applied methodological procedure in collecting the empirical data consisted of 2 parts.

First, the author relied on her personal experience and practical observations in order to establish the 4 primary domains where English is being used most extensively in Bulgaria. She managed to establish the following 4 domains of everyday life in Bulgaria, which rely heavily on the use of Global English for the achievement of a variety of goals: 1. Business, 2. Education, 3. Advertising, tourism and entertainment, 4. Everyday online communication on various social media.

Secondly, the author collected actual samples of the use of English from all 4 established domains, which were analyzed with a focus on the linguistic competence of the users of English, as well as in terms of the goals that were achieved through the usage of the English language in those contexts of situation.

V. Presentation of Data

Business

The data collected from the domain of business includes samples of actual business emails in English and samples of actual client-provided instructions for translators and editors in English. The author has collected these samples from her personal business correspondence and her personal experience working as a translator and editor at a Bulgarian translation and localization agency. However, it should be noted that since the samples included some confidential corporate information, as well as some personal names and details, which the author is not at liberty to disclose, she has purposefully obscured these data – with the exception of her own name. This fact, however, does not hamper in any way the comprehension of the provided texts.

Business Domain Samples:

Sample 1 – English in Emails

Email 1:

Dear P.,

This is B. from [company name]'s Vendor Management Team.

I hope you are well.

I am writing to follow-up on my phone call yesterday with your colleague M. regarding the above for our client [company name].

Find below summary of our call.

Just as we talked, we are pleased to inform you that we are switching from a terminology management based on glossary to an online termbases. The benefits from this switch will be the ability to automate terminology checks while you translate/edit documents.

Considering this, we want to appoint a dedicated Linguistic Consultant for each of countries [company name] translates for [company name] and it has been decided you would be the best choice for Bulgarian.

This opportunity implies that the Linguistic Consultant will be the glossary owner thus maintainer in [online system name], will need to have availability for a client's call review when necessary and ideally, have some availability at weekends in the event of an urgent query. From the feedback I have received, this is not expected to be a very regular undertaking, so it would not take much time; however, it is important to have a designated person who can respond consequently to these needs as a Consultant.

For this purpose we have scheduled 2 [online system name] webinars next week.

Please complete following the link:

[link]

Please briefly reply to this mail confirming availability and let me know when the survey is completed so I can follow-up.

Looking forward to hearing from you.

Kind regards,

B.

Email 2:

Dear P.,

I am writing to follow-up on my mail date 30 May.

Please note that we successfully hosted our first webinar this morning.

Should you still be interested in becoming our Linguistic Consultant for Bulgarian, I would need you to please fill in a brief survey at the link provided in the first mail, only for us to track responses.

Looking forward to your reply.

Kind regards,

B.

Email 3:

Hi B.,

Please excuse us for the delay. We indeed have a suitable resource and she just signed up for the webinar on Friday. Sorry for missing today’s one. Please let me know what would the next step to take be.

Much obliged!

Regards,

D.

Email 4:

Hi D.,

Thank you very much for getting back to me.

I see that your resource is Tsvetelina. I will send her the details tomorrow.

Kind regards,

B.

Email 5:

Yes, that would be her. Thank you very much for your cooperation, B. If possible, please also put the current alias [email address] in cc, for good measure.

Regards,

D.

Email 6:

Dear Tsvetelina and [company name] team,

Once again, thank you very much for your interest in this opportunity.

Following previous conversation, below please find details for tomorrow's webinar.

IMPORTANT: Please make sure you make use of your phones for the teleconference as VoiP is not integrated.

Topic: [topic]

Date: [date]

Time: [time]

Meeting Number: [number]
Meeting Password: (This meeting does not require a password.)

To join the online meeting
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1. Go to [link]
2. If requested, enter your name and email address.
3. If a password is required, enter the meeting password: (This meeting does not require a password.)
4. Click "Join".
5. Follow the instructions that appear on your screen.

To view in other time zones or languages, please click the link: [link]

To join the teleconference

To join a conference call:

1. Dial in the regional phone number at [link]
NOTE: If your country is not listed, dial into a neighboring country using the international prefix.
2. Enter the participant passcode: [code]

For assistance
---
1. Go to [link]
2. On the left navigation bar, click "Support".

I will be off tomorrow Friday and Monday, but I will follow-up on my return.
Kindest regards,
B.

Email 7:

Dear B.,

Thanks for the really great opportunity – I found the webinar truly useful. As per your instructions at the end, I hereby confirm my participation in it. I would be grateful if you could send me the relevant materials you mentioned. I would also be interested in receiving notice of any upcoming similar webinars.

Kindest regards,
Tsvetelina Vateva

Sample 2: English in Client-Provided Instructions

Instructions Sample 1:

1.1. Translation guidelines

Translation stages

1. **TRANSLATION:** As per [company name] guidelines, translators have to translate the English content using the source text. More than 1 translator can be involved in the translation stage to cope with tight turn-around deadlines. Translations must flow smoothly as if the text had been originally written in the target language.

Remember this is Marketing material, and the translation should reflect that. The translation will be made relatively freely and creatively, with the purpose to convey a similar message as the English content, as opposed to a word for word translation.

2. **EDITING**: Performed by a single experienced translator (different from any of those involved in the translation stage above) to ensure correctness, consistency and style flow. This is a dual step that involves revision (checking source against target) and review (checking target only).

Translation instructions

1. **Tools**: [tool name]
2. Use the source text as a guide, but please feel free to make any appropriate stylistic changes to ensure the translation suits the target market.
3. Perform **translation and editing** on all unlocked segments.

4. **Choose correct TMs during localisation: Translation, Review (optional), and Final (mandatory)** see details below. Once uploaded on TMS, the correct TM will be updated automatically. TMS will clean the strings from the delivered file into the TM.
5. Ensure that capitalization and punctuation are used consistently.
6. Run **spelling and grammar** checks on all translated and edited segments.
7. All formatting must be kept as in the current files, do not alter any tags.
8. Please do not localize currency. All currency should be kept as is in the source.
9. **Do not translate URLs, if any.**
10. Please review 100% matches and do NOT review 101% matches.
11. **Leave in ENGLISH:**

a) Agreement names, i.e.: [examples]
b) The name of tools, i.e.: [examples]
c) Name of campaigns: [examples]
d) Name of trainings and campaigns, ie: [examples]
e) Titles of the exams, assessments, or certifications. The words "Exam", "Assessment", "Certifications" can be localized.
f) UI items and third party UI references.

Instructions Sample 2:

Please perform a full linguistic review on your language. It is very important to report real mistakes only! Preferential changes are out of scope for this review. Please annotate any comments you might have to the PDF. Your comments must contain the following:

- Source sentence
- Back-translation of the original target sentence
- Suggested change
- Back-translation of the target sentence with the suggested change
- Rationale for the change

Education

The data collected from the domain of education consists of samples taken from two books in English used in Bulgarian high schools and universities. The goal here was to collect samples from books on similar topics and compare how English is used as a medium of instruction in high school education vs. university education. So the author decided to use an excerpt from a textbook in biology for the 9th grade, which is used to teach biology in English to English language high school students, and an excerpt from a textbook used by the students from the English-language program in Medicine offered at the Medical University of Varna.

Education Domain Samples:

"Biology and Health Education (9th Grade)" High School Textbook Excerpt:

"Cardiovascular System and Health

Cardiovascular diseases are among the most common diseases in the medical statistics of many countries. Because of their high frequency and negative impact on society, they are called *social diseases*.

Living conditions and lifestyle are crucial for the development of heart diseases. The heart and blood vessels can function in a normal way only in adequate conditions. In order for them to function well, it is of great importance to eliminate all harmful factors – low physical activity, excessive use of fats, carbohydrates, and table salt in food, obesity, smoking, alcohol, and stress. Such factors are the reason for a high pulse rate, high blood pressure, and damage to blood vessels.

The most frequent diseases of the cardiovascular system are hypotension, hypertension, atherosclerosis, myocardial infarction (heart attack), brain insult (stroke), etc.

Arterial pressure is recorded as two figures – systolic (the top number) pressure and diastolic (the bottom number) pressure – e.g. 120/80 mmHg. The normal numbers are between 100-140 mmHg systolic and 60-90 mmHg diastolic blood pressure. A permanent increase in these numbers is a disease called hypertension, while a permanent decrease is another condition called hypotension (Table. 29.1)."

"Central Nervous System" University Textbook Excerpt:

"Spinal Cord

Surface Morphology

The spinal cord (spinal medulla) is roughly cylindrical in shape, slightly flattened anteroposteriorly. It occupies the upper two thirds of the vertebral canal. It is around 45 cm long and extends from the foramen magnum superiorly to the level of intervertebral disk between L1 and L2 inferiorly. Its lower end is tapered off into the conus medullaris. From the apex of conus medullaris a thin thread – filum terminale, descends to be attached to the posterior surface of the coccyx. Thus the spinal cord is steadily attached at its upper and lower

end. It does not completely fill in the vertebral canal, which prevents it from injury during movements of the spine. Protection is also provided by the three meninges – dura mater, arachnoid and pia mater."

Advertising, Tourism and Entertainment

To illustrate the use and influence of Global English in the domain of advertising, tourism and entertainment, the author uses the samples she has collected when carrying out a field research on the streetwise influx of English in her native place. Virtually all the samples she collected from the streets of Varna reflect how English is used for the purposes of advertising, attracting foreign tourists and entertaining the guests of the city.

Advertising, Tourism and Entertainment Domain Samples from the Streets of Varna:

Samples in English only:

Sample 1:
Mary Jane
Silver filtered vodka
Triple purified premium vodka
Carefully crafted superb pure grain alcohol
Silver purity

Sample 2:
BOOKTRADING

Sample 3:
ONYX Café Bar

Sample 4:
Happy Bar & Grill

Samples involving code-mixing:

Sample 1:
SKYFALL
INFINITY POOL & TERRACE
04.06 DJ TARKAN
ОТКРИВАНЕ SKYFALL.BG
INTERNATIONAL
HOTEL CASINO AND TOWER SUITES

Sample 2:
МОРСКО КОНЧЕ PIZZA & GRILL

Sample 3:
Кредитна карта The One

Sample 4:
КНИЖАРНИЦАТА Bookpo!nt
верига книжарници

Sample 5:
Български кожени изделия
ГОЯ
КОЖИ
GOIA
LEATHER
ДУБЛЕНКИ ГОЯ LEATHER
ДУБЛЕНКИ
КОЖЕНИ ОБЛЕКЛА И АКСЕСОАРИ
LEATHER ГОЯ LEATHER

Sample 6:
EGO
BOUTIQUE
LEATHER
Абитуриентски рокли 2016

Sample 7:
Бутик Кожено царство
Leather Center
Скидка
Дубленки Кожа Греческие шубы

Sample 8:
My Silver

Сребърна бижутерия
направена в България
Sample 9:
Polaroid
Polarized Sunglasses
Магазини Inkognito
outlet
Sample 10:
Качество на ниски цени
Lingerie Style Fashion
БЕЛЬО
Дамско и мъжко бельо

Samples involving translations:
Sample 1:
Укротяване на опърничавата
Уилям Шекспир
Shakespeare
The Taming of the Shrew
Sample 2:
The two programs of the theatre in Varna, which offer translations of the titles in the original languages the works have been written in, or in English (see the sample pictures).
Sample 3:
REFAN
НАТУРАЛНА КОЗМЕТИКА
NATURAL COSMETICS
НАТУРАЛЬНАЯ КОСМЕТИКА

Samples involving transliterations:
Sample 1:
Cancun
Jordi Galceran
Gergana Arnaudova, Stoyan Radev, Plamen Dimitrov, Daniela Viktorova, Bilyana Stoeva – the names of the actors are transliterated
Sample 2:
TOKUDA BANK
ТОКУДА БАНК
Sample 3:
Мъпет Маг
Sample 4:
ОПТИКА ОПТИКЛЕНС
Sample 5:
SILVER
SWAROVSKI
WATCHES
СРЕБРО
СВАРОВСКИ
ЧАСОВНИЦИ
Sample 6:
БАНКА ПИРЕОС
Sample 7:
CHERNO MORE
HOTEL

<u>Everyday Online Communication on Social Media</u>

To illustrate the use and influence of English in the context of everyday online communication on social media, the author collected samples of Bulgarians using English as a lingua franca when commenting on posts on the following 3 social media platforms: Facebook, YouTube and 9gag. These 3 platforms were selected because of the high popularity of each of them among Bulgarians (and among people worldwide, as well). It should also be noted that in order to ease the process of sample collection, the research was targeted at pages and

posts connected with Bulgaria because of the higher probability for the presence of suitable samples in such pages and topics.

Samples from the Domain of Everyday Online Communication on Social Media:

SAMPLES OF COMMENTS ON FACEBOOK PAGES:

Sample 1:

Ljutenica Facebook Page – Comment on a picture of lyutenitsa:

Dimitar Zhelyazkov: I want it! Ohhh deliciouse ljutenica!

Sample 2:

Bulgaria Facebook Page – Comment on an article about young Bulgarian brides for sale:

Petia DG: This young brides, the article talks about, are not Bulgarians and has absolutely nothing to do with the Bulgarian culture and traditions. The people who still follow this "medieval market for virgins" are gipsies who live in Bulgaria. Some may say that if they are born in Bulgaria they are Bulgarians, but to be a Bulgarian it requires much more than just be born in the teritory of the country. In Bulgaria we talk a certain language, have certain culture and traditions and religion and even phisical strereotype which are much different than the ones of the gipsies born in Bulgaria. So before you write an article inform yourselves.

Sample 3:

Bulgaria Facebook Page – Comment on an article about a success of the Bulgarian tennis player Tsvetana Pironkova:

Kristian Karov: Tsveti, you can go all the way. We are with you!

Sample 4:

Grigor Dimitrov Facebook Page – Comments on a picture of Grigor Dimitrov:

Nadya Dremdzhieva: The best of the best and sexiest too

Senka Asenova: Just do it!

Maria Petkova: My favourite shop in Oxford circus!!!

Katya Nacheva: Wow! Lovely picture! Bless you!

Sample 5:

Tsvetana Pironkova Facebook Page – Comment on a picture of Tsvetana Pironkova:

Stoian Hristov: Remarkable performance!!! Мисля , че от много време търсиш този форхенд. Винаги специалистите са казвали за теб, че имаш първокласен бекхенд, страхотно движение и никак не лош сервис. Не те бях виждал да удряш така от Сидни 2013. Според мен срещу Радванска стратегията ти ще е същата, а именно агресия и пак агресия. Браво!

Sample 6:

Tsvetana Pironkova Facebook Page – Comment on a post:

Konstantin Kurenkov: Guys who know in what event in April will perform Tsvetana? As for her involvement in the Czech Republic I know.

Sample 7:

Poli Genova Facebook Page – Comment on a picture of Poli Genova:

Жоро Жоров: If love was a crime, you'd have made us all criminals

Sample 8:

Poli Genova Facebook Page – Comment on the song "If Love Was a Crime":

Ekaterina Larsson: Az sam v Stockholm, i te gledah live na Grand final, i mnogo tantzuvah, i vsichki okolo men tantzuvaha. So good luck amazing girl!

SAMPLES OF COMMENTS ON YOUTUBE VIDEOS:

Sample 1:

Comments on Nevena Tsoneva – Dvama (https://www.youtube.com/watch?v=6797FonHu8g):

Martin Karadzhov: NEVEROQTNO!! HATERITE DA MUCLHAT MNOGO DOBUR COVER E PO DOBRE NQMA KAK

Peter Botev: Please, come to the states!

Sample 2:

Comment on Stefka Sabotinova – Prituri se planinata (https://www.youtube.com/watch?v=wQ9BkiDEsGw):

Art13bg:
Стефка Съботинова - "Притури са планината" (Bulgarian folk song)
Притури са планината,
че затрупа два овчера,
че затрупа два овчера,
два овчера - два другаря.
Първи моли - пусни мене.
Мене чака първо любе.
Втори моли - пусни мене.
Мене чака стара майка.
Проговаря планината:
"Ой ви вази два овчаря,
любе жали ден до пладне,
майка жали чак до гроба."
* * *
Stefka Sabotinova - "The Mountain Darkened"
The mountain darkened, (before severe storm)
and caught two shepherds,
and caught two shepherds,
two shepherds - two comrades.
The first shepherd prays –
"Please, let me go! My girlfriend is waiting for me."
The second shepherd prays - "Please, let me go! My old mother is waiting for me."
The mountain answers:
"Ohhh you, two shepherds,
a girlfriend will mourn for you a couple of days,
a mother will mourn for you until she dies."

Sample 3:

Comments on Nelly Petkova – Bad (https://www.youtube.com/watch?v=teNdn1dXPcQ):
Margarita Peteva: Perfect song, beautiful and talent Nelly
Teodora Tencheva: THE BEST SONG!
Гери Павлова: Lovley project!

SAMPLES OF COMMENTS ON 9GAG MEMES:
Sample 1:

Comment on the meme "Bulgarians right now" (http://9gag.com/gag/ay0gmbX):
mutafovchavdar: He was Bulgarian? Well, just like in 'Harry Potter 4' the Bulgarian guy is just there to be the asshole for a couple of minutes, and then killed. At least we are not portrayed as the Russians are in western entertainment, those guys just can't catch a break...

Sample 2:

Comments on the meme "Bulgarians will know" (http://9gag.com/gag/am8N9qd):
rulnav3: OK for those who aren't from Bulgaria the thing is that most Bulgarians feel enormous animosity towards the Turks, and will always find a way to badmouth them, basically in every town or village you'll find someone suddenly shouting "I hate these Turks and these Gypsies"
rulnav3: Basically to us this is incredibly ironic...
fullgrym: The problem is that Turkey are arming the "moderate rebels" (by now does anybody believe they exist?!), and they are actively helping refugees cross their country and our border freely. Currently there are very big problems here where to place and how to feed them. That is excluding the security problems they pose. And that is excluding the fact that when refugees get their status and try to go to western eu they simply send them back to us.
rulnav3: @asajdsak Everything you said is true and we have no valid reason to hate you, but most of us still do. Reason: 500 years Ottoman slavery, and no Bulgarians do not make differense between Turkey and Otto emp.

Sample 3:

Comments on the meme "Because everybody in this site think that Bulgaria have only gypsies, there are some facts about Bulgaria" (http://9gag.com/gag/am0xzMX):

stefanmarkov1: @evil_bastard Thanks bro :)

stefanmarkov1: @duallcore yes that's the true but we bulgarians hate to call us like that and for that i do that, to close them mouth's. Thanks for the respect Brother ! :)

kristianamortem: Finaly a proud bulgarian like me showing some respect to our beautiful amazing but poor country

plamenabogdano: I shed a tear. #imbulgarianloudandproud

VI. Analysis

Business Domain Samples

As previously mentioned, the author's business domain samples consist of samples of actual business email correspondence and samples of client-provided instructions for translators and editors. In the analysis of the samples below, the author first provides some background information regarding the users of English who participate in the communication realized through the discussed samples, and then she analyzes their linguistic competence in English. Finally, the author comments on the goals achieved through the use of the English language in these particular contexts of situation.

In the case of the email correspondence sample, the authors of the provided emails are all in all 3 – B., D. and the author of this paper.

As is evident from the first email, B. is a member of the vendor management team at the foreign partner company, with which the Bulgarian translation and localization agency collaborates. It should also be noted that B. is a woman and she is Spanish – which is relevant, because it means that she is a non-native user of English.

As for D. and the author of the paper – they are male and female, respectively, and they are both Bulgarian – which again means that they are both non-native users of English. However, it should be mentioned that both D. and the author of the paper are graduates of Applied Linguistics with English and Japanese and English Philology, respectively. This is relevant, because it accounts for the high competence of English that they both demonstrate.

As far as B.'s competence of English is concerned, her writing is filled with numerous instances of incorrect grammatical forms and syntactic structures (e.g. "an online termbases", "The benefits from this switch will be the ability…", "for each of countries [company name] translates for [company name]", "my mail date 30 May", "Following previous conversation, below please find details…", etc.), which undoubtedly suggests that B.'s competence in English does not exceed a working-level proficiency, most probably acquired outside the university level of education.

B.'s lower competence of English, however, does not hamper the successful business communication between the two companies. The collaboration between them is definitely achieved, as are the goals of designating the author of this paper as linguistic consultant for Bulgarian and ensuring her participation in the relevant webinar.

In the case of the client-provided instructions, it should be noted that the conducted communication process between the client and the translator or editor does not involve only 1 person as the instructions author, but a whole team from the respective client company that assigns the task for translation or editing, respectively. Thus, both samples demonstrate a high competence of English, since most probably the team that drafted the instructions included a linguistic expert, who edited the text of the instructions so as to assure their high linguistic quality. Besides this particularity, it should also be noted that the language of instructions is generally clear and direct, which allows for less linguistic mistakes. Both instruction texts definitely achieve their purpose of providing clear and unambiguous guidelines for the translator or editor performing the task.

Education Domain Samples

The collected education domain samples consist of a sample excerpt from Prosveta's Biology and Health Education textbook for the 9th grade (authored by Rumen Bostandzhiev, Snezhana Tomova, Gergana Komitska and Peter Gogov), which is targeted at English language high school students, and a sample excerpt from Steno Publishing House's Central Nervous System textbook (authored by Maria Vankova), which is targeted at Medicine or Dentistry university students attending the Medical University of Varna (but also other medical universities in Bulgaria), whose programs are offered in English as language of instruction.

Below the author of the paper again carries out a linguistic competence analysis based on the two excerpts, and she also comments on the goals that are achieved through the usage of English as language of instruction in both situational contexts.

Both samples demonstrate a very high competence of English of their authors, but this is not a surprising fact, because the aim of using English as language of instruction in these textbooks is to develop and enrich the

students' competence of English in addition to providing them with knowledge of the subjects, on which the books are written.

Both samples include the respective scientific terminology and both textbooks are written so as to be comprehensible for the targeted students, respectively. However, it should definitely be noted that the high school textbook is written more encyclopedically, so as to correspond to the high school students' level of proficiency in English and present the information in a generally accessible way, whereas the medical university textbook is written in a significantly more specialized way, so as to provide the necessary specialized knowledge to the future doctors, while also providing them with an opportunity to expand their competence of English with the medical terminology they will need in order to conduct professional communication with doctors worldwide or in order to be able to read freely scientific papers and journals written in English later in their career.

The goals achieved through the usage of English as language of instruction in the two situational contexts are, respectively, the following:

High school textbook:

- Enriches the students' general competence of English by introducing them to the scientific terminology related to the subject of biology.
- Enriches the students' knowledge of biology and health education.
- Enables the students to read and discuss further texts on the subject in English without encountering the terminology as an obstacle.

University textbook:

- Enriches the students' knowledge of the studied subject.
- Enriches the students' competence of English by introducing them to the specialized medical terminology the future doctors will need to be familiar with in order to be able to communicate with foreign colleagues, read papers, journals or textbooks originally written in English, or attend international medical conferences later in their career.

Advertising, Tourism and Entertainment Domain Samples

The samples collected by the author during her field research on the streetwise influx of English in her native place include samples of advertisements, theatre announcements, shop names and restaurant/café bar and hotel names, which demonstrate the influx of English in the domain of advertising, tourism and entertainment in the streets of Varna. Based on the author's field research, she has established that English is embedded in the local culture of Varna in 4 major ways:

- through the use of English as the language of the entire sample;
- through code-mixing of English and Bulgarian in the sample;
- through providing translations – e.g. a Bulgarian title translated in English, or an English title translated in Bulgarian;
- through transliteration of English words into the Cyrillic alphabet, or Bulgarian words into the Latin alphabet.

All presented samples of streetwise English point to the influence of English resulting from the worldwide tendency for globalization of English as an international lingua franca (i.e. the majority of foreigners and tourists visiting the city would usually speak English, so using English as the language of street advertisements and shop names ensures that more foreigners and tourists would be attracted as customers).

Therefore, the primary goal of using English in the streets of Varna seems to be to attract tourists and foreigners to visit the city, to advertise various products so that the tourists would be tempted to become customers of its shops and to prompt the foreigners to attend certain entertainment events.

It should also be mentioned that streetwise English (and other foreign languages, as well) contributes to creating the cosmopolitan identity of the city and reflects the Bulgarians' openness to foreigners and to communicating with the world in general.

Samples of English in the Domain of Everyday Online Communication on Social Media

The collected samples from the domain of everyday communication on social media include samples of Bulgarians commenting in English on 3 social media platforms: Facebook, YouTube and 9gag. The author of the paper purposefully collected these samples from pages and posts connected with Bulgaria, so as to ensure the availability of suitable examples.

The analysis of the samples below is again focused on the Bulgarians' competence of English and on the goals that are achieved through the usage of the English language as a lingua franca in the particular contexts of situation that are discussed, but the analysis is carried out separately for each of the 3 platforms because of their different designation.

Analysis of Facebook Samples

The social media platform Facebook is designed as a social network where people create personal profiles, connect with friends and acquaintances and have an opportunity to join different groups and Facebook pages connected with their interests and hobbies. Such pages are usually joined by people who do not know each other initially and who may come from any country worldwide. Thus, such pages presuppose the need for at

least one lingua franca (which is usually English) to ensure the successful communication between the members of those pages.

For the purposes of this study, the author collected samples of Bulgarians using English as a lingua franca on Facebook from the following pages: Ljutenica, Bulgaria, Grigor Dimitrov, Tsvetana Pironkova, and Poli Genova.

Most of the collected comments contain linguistic clues that reveal the Bulgarian identity of their authors apart from their obviously Bulgarian names (most commonly, Bulgarians unknowingly apply Bulgarian syntax to English – e.g. Petia DG's comment in Sample 2). The Bulgarians' competence of English varies from fluently proficient to moderately proficient, so as to be able to convey their message despite some grammatical and lexical mistakes they make. Most commonly, Bulgarians make spelling mistakes (e.g. "deliciouse ljutenica", "phisical"), grammatical mistakes (e.g. "Guys who know in what event in April will perform Tsvetana?"), or they adhere to the Bulgarian syntactic rules when expressing themselves in English (e.g. "This young brides, the article talks about, are not Bulgarians and has absolutely nothing to do with the Bulgarian culture and traditions."). Some of the examples demonstrate phenomena like Bulgarians using code-mixing (Stoian Hristov's comment in Sample 5), and some demonstrate Bulgarians writing in Bulgarian using the Latin alphabet and using code-switching and code-mixing (Ekaterina Larsson's comment in Sample 8).

As far as the achieved goals through the usage of English are concerned, it should definitely be noted that both the Bulgarians who demonstrate fluency in English and the Bulgarians who make grammatical and lexical mistakes ultimately achieve their goal of realizing a successful international and intercultural communication (except for the instances of code-mixing and code-switching).

Analysis of YouTube Samples

As a social media platform for video-sharing, YouTube contains numerous videos of various types and it offers an opportunity for the viewers of the videos to comment on them. This context of situation again calls for at least one lingua franca (again – usually English) because YouTube videos are being watched by people worldwide.

For the purposes of this study, the author selected several comments of Bulgarians using English as a lingua franca on the YouTube videos of the following Bulgarian songs: Nevena Tsoneva's cover of "Dvama" (originally performed by Maria Neykova), Stefka Sabotinova's "Prituri se planinata" and Nelly Petkova's "Bad".

The comments on Nevena Tsoneva's and Nelly Petkova's songs demonstrate more or less the same tendencies as the collected Facebook samples. Thus, they basically confirm the author's findings about the most common mistakes Bulgarians make when expressing themselves in English (see the above section). And the demonstrated competence again varies from fluently proficient to moderately proficient with mistakes.

As far as the achieved goals are concerned, international and intercultural communication is again realized regardless of the demonstrated level of proficiency of English (with the exception of Martin Karadzhov's comment on Nevena Tsoneva's video, which is actually in Bulgarian, but written using the Latin alphabet).

The comment on Stefka Sabotinova's song is particularly interesting because it provides an English translation of the Bulgarian text of the song. The demonstrated proficiency of English is remarkably high, which definitely ensures a successful international communication. And what is more – another goal that is achieved in this case is the popularization of Bulgarian folklore on a global scale through the usage of English as a lingua franca.

Analysis of 9gag Samples

As a platform for sharing humorous memes on various topics, 9gag also offers an opportunity to its members to comment on the posted memes – which is yet another context of situation calling for a lingua franca (usually English) to ensure the successful communication between its worldwide users.

For the purposes of this study, the author selected several 9gag comments in English posted by Bulgarians on memes dealing with the following topics: the participation of Bulgarian actor Zahary Baharov in Game of Thrones; the current situation with refugees from the ISIS regime in Syria; some facts about Bulgaria that foreigners probably do not know.

The demonstrated competence of English by the authors of the comments is again consistent with the findings from the Facebook and YouTube samples.

And the achieved goals through the usage of English as a lingua franca are, again, the same as with the Facebook and YouTube examples: international and intercultural communication is achieved despite the demonstrated proficiency of English.

VII. Conclusion

The general findings from this study can be summarized by pointing out the following main goals that are achieved through the everyday use of English in the 4 described primary domains and summarizing the major influences of the English language on the mentioned 4 aspects of everyday life in Bulgaria in the following way:

In the domain of business in Bulgaria, English is used as a lingua franca for conducting the business communication between many Bulgarian companies and their foreign clients/partners. Thus English influences everyday life in the domain of business by acting as an instrument that ensures the successful business collaboration between Bulgarian and foreign companies, which in many cases results in higher business profits for Bulgaria.

In the domain of education, English is used as a medium of instruction in both the contexts of high school education and university education. In both cases, the primary goal of enriching the students' proficiency of English with the relevant scientific terminology, in addition to providing them with knowledge of the studied subjects, is achieved. The influence of English as a medium of instruction is particularly beneficial to the university students because acquiring the specialized English terminology of their professional field allows them to engage in professional communication with foreign colleagues, read relevant scientific literature originally written in English, write their own scientific works in English, and participate freely in international professional conferences and forums later on in their career.

The influx of English in the domain of tourism, advertising and entertainment as illustrated through the streetwise samples of advertisements, shop names and entertainment announcements in English certainly reflects the ongoing process of globalization of the English language as an international lingua franca. The purposes of attracting foreign tourists to visit Bulgarian cities, shop in Bulgaria and attend various entertainment events is definitely achieved through the embedding of the English language in the streets and local culture of the Bulgarian cities. English also influences the domain of tourism, advertising and entertainment through building the Bulgarian cities' cosmopolitan identity and reflecting the general openness of Bulgarians towards foreigners and the world.

The influx of English as a lingua franca in everyday online communication on social media demonstrates how Bulgarians engage in international and intercultural communication with people from different countries worldwide. Regardless of the level of their competence in English, Bulgarians manage to achieve the purposes of getting across their message and sharing their ideas with the world quite successfully (except if they have insufficient or no competence of English at all). And in some cases some Bulgarians even manage to popularize Bulgarian culture, folklore and traditions through the use of English as a lingua franca.

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A holistic approach to motivation in an organizational environment

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Abstract.
Motivation, considered through the prism of personality has individual characteristics - strength, will, resilience, patience, perseverance, temperament, abilities, perceived needs, but in its essence is determined by the aspirations, goals and expected results. Motivation is a kind of stimulus for the individual in his efforts to achieve the desired. And the result has a subjective meaning and psychological value for the individual, but also for the community / organization to which he belongs. Achieving higher quality and efficiency of work in any organization depends on the competent use of human resources, qualifications, adequate positioning of people in key positions and their management. In general, motivation is a constructive force that activates unsuspected human capabilities, which should be managed with a vision for the future and high morale subordinated to the achievement of organizational goals, but also to achieve a more developed and humane society.

Keywords: motivation, human capabilities, quality, human resources, management, holistic approach in psychology.

Each individual is both similar to the other members of his group and different from them with the unique nature of his life experience. His uniqueness ... represents the essence of his personality ... In fact, the personality is a structured set of innate (heredity, constitution) and acquired dispositions (environment, upbringing), which determines the unique adaptation of the individual to society.

Norber Salami

Introduction

The problem of motivation or how to make people do a task / job well has excited the world for millennia. Ever since man realized that he himself has needs to satisfy, dreams to follow and therefore rules to follow as a member of the society in which he lives.

From a large point of view, the organization of various societies is regulated by rules and norms, obligations and rights with the main idea that these societies should achieve ever higher goals, oriented towards their development and prosperity. In this sense, every organization large or small follows this model - the achievement of certain goals. To achieve the set goals you need motivation, which is a driving force and the higher the intensity of motivation, the faster and better the result.

The motivation as a challenge for the organizational politics

Motivation, considered through the prism of personality has individual characteristics - strength, will, resilience, patience, perseverance, temperament, abilities, perceived needs, but in its essence is determined by the aspirations, goals and expected results. Motivation is a kind of stimulus for the individual in his efforts to achieve the desired. And the result has a subjective meaning and psychological value for the individual, but also for the community / organization to which he belongs.

And although different types of organizations have existed since man became aware, organizational psychology, as a science that studies the processes in different organizations, is a relatively new science.
Industrial / organizational psychology is the meeting point where personal goals and motivation and organizational goals meet, subordinated to the idea of a more developed society, a higher quality of life and prosperity. It follows from this conclusion that motivation can be internal and external - caused by an internal desire to achieve certain results or a consequence of external factors.

The object of organizational / industrial psychology is the management of social organization. In its essence, each organization is formed and implemented specifically activity in order to meet certain needs of both

its members and society as a whole. However, it is the subject of research in a number of other scientific disciplines such as sociology, management, pedagogy, military affairs, political science and others.
The subject of organizational psychology is the study of psychological patterns, relationships and interactions related to the effective implementation of the activities and behavior of people organized in joint activities, the study of psychological characteristics in the structure of these organizations and those sociopsychological entities that determine the effectiveness of the organization .

On this basis, through research, study and analysis of a specific organization, organizational psychology not only generates knowledge necessary for its further development as a science, but this knowledge and achievements serve as a basis for increasing the level of managerial potential. In its basic essence, organizational psychology enables managers / visionaries to effectively influence the processes in the organization in order to achieve higher quality and higher productivity.

Organizational / industrial psychology solves the following problems based on the main processes and phenomena that are observed in the joint activities of people united in organizations.

- The structure of the organization is a deliberately created system for achieving higher efficiency and reveals the psychological characteristics of the organization and favors the conditions, processes and phenomena that ensure this efficiency.

- Socio-psychological processes and phenomena - occur in joint activities in the organization. Social roles, group norms and values are important. Group norms are a condition for accelerating the process of adaptation of individual behavior and the rapid formation of organizational unity. Team values have an impact on the individual value systems of the team and on their motivation.

- Interpersonal relationships and communication in the organization - essential for the effective functioning of the organization. The research observes three main aspects of communication in the organization: informational, regulatory and affective. Mechanisms are also important to ensure effective communication both between the members themselves and between management and those being led. Formed and formal interpersonal relationships play a significant role in the processes of effective communication in the organization, on satisfaction and at the same time are the basis of the informal substructure of the organization.

- Motivation and organization - the relationship between the strength of motivation in relation to a given activity and the results that a person achieves in a particular activity is studied. The tools of organizational / industrial psychology are help in developing strategies and policies to increase motivation and achieve high efficiency and quality.

- Conflicts in the organization - objective factors (limited resources, structural dependence, poor organization of activities, etc.); subjective factors (differences in perceptions, criteria, communication problems, etc.) - Management decisions in the organization - an important point in the management of the organization, which determines the effectiveness and functioning of the organization. Criteria for evaluation of organizational management decisions: degree of certainty of the situation to be resolved; level of risk of management decisions; level of accuracy of management decisions.

- Development of the organization - development of a strategy and vision for the successful development of the organization, which should be based on the development and improvement of personal and professional qualities of the team, building trust and em

The motivation as an individual characteristic

The behavior of the individual in an organization is the result of a multicomponent complex between personal characteristics and the requirements of the environment. People are logically different in their specific manifestations and characteristics, as a consequence and compilation of hereditary, spiritual, ethno and social factors. Each person has specific, individual abilities, which are determined by both physical circumstances and acquired qualities. The specific individual features predetermine the conditions for successful implementation of a specific activity. Individual abilities are considered as a set of speech, mental, memory, numerical, spatial, perceptual, motor and others. Through the prism of organizational psychology, individual abilities are essential. The organization of the work / activity, the management of the working groups / teams, the knowledge and pathy for common goals taking into account the individual abilities of people leads to higher efficiency and quality. The benefits of the effectiveness of these processes are twofold. On the one hand, the organization makes better use of the available individual potential, and on the other hand, people who achieve a higher level of personal satisfaction with the work performed and achievements. Leading for the leader in the organization is the knowledge of individual abilities and the ability to assign tasks in the context of individual abilities. From the point of view and in the interest of the organization is the improvement of the team, the development of abilities, the acquisition of new competencies by the people who are important for the implementation of specific tasks. Human abilities are subject to development. The predisposition of a person to a certain activity is an individual characteristic, closely related to the presence and development of a certain ability. The combination of

predisposition, gift, innate qualities with acquired knowledge and experience develops a person's talent. From the point of view of organizational psychology, if managers are trained to detect this relationship between predisposition, talent, human talent, they would be able to adequately assess and create appropriate working conditions, and this would allow effective use of available resources. and the potential to achieve a high level of efficiency and quality on the one hand and job satisfaction on the other.

Man's intelligence is seen as an expression and a set of his abilities. The ability of a person to perceive, analyze and explain the things of his life - to learn and apply rules, to analyze the relationships and interdependencies between causes, facts and phenomena, to draw conclusions, are accepted as a dimension of his intelligence. Meaning and significance for organizational deception, as managerial competencies are important not only theoretical concepts, but also techniques for measuring human intelligence - intelligence tests. Intelligence tests provide an opportunity to explore - the ability to solve problems abstract thinking, opportunities for conclusions, creativity and more.

Human needs are states of physiological or psychological feeling of need or lack of something. Vital to the existence of every person are:

1. existential needs - food, clothing, shelter, security:
2. social needs - belonging, recognition, success
3. spiritual needs - self-improvement, self-actualization, activities in the service of society - service.

Natural is the human need and desire to acquire funds and master ways to meet personal needs and the ability to meet them through their work is directly dependent on his behavior in the particular organization.

Next are the interests that have an essential individual characteristic that is directly related to the patterns of behavior. According to some researchers, interests are a compilation and derivatives of needs and opportunities for evaluation and means to meet them.

Defining individual goals is a mechanism and a consequence of the perceived needs and the choice of action and behavior to achieve their satisfaction. Fromon the other hand, the ability of the person in a given organization to realize and react to the existing possibilities in the same, to achieve his personal goals, to develop interests and to satisfy needs, gives clarity about his perceptual possibilities. Perception forms the basic image of the individual about the organization in the concrete reality. In the context of the above - the needs, goals, interests, intellect and objective assessment of reality, as well as the analysis of the possibilities to be realized in the specific reality and organization are of key importance for the individual choice of behavior. Attitudes are reflected in the point of view, the position on a current issue, the attitude to work and the problems in the organization. Attitudes are a collective function of individuality, of inherited and assimilated beliefs, prejudice and stereotypes. Values are the subjective organization of things as a result of assimilated during socialization ideas, principles, criteria, actions that determine human behavior in different situations.

Organizational culture determines human behavior in the organization, patterns of behavior, methods of implementation, methods and principles of work, code of ethics and more. Individual behavior in the organization is definitely a function of a complex of individual characteristics - abilities, needs, interests, goals, expectations, attitudes, values, but should be formed, regulated and directed in unison with the vision and values of the organization.

Knowledge related to the analysis of human individuality through the prism of human resource management in the organization is an important condition for successful and effective management. The questions related to this knowledge mark the definition of the character portrait, which is a set of physical data (gender, age, height, weight, speech specifics), demographic data (family status, education, experience), personal (intellect, attitudes, interests, predispositions , abilities, skills, motivation, adaptability, etc.) depending on the required profile for the specific activity.

Significance of motivation in an organizational environment

Organizational psychology generally seeks a solution to the following problems - to study the levels of motivation in an organization, given its structure, to study the levels of personal motivation, given the diversity of participants, based on research results to offer models to increase motivation. it has already been mentioned above that motivation is a multi-layered process of deciding on action or inaction in a specific situation. It has a subjective character, takes place in the individual organization of the individual and is finalized by the personal assessment of the effects on him of the stimuli and signals sent by the organizational and social environment. In this aspect, motivation redefines and precedes the activity, dedication and behavior of the individual, considered in the context of the team and the organization. The organization from the point of view of its goals and in the face of its management, therefore seeks behavior in the work process and discipline that would lead to the achievement of the main goals - efficiency, quality and high economic results. The management team of the specific organization, after the necessary research, should develop a policy to achieve higher motivation and, accordingly, to achieve higher goals. Not to be overlooked is the e the political and social reality at the time of

modeling the staff motivation policy. This analysis is essential at the individual level, but even more important when compared to the totality that makes up the structure of the organization.

Motivational factors are the influences of the environment on the staff, which determine their motivation in the work process. And their desire to achieve a specific goal. In general, two types of motivating factors can be formulated - general and immediate.

The common motivating factors are the effects of the economic and social environment on the individual, and the immediate factors are the interactions with the management and colleagues of the organization. It is a popular notion that small needs determine low economic activity and vice versa, large needs predetermine high economic and labor activity, respectively high achievements and incomes. With an abundance of labor supply, higher needs, in turn, pose new challenges to the individual - competitiveness, new competencies and higher activity. With labor shortages, the challenges are for employers - improving working conditions, attractive offers for wages, bonuses and growth.

The immediate motivating factors are the importance and dynamics of the salary, the recognized achievements, the higher requirements to the staff, the opportunities for training and development, the organizational climate, etc. The best working conditions for the person favor and increase the motivation for better performance in the various levels and activities in the organization. Without knowing the system of needs and interests of individuals and groups in the organization, without analyzing the factors that affect effective work, it is impossible to build a policy / strategy for incentives and motivation that would help the high representation of opportunities in workflow.

With the popularization of globalization and the growth of economic development in recent years, organizational psychology faces new challenges.

- Labour productivity
- Reduction of turnover
- High competitiveness
- Delegation of activities
- Remote work
- Material incentives
- Intangible incentives
- Access to information, transparency, right of choice
- Training
- Feedback
- Conditions and comfort in the workplace
- Feedback channels and activity report
- Corporate eventsconomic analysis It is important to note that it is not necessary to apply all motivation methods at the same time. The method should be adequately chosen, analyzing the specifics of the enterprise, scale, type of activity, area of knowledge of employees, number, interests and goals.

Trends for influencing the motivation factor in leading economic structures and organizations.

In recent years, the holistic approach has played a leading role and importance, as a trend in organizational psychology and as a response to the challenges of modern times. This approach places the personality at the center - creative, competitive, assessing and caring for its needs in the context of personal and significant contribution. Providing a basic minimum and offering opportunities for training, development and self-improvement, relaxation, attractive jobs and more.

In essence, the holistic approach aims to view the Universe as an indivisible whole. Each person has his place in the world, everything is interconnected. The personality, through the prism of the holistic approach is in constant development in terms of acquiring new knowledge, emotional, aesthetic, spiritual, creative, physical plan and thus cooperation is carried out in a spirit of mutual respect between all participants in the development process. The main goal of the holistic approach is to help the fullest possible development of human potential and opportunities in all spheres of life. The main directions in the holistic approach are: - development in intellectual, physical, social, emotional, aesthetic and spiritual plan.

An important task of the overall approach is to identify, provoke the interest of the individual and motivate him to develop, expanding and surpassing his life worldview and views. The manager, following the holistic approach, realizes the importance of the environment as a prerequisite for better creative and labor expression. Leading organizations have recently imposed new models of interaction and relationships with their teams. It is based on the modeled spaces of the work environment - such as rooms for meditation and relaxation, sports halls, healthy food, exotic points for remote work to stimulate inspiration and creativity. Caring for emotional state and stress levels, focus on attention - with the special role of happiness manager. Social care - health and social insurance packages with different levels of opportunities, discount cards in various institutions, shops, restaurants and bars, opportunities to acquire property in the company or property of the company. Along with these proposals, we see countless opportunities for personal growth, a matter of individual desires - from distance short hobby courses, through personal trainers, to several years of professional academic qualification

programs. Demonstration and support of a holistic approach to the personality, builds relationships of trust and cooperation, dedication and loyalty, which increases the motivation, respectively the quality and efficiency of the work done. The focus of the holistic approach is the successful development and prosperity of the individual, who is part of a legal and prosperous society.

Conclusion

Achieving higher quality and efficiency of work in any organization depends on the competent use of human resources, qualifications, adequate positioning of people in key positions and their management.

In general, motivation is a constructive force that activates unsuspected human capabilities, which should be managed with a vision for the future and high morale subordinated to the achievement of organizational goals, but also to achieve a more developed and humane society.

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The civil constitutionalism paradigm in the conditions of Bulgarian democracy

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Why a paradigm for the connection between citizens as a society and Bulgarian constitutionalism? Why is the topic relevant for every Bulgarian citizen to participate in the debates on convening a Grand National Assembly (GNA) and drafting a new Constitution?

On August 14, 2020, the Bulgarian Prime Minister proposed convening the Supreme National Assembly because it was time for a "restart - time for decisions", proposing:

- reduction of the number of deputies from 240 to 120, and in the case of the Supreme National Assembly to be 280 instead of 400;
- dissolution of the Supreme Judicial Council and establishment of a Judicial Council of Judges and a Judicial Council of Prosecutors;
- reduction of the mandates of the chairmen of the Supreme Court of Cassation and the Supreme Administrative Court, as well as of the Prosecutor General from 7 to 5 years;
- introducing the instrument of the individual constitutional complaint.

The statement also contained a binding promise that "when the current parliament decides to hold elections to the Grand National Assembly, he will resign as prime minister on the same day."

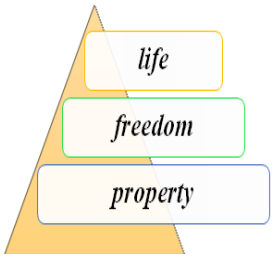
According to Thomas Kuhn, the modern meaning of the word "paradigm" is taken to denote a set of practices that define a scientific discipline over a period of time with philosophical significance, as a scientific strategic goal, with object and subject in the form of questions: what should to be observed and researched and how an experiment should be conducted to achieve the reality of the goals or to limit acceptable programs that have not been sufficiently researched in the modern horizon.

In essence, constitutionalism aims to predetermine and guarantee democracy through the mechanisms of balance between state power and the rights and freedoms of citizens as a society. As a multidimensional concept, constitutionalism is explained by scientists and researchers with different determinative content. The most common definition is "a set of techniques to limit public authority. This understanding is shared by Karl J. Friedrich in his work "Constitutional government and democracy ". Constitutionalism is defined as an ideological-political movement, in which ideas and values are brought to the fore, written as rules and procedures for public authority. The state and its government have attracted the attention of a number of philosophers and scholars since antiquity, all of whom have contributed to the foundations of constitutionalism to the present day, and to find answers to a number of problematic questions we need to look deeper into them.

At the beginning of 5th Century BC Plato makes extensive research on democracy and the theme of the unity of the state as a great good and great evil which can destroys it. Develops the thesis of civic education of the young generation and cohesion of civil society as an entity of great importance. Aristotle also has his significant contribution to the definition and the concept of state, adopting it as "autarchy "[1], which has a high goal and obligation to ensure a good, fair and happy way of life for its citizens. According to Cicero, the state is a community of citizens who obey the same laws, and according to Burhaart, the state is seen as a work of art. Niccolo Machiavelli is credited with inventing the very term for the state, as a political status, a state of citizens, separating politics from morality, as civil morality. Machiavelli pleaded for the restoration of dignity and valor as democratic values of civic behaviour and was remembered for his well-known remark: "The end justifies the means." His work “The Ruler” and his doctrine of strengthening a powerful and strong state are most valuable today for democracy.

It is impossible to cover in one article all the philosophers who contributed to the development of the state, and the latter in turn to constitutionalism, but we should not miss Thomas Hobbes, as the founder of the contract theory of the state - a contract between the ruler and his subordinates, as the latter expropriate all their power in favour of the ruler. The voluntary renunciation of power by a civil society is defined in the history as a conservative interpretation. It is also worth noting the great merit of John Locke for government, especially with the treatise "On Civil Administration" (1689), which marked the beginning of constitutional government and later called the "son of class compromise". His contribution has been defined as fundamental with the three values derived as criteria for the legitimacy of the actions of public authorities, namely:

[1] Autarchy- system of self-sufficiency



Mandatory, given the frequent protests in Bulgaria with each government over the past

30 years, we must note that it is John Locke who formulated the thesis of limited governance, governance by consent, as consent without rebellion against the government, the so-called civil law of resistance to power. Another merit is recognized to Locke, as the founder of the doctrine of the separation of powers into legislative, executive and federal powers.

Locke's values were adopted by Thomas Jefferson, who replaced the last value of property with the pursuit of happiness and self-realization, which found its place in the American Declaration of Independence of 1776. The author of The Spirit of Laws, Charles-Louis Montesquieu was recognized scientist and founder of the doctrine of separation of powers[2] to legislative, executive and judicial, which form is preserved until today in the Bulgarian constitutions. However, it is difficult for members of society today to accept what Montesquieu has written that they must be organized in such a way that "one power stops another". Today, this view can be seen as a way to guarantee individual freedom. To a large extent, the legitimacy of power in representative democracies depends on whether it respects its constitutionally defined powers. In other words, citizens have the guarantee that whoever is in power will adhere to this set of constitutional and legal rules.

According to the 1947 Bulgarian Constitution, "all power stems from the people and belongs to the people " . Literally the same text is contained in Art. 2, para 1 in the Constitution of 1971 under the conditions that the Republic of Bulgaria is a democratic, parliamentary and legal state. Significant restrictive changes for the citizens and the society are introduced by the Constitution of 1991, where in art. 1, para. 2 is taken only the first part of the text of the previous Constitutions, ie. all power derives from the people , adding that this constitutional rule applies only to " all state power " which may derive from the people. Art. 8 of the CRB clarifies that state power is divided into legislative, executive and judicial. Unlike the previous two constitutions, in the current one the second part of the sentence has been dropped, ie. that the "power belongs to the people". To this end, we must return to the separation of powers, according to John Locke and Charles Montesquieu. The two philosophers, in the age of bourgeois revolutions, perceived that power had a political division. Magnificent political, human and life foresight, established two and a half centuries ago (244 years ago to be exact), finds real and visible reflection today to answer the question of how the legislature allows and has put it under full scrutiny and decommissioning of the executive. Opposing the idea of bringing the legislature under the executive power, Locke and Montesquieu pleaded for the creation of another power - the political power of civil society, of the citizens- the fourth power:



The separation of powers has a single purpose - equality between the authorities, to be observed and controlled by the judiciary, based on the positions of the natural law school, which argues that there is no law, there is no freedom, because the law is an expression and guarantee of freedom.

In fact this fourth power is a reality for Switzerland through its unique model for combining the two principles with a clear advantage of direct democracy. Model, which scientists and citizens often discuss and talk like civilized, fair and democratic necessity that any political party when in power, finds no political will to implement.

According to Montesquieu, if a person or institution gains a monopoly on the law, he easily becomes a tyrant, so several holders are needed. The separation of powers in the political aspect must lead to an increase in the welfare and freedom of citizens, and a real opportunity for them to participate equally in governance. When this balance is disrupted, citizens have the only opportunity to express it in protest since the constitution lacks a text and procedure that power belongs to the people.

The Tarnovo Constitution (1879) was also based for its time on modern democratic Bulgarian constitutionalism, which has deep and strong foundations, laid down in the era of the National Revival. It is the

[2] Charles-Louis Montesquieu - "On the Government of England", Book 11, Chapter 6.

first Bulgarian basic law - revived Bulgaria for a new political life, paved the way for a modern European statehood and enlightenment. The Constitution does not disclose who and how many are these state powers, but introduces their mandatory division. The introduced political pluralism, freedom of the media, thought and speech speak of the democracy of the Constitution, but refrains from declaring that power belongs to the people.

The 1947 Constitution began in this spirit, without displaying it as a separate power, but giving it the power that power belongs to the people. This right of the people was removed by the Constitution from 1991, retaining only the first part of the text in previous constitutions that all state power derives from the people.

Yes, democracy is based on the principle that power comes from the people, but democratic principles also require that power belong to the people in order to have equality and trust between civil society and other authorities.

What does it mean and what is the impact of the removal of the text that power belongs to the people. The answer is given by the current situation in the country. The protests, which have lasted for more than four months, do not have the ability and legal basis to implement their demands for the resignation of the government. Response is seen as hinted by John Locke and Charles Montesquieu to the fourth power of citizens, the Constitution of 1947 has the courage to declare that "power belongs to the people", in time of socialism and today at liberal democracy, power is only in the hands of the elected majority.

If the power belonged to the people by constitutional order, then the people would have the right with a referendum or a petition signed with an equal + 1 vote more than the votes received in the elections to terminate the government and dissolve the National Assembly. This was introduced by the Grand National Assembly in the most turbulent years of the early democracy in Bulgaria, and no government so far in these more than 30 years has decided to return power to civil society to belong to the people.

The exclusion of civil society as an equal power is calling into question the democratic foundations of law. To support this argument, we should refer to the Global-Regulation Translation of the Law On The Direct Participation Of Citizens In The State Power And Local Self-Government" [3]The subject of the law regulates the conditions, the organization and the order for direct participation of the citizens in the exercise of the state and local power. This law as a title sounds democratic, but de facto civil society has the power only to participate - to vote in elections, but not the power to take away trust from state and local authorities.

The principles of direct participation of the citizens in the state power, according to art. 2 of the Act relates to:

- free expression of the will;
- joint, equal and direct participation by secret ballot,
- equal access to information on the issue raised and
- equal conditions for providing different opinions.

It is evident from the cited texts of the law that there is no legal legislative possibility for a society to achieve the termination of the powers of a government of state and local government by referendum, petition or by other constitutional and legislative order. The presented analytical considerations and analyses can be summarized in the conclusion that the 1991 Constitution does not provide a way for power to belong to the people and does not provide constitutional mechanisms for civil society to take away trust from state and local authorities. A debate that civil society must take part in.

Another constitutional norm regulated in Art. 4 of the 1947 Constitution, which reads: “Representatives of the people in all representative bodies are accountable to the electorate. Elected persons may also be recalled before the term for which they were elected. “With an amendment to Art. 7, para 1, Government Gazette issue 29 of 1990 in the Constitution of 1971 includes an additional obligation to report to their constituents, the text acquiring the following wording: "Members of Parliament and councillors are responsible and accountable to their constituents." If this addition can be hailed as fair and democratic, then dropping the text that the people's elected representatives can be recalled is a significant retreat and rejection of democratic principles, which is the second paradigm that has finally bound the hands of citizens and made them deprived of the opportunity to have democratic constitutional instruments, at least at this level, which gave the Constitution of 1947.

In the 1991 Constitution, with Art. 1 is determined that Bulgaria is a republic with a parliamentary government and all state power derives from the people and shall be exercised by them, but only by the authorities, provided for in this Constitution. What rights do citizens have under the 1991 Constitution: to vote, to appeal and make written proposals, to request information under the Access to Public Information Act and to appeal to court against the refusal and no mechanism for immediate civil control and recall of those who have chosen if found there. What a significant difference from the texts discussed with the 1947 Constitution for

[3] ZPUGDVMS, adopted in 2009 with the last amendment in October 2020.

Democratic Constitutionalism, adopted 73 years ago. This is not nostalgia for the past, but it is indisputable that those we have elected once, the citizens do not have an instrument with which to recall it before the expiration of the term, which raises a number of issues to be resolved by the forthcoming Grand National Assembly.

What does include the project for a new constitution by the government in 2020? Let the readers of this article decide and judge for themselves what constitutional powers the government's draft of a new Constitution offers to the people.

Chapter One
Basic principles
Art. 1 (1) Bulgaria is a republic with a parliamentary government.
(2) All state power derives from the people. It shall be carried out by them directly and through the bodies provided for in this Constitution.
(3) No part of the people, political party or other organization, government institution or individual cannot usurp the sovereignty of the people.

Let this article end with the sentences that conclude the Prime Minister's Address to all Bulgarian citizens to convene a Grand National Assembly to adopt a New Constitution, an initiative supported by only 111 MPs with a required minimum of 160.

"It is time for responsibility and determination! It is time not only to change the political system, but to restart the state. The need to restart the political model can no longer be postponed! “