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HOW TO SURVIVE IN THE JUNGLES OF METHODS AND TECHNIQUES: ON THE TRANSLATION OF FILM TITLES FROM ENGLISH INTO LITHUANIAN AND RUSSIAN

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Abstract

Research purpose. With a great number of English feature films entering the markets of cinematographic production in non-English speaking countries, film titles become the first thing that the audience gets to know about the new release, as well as the translated versions of their titles might lead to a hauling success or unpredictable failure of the film itself. Analysing selected examples of feature film translations from English into Lithuanian and Russian, the paper aims to reveal the major methods and techniques applied in translating.

Design / Methodology / Approach. The paper suggests a theoretical coverage of the requirements for creating a well-built title, what major functions are performed by the title as well as a theoretical review of the existing translation methods and techniques that can be applied in the translation of titles. For practical analysis 100 examples of English film titles with their corresponding translations into Lithuanian and Russian were selected. The descriptive comparative linguistic method was applied for processing the data selected. The analysis performed enabled to reveal the translation tools that were used by the translators and to identify the cases of different choices made by Lithuanian and Russian specialists.

Findings. The analysis showed that in order to achieve the main marketing goals, i.e., to inform and attract, translators exploited a vast spectrum of translation methods and techniques: from literal translation, partial translation, transformation (addition, grammatical transformation, modification, omission and explication) and up to providing a new title. However, the very choice of the one and the best method of translation might be different with every translated title as each case might represent a different cultural context and carry different connotative value. The translator is to assess the potential of the target viewer audience to decode the implications of cultural context as closely to the message encoded in the source language film titles as possible.

Originality / Value / Practical implications. The popularity of a film is often largely determined by its title, because a well-constructed title is much easier to attract the attention of the viewer than the description of the content of the film itself. It is no wonder that translators are to face the imperative to perform the translation of film titles at a high professional quality level to enhance the chances of the financial results. The analysis results and research findings might show the variety of possible translation ways as well as encourage translators to rely more on their subjective interpretation.

Keywords: translation method; translation technique; source language; target language.

Introduction

The information about cinematographic release being advertised and promoted in the form of their titles is abundantly and densely exploited in a daily life environment. To attract the attention of a potential viewer the title of a feature film is supposed to be informative enough to carry a strong emotional impact or persuade cinema fans to go and watch the film. Marketing success of any film lies on the ability of the viewer to extract sufficient information about the film plot, setting or a genre from the very title of the film. So, a well created title can suggest positive financial results. However, a successful film title is the first step in the triumphal journey of the film around various cultures of non-English speaking countries in the world. The next step is a successful translation of the film title from the source language into the target one.

Obviously the role and skills of the translator are of undeniable importance at the stage of a new film entering a non-English speaking market: the translated title is expected to be a powerful agent of a film advertising campaign. On the one hand, translators are supplied with a long list of various translation methods and techniques that might promise good results and a sufficient translation quality. Still, on the other hand, translators encounter with a number of dangers such as: lexical impossibility to translate in close proximity to the original title; inability of the potential audience to understand the cultural context implied in the title or the risk to produce a translation that might evoke misunderstanding or a communication failure, i.e., a failure to decode the message encoded in the original version. In other words, translators are left on their own and are supposed to take a risk of deciding what translation techniques could be most feasible in each case; moreover, they are supposed to dare and suggest their own brand new title to the film in the target language.

The aim of the research is to find out what translation methods and techniques are applied while translating feature film titles from English into Lithuanian and Russian.

To perform the research, an equal number of feature film translation cases from English into Lithuanian and Russian were randomly chosen. The descriptive comparative linguistic analysis method was applied in processing the data collected. The translation cases were classified according to the use of different translation methods within each target language group and later the comparison of the group results was performed at a cross-linguistic level.

The analysis allowed to identify the similarities and differences that occurred in translating English film titles into Lithuanian and Russian, revealed the most applicable translation methods in both languages and identified cases when translators took a risk and attempted to embellish the original title due to better comprehension and a greater success of the film itself.

Literature Review

According to Yin (2009) and Kuznetsova (2014), one of very significant factors for a successful release of the cinematographic production comes to an appropriately chosen and later well-translated film titles: if the title is unsuccessful, it can cause reluctance to continue the acquaintance with the work. Деева (2014) ascribes the popularity of a film to its title as a spectacular title attracts the attention of the potential viewer more often than a description of the film plot or film story itself. Film fans react in the same way as magazine or newspaper readers: about 80 per cent of them pay attention only to headlines.

To start with, all titles, either film or book ones, usually are constructed using lexical material; however, the audience is able to memorise only several words or phrases accurately and they do not memorize the picture of the words read, what they store in their memory is a piece of text translated into a mental language: words turn into mental material. That is why Osimo (2002) clearly states the assumption that the very act of translation is more of intersemiotic, not just of interlanguage nature.

The translation of film titles has been under the influence of various traditions and trends. As Chaume (2012) claims, today's tendency normally requires not to translate at all and keep it in the original linguistic shape. The reasons are rather pragmatic because of the problems related to copyright and marketing. Distributors support that practice as merchandising chances of the release can increase considerably when the film is known by its original title all over the world. Moreover, different traditions of translating or retaining the title untranslated can be found in different genres: modern television series are now more often kept untranslated, titles of cartoons prefer rather quite free translation whereas titles of documentary films are usually translated literally.

Still, the translation of the same film title, according to Kuznetsova (2014), in each country can be and sometimes is strikingly different from each other. However, no matter how much of metamorphosis the film title is subjected to while being translated from the source into target languages, still, according to the author, it is supposed to be adequate to the original one, i.e., the imperative for the translator is to ensure the pragmatic task of translation. Moreover, the translation should be done with minimum violation of language norms as well as translation conventions (Kuznetsova, 2014). Unfortunately, the mission occasionally seems hardly possible.

The infeasibility of the task for the film title translator lies in a number of variables they should take into consideration: culture, prejudice, connotation and collocation (Briffa, Caruana, 2009). As Милевич (2007) explains, a feature film is not merely a phenomenon of culture; it represents a sociocultural life of a certain group of individuals set up in a certain pace and happening at a certain period of time. It also reveals that sociocultural portrait by adding authentic background colours of linguistic nature. And in respect to that idea, Милевич (2007) suggests translating the title of the film last after having translated the entire film itself.

Moreover, in order to minimize the financial risk and increase the chances of film marketing results Chaume (2012) gives a tip to translators while introducing a new product to a target audience: to prepare at least three alternative titles. Translators are encouraged to try to use such title creating techniques as (a) making the title short, (b) applying creative strategies, (c) using direct language or (d) exploiting connotations of thrilling, sexual, epic, romantic nature. These practical tips reveal numerous possibilities of translation methods and techniques possible to be used for the translation of feature film titles. On the other hand, they can facilitate the person performing translation with the courage to dare to create something new, recreate or transform the "old" one to make it better adapted for the new viewer.

Obviously, if the target title is able to perform the functions of (a) signalling about the product, (b) being cognitively clear, (c) informing about the main theme or idea and (d) being able to denote an action, time, place or (e) even communicating a certain emotional tone, the translator has done a good job (Kuznetsova, 2014). The task has been carried out efficiently as the translated film title into the target language meets all requirements to provide story information to the audience by summing the main plot, disclosing a topic or providing some clues (Yin, 2009). In this way the translated film title performs three basic functions of a title in general: functions of informing, advertising and carrying aesthetic value phenomenon (Shi, 2014).

Translators in general and those that particularly specialise in the translation of film titles have a long list of translation methods at their disposal: starting with word for word translation at one end of the scale and creating a brand new title at the opposite side of the scale. However, no-one can state for sure when and what translation technique to apply; the choice lies on the individual translator's assessment of the ability of the target audience to decode social and cultural implications encoded in the title. As Kuznetsova (2014) explains, due to linguistic and extra linguistic conventions of the country in which the translation is made, the direct translation is not always the best and the preference might fall on a complete replacement of the title. Moreover, some authors add that the translator always must make a choice between customization, i.e., adapting the text to the target language, and alienation, i.e., preserving the features and context of the source language, as translation is never equal to the original (Kudirka *et al*., 2016).

To achieve a clear picture of practical application of possible translation methods, they could be split into three groups according to the complexity of translation processes performed: (1) a translation strategy based on full equivalence, (2) a translation strategy based on partial equivalence and (3) a translation strategy based on creating of a completely new text.

(1) The translation approach based on full equivalence is known as a direct translation technique defined by Chaume (2012) and Kudirka (*et al*., 2016) or literal translation described by Yin (2009) and Бальжинимаева (2009). This translation method changes the source language lexical items, grammatical constructions to the closest equivalents of the target language; by doing that, literal or direct translation enables to preserve the content and the form of the original title, i.e., enables to retain the information on the storyline (Yin, 2009). This approach is always justifiable when the text contains no untranslatable culturally specific elements (Бальжинимаева, 2009).

(2) The translation approach based on partial equivalence tries to retain the information on the film story; however, it has to add some new information or concept to the original text as literal

translation is not possible due to differences of linguistic character and socio cultural experience (Chaume, 2012). Kudirka (*et al*., 2016) refers to such cases as translation of a title with modification when the translator modifies the title according to the logic of situational equivalence, verbal and contextual synonymy, cases of jargon use etc. Yin (2009) suggests an explication technique as another possible modification type when more components are added to the elusive original title as the literal translation is insufficient for the audience to catch the clues of the storyline. Бальжинимаева (2009) and Kudirka (*et al*., 2016) explain that modification could be achieved in translation by transformation due to lexical, stylistic, functional or pragmatic factors; transformation could be performed via adding or omitting lexical elements to produce an informative, catchy and aesthetically acceptable film title for the target audience.

In addition, film titles quite often contain idioms or fixed expressions due to a concise and precise form, a colourful and emotionally involving effect. Baker (2008) warns about the problems related to translation of this type of collocations: it is possible to find no equivalent in the target language, it might have different context of usage or the translation might require contextual equivalent (i.e., the same in the meaning but different in the lexical form) or paraphrasing (i.e., when semantic content is preserved but a new or stylistically neutral collocation is used).

(3) The strategic approach based on producing a catchy new translation has nothing to do with the original one (Chaume, 2012), it can be referred to as creation of a brand new title (Kudirka *et al*., 2016; Yin, 2009) or complete change of the film title (Бальжинимаева, 2009). Translators apply this method when translation is impossible in general or might lead to incapability to decode the message, it might produce an obscure meaning or result in ambiguous interpretation by target viewers.

The repertoire of translation methods or techniques possible to choose and apply for the translator is really rich. However, this is just a part of the problem; the translator is supposed to assess the linguistic traditions and sociocultural potential of the target audience to decode the translated title in a close proximity to the source title regarding its semantic, stylistic and emotional messages. At this moment, the translator is delegated the role of an ultimate decision maker and at the same time the responsibility for the decision made is put on the translator entirely.

Methodology

For the analysis of the choice and application of translation methods used while translating film titles from English into Lithuanian and Russian, 200 examples of film title translation cases were collected: 100 cases of English titles translated into Lithuanian and correspondingly 100 cases of the same English film titles translated into Russian. The translation cases were found on TV programme pages in newspaper the *Kauno Diena* and on corresponding Internet sites in Russian.

The research on practical application of translation methods and techniques was performed by using descriptive comparative linguistic analysis method. The analysis revealed the fact that in the translation of film titles from English into Lithuanian out of total 100 cases translators applied the method of direct translation in 19 cases; they used transformation techniques in 46 cases and 35 cases were based on the creation of brand new titles. While the translators from English into Russian used direct translation method in 39 cases, i.e., more often by 20 cases comparing to Lithuanian cases; in 34 cases transformation techniques were chosen, i.e., fewer by 12 cases comparing to Lithuanian translations; and 27 cases of creation of a brand new title, i.e., more by 8 cases comparing to the Lithuanian case score.

Results

The group of English film title translation cases into Lithuanian and Russian with the application of a direct translation method lists the titles that contain no culture specific components and each constituent lexical item finds its semantic, stylistic and emotional equivalent in the target languages. The both source language translators dutifully produced the same word by word translation being absolutely sure about the ability of their audiences to decode the message sufficiently close to the original. The examples suggested below illustrate such cases:

e.g. A Hologram for the King	*(LT) Holograma karaliui*
	(RU) Голограмма для короля
e.g. Bridge of Spies	*(LT) Šnipų tiltas*
	(RU) Шпионский мост
e.g. Fury	*(LT) Įniršis*
	(RU) Ярость

Still, this translation approach is not always so smooth in application as it might seem; especially when it comes to cases that contain proper nouns: names of people or geographical names. The translators had to adapt English names according to the different spelling, pronunciation and other grammatical rules of the different target languages.

e.g. Mickey Blue Eyes	*(LT) Mėlynakis Mikis*
	(RU) Голубоглазый Микки
e.g. Chloe	*(LT) Kloja*
	(RU) Хлоя

However, the technique of transliteration while performing direct translation was not used identically by both target languages translators: some cases were found where originally the title consisted of a single proper noun and they were translated via transliteration into Russian, while the Lithuanian version of the title was extended by supplying more name related information. The translators presumed that the viewers might fail to immediately understand the film story.

e.g. Annie	*(LT) Princesė Enė*
	(RU) Энни
e.g. Noah	*(LT) Nojaus laivas*
	(RU) Ной

The research revealed some cases of the translation of film titles when the technique of transliteration was applied in translating common nouns; presumably the translators suggested the idea that these words could be referred to as some kind of names. Moreover, this practice is noticed only in one language, while the translators of the other target language preferred an entirely new title, i.e., they applied utterly different methods.

e.g. The Gunman	*(LT) Šaulys*
	(RU) Ганмен
e.g. Red	*(LT) Rizikinga erzinti diedukus*
	(RU) РЭД

A case was found when the translations were different not only in a different method chosen but also in a different connotative meaning added by the translators. The Russian title was coined via transliteration and implied a rather negative meaning, while the Lithuanian one offered a new replacement with a positive connotation ("The Squad Doomed").

e.g. The Losers	*(LT) Pasmerktas būrys*
	(RU) Лузеры

Anyway, the most interesting cases that were found in this group of translation examples were those that were treated in different ways by the translators into Lithuanian and Russian. The examples below can illustrate that kind of situation. In English the word *gift* has two main meanings: a present and a talent. The Russian word appears as a lexical equivalent and was translated directly. The Lithuanian version puts emphasis on supernatural talents of the main heroine of the film and uses a different replacement meaning "clairvoyance". Next example below shows word by word translation in Russian and an absolutely new recreation of the original title in Lithuanian: the emphasis is put on the information of the film story that might seem rather intriguing for the potential audience.

e.g. The Gift	*(LT) Aiškiaregė*
	(RU) Дар
e.g. The Two Faces of January	*(LT) Apsimetėlis, sukčius ir dama*
	(RU) Два лика января

Notwithstanding the assumption that direct translation is the least problematic and is preferred by translators whenever the source material allows to apply it, still the translators demonstrated rather individual approaches to the choice of the method and based the latter not only on cases of facing interlinguistic peculiarities or lack of cross-linguistic equivalence but on subjective, individual judgement as well.

The analysis of the examples of the translation of film titles from English into Lithuanian and Russian allowed distinguishing one more major group of translation cases based on a partial equivalence approach. The titles translated underwent various types of modifications and transformations; some cases were similar in both target languages, sometimes they were rather different.

The most frequently applied transformation technique is addition; the translators might identify those cases as insufficient for the target audiences to comprehend fully because of their incapability to understand the sociocultural context encoded in the title text. The examples suggested below illustrate that the sociocultural awareness of the both target viewer groups was assessed equally by the translators and the same additional words were used: words *operation* and *period* in Lithuanian and Russian.

e.g. Argo	*(LT) Operacija „Argo"*
	(RU) Операция «Арго»
e.g. Jurassic Park	*(LT) Juros periodo parkas*
	(RU) Парк Юрского периода

In the example following below, the two English film titles found during analysis demonstrated the application of the same translation method, i.e., transformation via addition. Still the words added in the two languages are different (*operation* and *password*) and with the emphasis on different aspects of military actions. The addition in the second example bellow is performed by the application of an attribute to the base word indicating slightly different types of dangers: caused by demons or ghosts.

e.g. Swordfish	*(LT) Operacija „Kardžuvė"*
	(RU) Пароль "Рыба-меч"
e.g. The Forest	*(LT) Demonų miškas*
	(RU) Лес призраков

One more case of translation that can be ascribed to the transformation method is *Brave*: the translators into Lithuanian emphasised the kind of bravery, i.e., *royal bravery*, while in Russian the translators conveyed the type of bravery, i.e., *brave in heart*. Moreover, they implied the information about the female gender of the main heroine as the grammatical rules required to use male or female category of gender of the Russian noun and adjective.

e.g. Brave	*(LT) Karališka drąsa*

(RU) Храбрая сердцем

The transformation via explication was used by the translators into Lithuanian as they suggested a helping hand for the target audience enabling them to catch the main story or at least the setting of the film by adding the name and adjective *bloody*. While the translators into Russian applied the method of direct translation. The second example bellow illustrates an opposite situation: in Russian explication and in Lithuanian omission techniques were used.

e.g. Paradise Lost — *(LT) Eskobaras. Kruvinas rojus*

(RU) Потерянный рай

e.g. Penthouse North — *(LT) Pastogė*

(RU) Пентхаус с видом на север

Some more cases of different approaches in applying translation methods were found during this research. They demonstrate rather individual and subjective assessment of the target audience to comprehend directly translated titles: in the first case the English key phrase is explained in Lithuanian by using corresponding phrase denoting *go hilarious, have fun, entertain.* While in Russian a rather literally translation was applied. The second case supplied bellow in the both languages preferred explication that came close enough to creating an absolutely new title as the source one could be difficult to decode by the target viewers.

e.g. Moms' Night Out — *(LT) Mamos eina į trasą*

(RU) Ночь отдыха для мам

e.g. Cloverfield — *(LT) Projektas: Monstras*

(RU) Монстро

The analysis of the collected film titles revealed several cases when idiomatic or stylistically registered items were used in the source language. The translators into the target languages preserved the message and the stylistic register of the text, no matter that they used correspondences but not direct translations. The examples bellow can illustrate this statement: the first case contains idiomatic language items and the second one contains slang language in all three languages.

e.g. Fire with Fire — *(LT) Prieš ugnį – ugnimi*

(RU) Клин клином

e.g. Bad Ass — *(LT) Kietas bičas*

(RU) Крутой чувак

In conclusion, it could be stated that the methods of the partial equivalence approach in translation were preferred by the translators into Lithuanian and Russian when, according to their subjective judgement, the target film viewers might fail to find the unmodified title catchy enough, might have aspirations to embellish the original title, might encounter with untranslatable linguistic items or might have intentions to explain the film story that might seem to them not clear or hidden. Still, the translators in these cases made changes but tried not to disturb the meaning or to change it completely.

The last major group of film title translation approaches was based on the most prolific method, i.e., creation and recreation of or replacement by a brand new title. The choice of this type of methods might be inspired by the translators' attempts to achieve the sonority of the title in the target language, to meet the marketing objectives better or to build a stronger link between the title, the film and its content. This method is justifiable and makes sense especially when the original title does not make any sense to the potential viewer no matter what level one's English competence could be. The examples bellow illustrate the cases when replacement of the original title by a newly created one might help to understand that the film release tells the story of parents and children, with the most colourful characters in the centre: the mother and the father.

e.g. Smother	*(LT) Tai bent mamytė*
	(RU) Мамаша
e.g. That's My Boy	*(LT) Pakvaišęs tėtis*
	(RU) Папа-досвидос

When the target title is impossible to decode in the right way or the film story remains vague, the translators build their newly produced title in the target language as much informative as possible: they make attempts not only to indicate hints about the plot, but to define the genre of the film or the main characters. And the both target language translation titles are rather alike as in the cases above.

e.g. Mr. Right	*(LT) Mano tobulas gangsteris*
	(RU) Мой парень – киллер
e.g. Clementine	*(LT) Ringo karalius*
	(RU) Король клетки

The clues of the film story or the genre are preserved in more examples bellow: in the first case the promise of a criminal story or action film was retained in the translation, while in the second case the same gambling term was used *to play a double game*.

e.g. Killing Them Softly	*(LT) Kazino apiplėšimas*
	(RU) Ограбление казино
e.g. Gutshot Straight	*(LT) Dvigubas žaidimas*
	(RU) Двойная игра

However, the creation of a brand new title might result in different products comparing some cases in Lithuanian and Russian. Notwithstanding the fact that the original title and the film were the same, still the translators took a risk to rely more on their subjective interpretation than on the actual cinematographic material. The examples bellow can illustrate this assumption.

e.g. Deadfall	*(LT) Spąstai*
	(RU) Черный дрозд
e.g. 27 Dresses	*(LT) Pamergė pagal užsakytą*
	(RU) 27 свадеб

In different target languages, the translations appeared to have performed in a different way as if the translators were not convinced by the audience's ability to understand the information input in the original title easily and fully. The translators rate their language viewers' cultural awareness differently and presumably the one translated via a more solid link between the two title texts, while the other relied more on an interpretation of the English title.

e.g. Street Kings	*(LT) Nakties klajūnai*
	(RU) Короли улиц
e.g. Dark Tide	*(LT) Tamsioji banga*
	(RU) Заклинательница акул

Some more examples suggested below demonstrate the factor of subjectivity applied by the translators while assessing the audience's ability to understand the situation in general and to decode the message about the film information in particular. And that subjectivity has led to different translation results: the first case demonstrates an explanatory version of the Lithuanian title, while in Russian no translation at all has been used. In the second case, the Lithuanian version represents direct translation while the Russian one entertains the audience with a funny, genre guideline suggesting and captivating title.

e.g. Zephyr Springs	*(LT) Mirtinas poilsis*
	(RU) Zephyr Springs
e.g. Identity Thief	*(LT) Tapatybės vagilė*
	(RU) Поймай толстуху, если сможешь

The cases analysed revealed the fact that both Lithuanian and Russian translators used the brand new title creation method in almost one third of cases. And the main argument for that choice was the impossibility to convey the meaning of the original title by applying other translation strategies and, moreover, due to the wish to attract the audience. The translators had to demonstrate their creativity in order to come up with a new text option and avoid the risk of interlanguage miscommunication.

Conclusions

The review of the theoretical sources on the major mission of a film title allowed highlighting the following functions: the title should be able to perform the functions of informing, advertising and aesthetic value. Moreover, a well-created film title is supposed to be easily noticeable, catching and meaningful for the potential viewer. Being laconic and concise, i.e., as short as possible, a well-designed title is expected via various clues to be able to convey a sufficient amount of information on the topic, setting, plot, main characters or even the genre of the film.

Consequently, the process of the translation of film titles is performed in regard to many complex factors as well: the story narrated in the film, the psychological and cultural experience of the target viewer. The translation of the title could be performed by the application of the same translation methods as any text. Translators have a vast range of the techniques at their disposal: direct translation at the one end of the scale, and creating of a new title in the target language at the other end of the scale, with various transformation techniques to make the translated title better adapted to the cognitive, cultural and emotional requirements of the audience in the middle.

The analysis of the cases of film title translation from English into Lithuanian and Russian revealed the fact that translation strategies based on the principle of full equivalence were applied more often while performing the translation into Russian than into Lithuanian. Moreover, the cases of the application of transliteration of proper as well as common nouns were more numerous in Russian translation than Lithuanian. The translators into Lithuanian appeared to be more in favour of transformation techniques that were based on application of the principle of partial equivalence in translation; while the translation techniques based on creating a brand new title were chosen in equal numbers of the translated titles into both Lithuanian and Russian.

However, the majority of the title translation cases into Lithuanian and Russian analysed demonstrated the fact that the translators into different languages chose different translation techniques dealing with the same source title. The translators rated differently the abilities of the audience to decode the message of the original title easily enough and on the bases of their subjective interpretation they took the risk to demonstrate their creativity and to come up with a translation option, i.e., an embellished original title.

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CULTURE OF LANGUAGE COMMUNICATION IN BUSINESS ENVIRONMENT IN THE MULTILINGUAL SOCIETY OF KAZAKHSTAN AND THE ROLE OF THE ENGLISH LANGUAGE

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Abstract

Research purpose. Kazakhstan is developing in the era of internationalization of education and business spheres. This paper focuses on the role of the usage of languages in the business sphere. The research was conducted to study the current situation and the role of languages in the business sphere and it involves studying the opinions of modern scientists, their works and also conducting a survey among graduates. The purpose of this paper is to find out what culture of language interaction young graduates face in Kazakhstan.

Design/ Methodology/ Approach. The paper discusses the views of scientists, new trends in language usage. The views of modern methodologists and their articles allowed to get acquainted with the issues of concern to the scientific community of the world. The paper analyses the current situation in the world regarding the problem of languages, the role of the English language, issues of multilingualism. The author of this paper offers a survey which is done for graduates. The author of the paper used such research methods as theoretical analysis and generalization of international scientific literature, empirical methods of pedagogical observation, statistical processing of the data obtained, survey. The paper is based on a retrospective study of the works of modern scientists, analysis of their ideas and survey data.

Findings. The paper deals with the development of trilingualism and multilingualism, multilingual education and multiculturalism. These problems are the most discussed in the world and are directly related to the sphere of primary, secondary and higher education in Kazakhstan.

Originality / Value/ Practical implications. The idea of the paper is due to the need to further the development of the theory of multicultural professional language personality in an interdisciplinary aspect, which is associated with the relevance of training multilingual and multicultural specialists for various spheres of professional activity. Today in Kazakhstan there is an important question of the language preparation of professionals for various fields of activity. Issues of three-lingual and multi-lingual training are also discussed by Kazakhstani methodologists. The ideas of international scientists and the study of the current situation in the world make a significant contribution to the development of language teaching in Kazakhstan. The urgency of the scientific problems of the study is due, firstly, to the social needs of society, which are focused on multilingual and multicultural specialists for various fields of professional activity of the constantly changing labour market. Secondly, the problem of theoretical substantiation of methods applicable in the context of modernization of the educational system is relevant. The scientific and practical significance of the project study is determined by the need to find new approaches to language training of future professionals, taking into account the current language situation, the language policy pursued and the reforms implemented at the current stage in the educational system.

Keywords: language education; vocationally-oriented language training; competent specialist; multicultural and multilingual specialists.

Introduction

Kazakhstan is developing in the era of economic globalization and internationalization of world's education, culture and business. Today in Kazakhstan there is an important question of the language preparation of professionals for various fields of activity in society. Many of the issues facing the world are also our reality. Issues of multicultural, three-lingual and multi-lingual training of the youth are also discussed by Kazakhstani scientists. The purpose of this paper is to study the language situation in the world and also to study how young graduates use languages in a multicultural professional sphere.

In order to improve the language preparation at the university, a survey of university graduates was conducted by us. The survey was chosen by us as the most popular and objective technology of sociological research. The method of questioning allowed identifying the culture of language interaction in business spheres among young specialists, views of graduates on the organization of language training at the university. The purpose of the survey was also to identify gaps and shortcomings in vocationally-oriented language training at the university of non-linguistic specialties, as well as the attitudes of graduates to the level of language training and the effectiveness of teaching in order to optimize multilingual training in non-linguistic specialties in the Kazakh, Russian and English languages.

Literature Review

Scientists have noted globalization as a phenomenon that has a positive social impact and encompasses the spheres of economy, culture, politics and technology. The positive factors of globalization are: minimization of the time spent and the reduction of geographical distances, the intensification of trade, communication and new social relations (Rigg, 2015; Kirkpatrick, 2016; Philipson, 2009; Philipson, 2012).

Foreign scientists note that modern international higher education is also undergoing changes (Coleman, 2016; Kirkpatrick, 2016; Rigg, 2015). Students and teachers have more and more options for studying abroad as a part of mobility. Most European universities take part in the newly emerging trend of internationalization, which has manifested itself after universities have entered the Bologna process. Individual high student needs and mobility of people reinforce the requirements for vocationally-oriented language education. Within the framework of globalization and internationalization, which affects universities, English is becoming increasingly important.

The main motivational component was the distribution of training programmes: medium-level English (EMI), English for special purposes (ESP), language for professional purposes, which were stimulated by the 1999 Bologna Declaration (Coleman, 2016). A general knowledge of English by a majority of students and teachers guarantees mobility and the exchange of academic experience.

There are programmes for mobility, for example, Erasmus, according to which about 3 million students and 300,000 teachers have benefited from cross-border education. Students and teachers are more mobile than ever before. English is gaining more and more Lingua Franca status worldwide. The spread of English has become inseparable from the process of globalization (Smith 2004; Rigg, 2015; Kirkpatrick, 2016; Phillipson, 2009).

This process applies not only to the universities in Europe, but also in Asia. The increase in the number of English language courses and programmes offered throughout Europe is being replicated and equally extended to higher education institutions in East and Southeast Asia (Kirkpatrick, 2017). As a part of the Asia-Pacific Economic Cooperation (APEC), at the 2012 summit, universities agreed to find ways to facilitate the work of mobility staff and students at all universities in the region. The network of Asian universities involved in this process is about 30 universities (Kirkpatrick, 2017, 23).

In the framework of globalization and internationalization, English language proficiency is a mandatory requirement for employment. The work of English-speaking teachers of the past and present, who have invested considerable efforts and ideas in the promotion of the English language and rational methods of teaching this language, is devoted to the issues of providing vocationally-oriented language training.

These are ESP techniques – English for special purposes (Dudley-Evans, St. John, 1998; Hutchinson, Waters, 1987; Braciaj, 2014; Mackey, Mountford, 1978; Javid, 2014; Robinson, 1980; Safakis, 2003; Basturkmen, 2006), and VOLL – vocationally-oriented language learning (Egloff, 1989). These techniques are characterized by professional affinity, orientation to the personality of students, practice-oriented approach, integration with disciplines in the profile of students. These important, in our opinion, characteristics of these exercises should be taken into account in the process of education and training of Kazakhstani specialists in foreign language disciplines.

Scientists are increasingly turning to the issue of ensuring multilingualism and defining it as a clear use of different languages in community speech (Barnar, Robinson, Costa, Sarmento, 2016; Raud, Raik, 2014).

Intercultural and multilingual competence of a person can be considered in additive or subtractive plans. In the latter case, in a multicultural and multilingual environment, one language dominates over other languages in the linguistic and socio-cultural environment of its users. Plural and linguistic competence (plurilingualism) is perceived as ability when two or more languages are integrated into an individual's repertoire (Barnar, Robinson, Costa, Sarmento, 2011в).

We have learnt from the articles that a gradual transition of multicultural and multilingual education from schools and universities is practiced. A number of European schools began experimental studies in Luxembourg in October 1953. In this experiment, children with different mother tongues and nationalities were taught side by side in schools. The objectives of such schooling were: to give students confidence in their cultural identity – the basis of their development as European citizens; to provide high quality education; to develop high standards in their mother tongue and in foreign languages; to promote a pan-European and global perspective; to promote tolerance, cooperation, communication and concern for others; and to cultivate students' personal, social and academic development. The experience of multilingual schools has spread and now a number of countries have schools of this type: Belgium, Italy, Germany, the Netherlands, the UK, Spain (The European Schools, 2010).

The issue of improving the quality of higher education in multicultural and multilingual Europe has become the most relevant. Multilingualism in European higher education is aimed at achieving the quality and attractiveness of higher education in all European countries. Especially countries and regions, the geographical and historical identity of which has shaped a multilingual and multicultural environment. Multilingualism is considered broadly, and it involves not only knowledge of the mother tongue and English. The role and place of multilingualism and multiculturalism in universities are emphasized in university development plans, programmes and actual practice. The existence of multilingual universities concerns academic research, language policy and the quality of international curricula (Raud, Raik, 2014).

Methodology

The author of the paper uses such research methods as theoretical analysis and generalization of international scientific literature, empirical methods of pedagogical observation, statistical processing of the data obtained. We have also conducted a survey of young university graduates.

The purpose of the survey was to identify the culture of different languages usage in the business sphere in Kazakhstani society, gaps and shortcomings in vocationally-oriented language training of future specialists at the university, as well as the attitudes of graduates to the level of language training and the effectiveness of teaching in order to optimize language training in non-linguistic specialties in the Kazakh, Russian and English languages.

The object of the study were graduates of non-linguistic specialties of Kazakhstani universities that have received language training in the following specialties: "transport, transport equipment and technology", "construction", "information systems", and "tourism".

The subject of the study is the culture of languages usage of young professionals, language training in the Kazakh, Russian and English languages in a non-linguistic university.

The objectives were to study the properties, problems of graduates who had already received training, and finding the best ways to optimize vocationally-oriented education in Kazakh, Russian and English.

Graduate questionnaires consisted of four main blocks of questions. The questions of the first block were aimed at identifying the profile of graduates who were surveyed: age, sex, nationality, place of residence, mother tongue of the questioned, language of communication, work experience after graduation, the name of the university where graduates received training, the languages they studied.

The second set of questions was aimed at identifying the level of proficiency in the Kazakh, Russian and English languages.

The third block of questions was aimed at identifying graduates' satisfaction with the level of language training at the university.

The fourth set of questions was aimed at establishing the culture of languages usage in the professional sphere.

The survey was conducted in the form of an online survey and was anonymous in nature, which was attended by 100 young professionals (representatives of the transport, tourism, construction industries and information systems). Particular attention was paid to companies in which university students had work experience with further employment.

During the survey and selection of respondents, the following recommendations were taken into account:

1) to conduct a selection of respondents from among those who graduated from a university 3-5 years ago;
2) to refrain from interviewing recent graduates, since their brief experience may carry inaccurate subjective information;
3) to attract the opinion of the part of graduates who currently represent the academic community.

Results

The following results were obtained when determining the level of respondents' knowledge of the Kazakh, Russian and English languages. This group included questions aimed at determining respondents' proficiency in language and speech abilities when used in everyday and professional areas of languages: Kazakh, Russian, English and other foreign languages.

More than 60% of the graduates surveyed indicated Kazakh as their mother tongue, and Russian as the language of communication in the household sphere and at work. Most of the graduates who were surveyed most often use Kazakh, both in everyday and professional environments. The Kazakh and Russian languages were studied by respondents both purposefully and through communication with native speakers, which is not surprising, since both of these languages are communication languages in Kazakhstan.

As for the level of proficiency in languages in the professional sphere, here it can be noted that almost 40% of respondents are fluent in Russian, while using the Kazakh language many have difficulties, especially skills of speaking, reading and understanding. Respondents noted an increasing need for oral and written business communications in the state Kazakh language.

The survey also asked how respondents assessed their knowledge of Kazakh and Russian at workplaces in the professional field, to which about 40% replied “I speak and read freely” Russian. The state Kazakh language reached a mark on the column “I speak with difficulty” – 40%, “I speak freely” – 60%, “I don’t speak” – 10%, “I understand freely” – 60%, “I understand with difficulties” – 40%, “ I read freely ” – 50%,“ I read with difficulties ” – 40%,“ I do not read ” – 10%.

The results obtained in the level of proficiency of graduates in the Kazakh language show the special significance of raising the level of teaching the Kazakh language in higher educational institutions of the country.

Among the foreign languages studied were English, French, German, Spanish, Italian, Korean and Chinese. It turned out that the majority (70%) of graduates surveyed had learnt English. The survey also showed that, on average, the interviewed graduates had learnt English for 10-15 years, which is quite a long time. In the overwhelming majority of cases, English had been studied only purposefully, that is, at school, at a university or at language courses. The same can be said about any other foreign language. The survey showed that the majority of respondents knew well the structure and system of the English language, however, speaking skills in oral communication caused the greatest difficulties.

The survey has also shown that the level of proficiency in other foreign languages is rather low: the respondents have rather low reading and understanding skills, almost no speaking skills at all. The survey also asked how respondents assessed their level of proficiency in English at workplaces in the professional field, to which answers were received that in English “they speak with difficulty” – 60%, “I speak fluently” – 15 %, “I don’t speak” – 25%, “I understand freely” – 40%, “I understand with difficulties” – 50%, “I read freely” – 65%, “I read with difficulties” – 35%.

The results of the survey show that speaking skills are the most difficult to form and quickly lost without constant practice among respondents. Listening and reading skills are not lost as quickly as speaking skills. The survey showed the importance of raising the level of teaching English in universities in the country.

Unfortunately, respondents almost never use other foreign languages. As a result of the survey, the respondents also identified the need to learn foreign languages, where the most increasing importance was given to the English language.

Answering the question about the need for language skills in everyday life and in the service sector, respondents note that they need the Kazakh language “sometimes in the everyday environment” – 70% and “always in the service sphere” – 80%. Regarding the Russian language: "sometimes in the everyday environment" – 50% and "always in the service sphere" – 55%. English is needed: “sometimes in the everyday environment” – 35% and “always in the service sphere” – 50%.

To the question which languages are used by respondents in the professional field orally during business negotiations and in writing when preparing business documentation, the following answers have been received: Kazakh is needed orally during business negotiations for 80% of respondents, in writing compiling business documentation – 70% of respondents. Russian is spoken language orally in the conduct of business negotiations with 60% of respondents, in writing with 60% of respondents for writing business documentation. English is needed in oral form when conducting business negotiations for 50% of respondents and in written form for preparing business documentation – for 50% of respondents.

On the group of questions regarding the satisfaction of young employees of companies with the level of vocationally-oriented language training at the university, the following answers were received. According to the respondents, the following points require perfection at the university when teaching Kazakh: 60% increase in the number of hours; setting clear goals and objectives in teaching, taking into account modern requirements of the labour market – 60%, learning the ability to conduct oral communication, discussion, controversy on professional topics – 70%; learning to use professional terminology in speech – 80%; development of high-quality vocationally-oriented textbooks – 50%, teaching oral practices using visual (audio, video) materials – 65%, using more textual materials in class, 70% of documentation patterns in the specialty, the participation of students in the actual communication projects of the university – 60%; taking into account in the educational process and in compiling the syllabus the needs of the future professional field of the student, taking into account the current situation – 75%.

Regarding the recommendations on teaching Russian, the following wishes were received: setting clear goals and objectives in teaching, taking into account modern labour market requirements – 60%; learning to use professional terminology in speech – 75%; development of high-quality vocationally-oriented educational literature – 50%; teaching oral practices using visual (audio, video) materials – 60%; using more textual materials in classes, 70% of documentation patterns in the specialty, student participation in actual communicative university projects – 50%; taking into account in the educational process and in compiling syllabus the needs of the future professional field of the student; taking into account the current situation – 65%.

Regarding the level of teaching English, respondents note the following need: an increase in the number of hours is noted by 90%; setting clear goals and objectives in training, taking into account modern requirements of the labour market – 70%; learning the ability to conduct oral communication, discussion, controversy on professional topics – 80%; learning to use professional terminology in speech – 100%; development of high-quality vocationally-oriented educational literature – 80%; teaching oral practice using visual (audio, video) materials – 90%; using more textual materials in class – 90%; participation of students in the actual communication projects of the university – 60%; taking into account in the educational process and in compiling the syllabus the needs of the future professional field of the student, taking into account the current situation – 90%.

An additional recommendation of the respondents regarding English classes was the involvement of native speakers in the learning process in a pair together with the current teacher. The greatest need to improve is the English language training. The emergence of such wishes of graduates can be explained by the ever-increasing need of society for the English language and the lack of an English-speaking language environment in our society.

Due to the fact that the language environment of native speakers is constantly present in our society, the Russian and Kazakh languages received an approximately equal number of recommendations.

Regarding the question of general satisfaction of graduates with the level of language training in their specialty profile in accordance with the demands of life and the labour market, 50% are “partially satisfied”, 35% are “satisfied”, 15% are “not satisfied”.

Satisfaction of graduates with continuity in language training between school, university and the labour market was: 40% – “partially satisfied”, 50% – “satisfied”, 10% – “not satisfied”.

On the question of whether graduates are satisfied with the way the professional needs of students were identified during language training at the university, it is noted that: 45% of respondents are “partially satisfied”, 35% are “satisfied”, 20% are “not satisfied”.

The question of whether graduates are satisfied with the fact that the language training revealed the actual needs of the labour market received the following answers: 40% of respondents were “partially satisfied”, 35% were “satisfied”, 25% were “not satisfied”.

When asked whether the respondents were satisfied with the content of the university language training programmes and their consistency and professional orientation, the following indicators were received: 40% of respondents were “partially satisfied”, 50% were “satisfied”, 10% were “not satisfied”.

Graduates also note partial satisfaction with their adaptation to the conditions of the labour market in their specialty. These answers demonstrate the need to take into account the state of the current conditions of the labour market, issues of ongoing continuity of education between school, university and the labour market, the specifics of students' future profession, and rational ways of organizing production internships.

On the set of questions regarding the use of languages in the professional sphere, respondents note difficulties in mastering the state Kazakh language: lack of vocabulary – 40%, lack of grammar – 40%, psychological language barrier in the use of language and fear of speaking – 40%, lack of language practice – 40%, inability to make statements in writing – 60%, inability to communicate independently in language – 40%.

Regarding the study of the Russian language, it was noted that the difficulties were: lack of vocabulary – 40%, lack of grammar – 50%, psychological language barrier in using the language and fear of speaking – 40%, lack of language practice – 40%, inability to make statements in writing – 50%, inability to communicate independently in language – 50%.

Regarding the English language, the difficulties of using it in the service sphere were: lack of practice with native speakers – 90%, lack of language practice – 70%, lack of vocabulary – 70%, lack of grammar – 60%, psychological language barrier in using the language and fear of speaking – 60%, inability to make statements in writing – 70%, inability to independently communicate in language – 70%.

Among the most important competences for professional language communication using the Kazakh and Russian languages, 75% of respondents have noted the following ones: ability to freely communicate orally in a dialogue, team and lead a discussion or controversy; ability to conduct business negotiations; presence of language practice in the specialty; proficiency in oral and written translation of professional documents; ability to make presentations and speak at symposia and conferences on the specialty; ability to establish quality interpersonal communication with colleagues in the language; the knowledge of the structure and system of the language; knowledge of professional terminology in the language; competency in writing documentation; ability to adapt freely in changing communicative conditions; initiating and taking part in the development of professional projects in various languages; ability to find and use the necessary language information in library and Internet resources.

Regarding proficiency in English, 95% of graduates note the important role and relevance of such competencies as: presence of language practice in the specialty; ability to make presentations and speak at symposia, conferences on the specialty; ability to establish high-quality interpersonal communication with foreign colleagues in the language; knowledge of professional terminology in the language; ability to adapt freely in changing communicative conditions; ability to find and use the necessary language information in library and Internet resources. Equally important is the certificate of passing an international exam. When communicating in any language, according to their opinion, their personal qualities are important: oratorical skills, communication skills, etc.

Thus, the study conducted through a survey of university graduates allows coming to some conclusions regarding the culture of languages usage and level of language preparation in the Kazakh, Russian and English languages in a non-linguistic university. The introduction of rational ways and solutions, taking into account modern realities and requirements: the processes of preparing training programmes in the Kazakh, Russian, and English languages; methods of organizing the course of studies; the process of preparation of educational-methodical complexes of disciplines and teaching aids.

Conclusions

So, within the framework of globalization and internationalization, the English language proficiency is a mandatory requirement to work in the world and in Kazakhstan. At the present stage, the widespread use of English in the world is progressing through economic, political, strategic, scientific, technological and cultural cooperation.

The role of the English language in the era of internationalization of world education and globalization of all areas of Kazakhstan's development is very important.

The development of a course of instruction in English for special purposes for employees of all branches of production is also important.

Many countries in Europe and Asia have decided to introduce multilingualism and multiculturalism into their education system. Kazakhstan in solving many issues of education is guided by what is happening in the world around it.

In Kazakhstan, there is a trilingual type of education. It means that students study at the universities in three languages: Kazakh, Russian and English. All these languages are used by people in their cultural interaction and professional spheres.

It is important to ensure the development and wide use of the Kazakh language and the languages of the peoples living in this republic. Multiculturalism and multilingualism is one of the priority directions in providing also professionally-oriented training in universities.

Thus, in this paper we have tried to consider the important issues of distribution and implementation of language training today. This issue is of concern to the scientific community and is very relevant. Trilingual and multilingual education provides for the solution of the role of native, state, foreign languages in the educational environment. The issue of teaching different languages concerns and worries the Kazakh scientific community and is very relevant.

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USE OF THE BUZZER IN THE UNIVERSITY CLASSROOM

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Abstract

Research purpose. It is commonly and stereotypically believed that university studying should be "serious" and sterile. Furthermore, it is said that the more fun and games there are in the classroom, the younger of age the students are. Thus, fun and participatory learning, or hands-on learning, are associated to young learners, and it seems that university students are "doomed" to sterile, lecture-style instruction, or teacher-centred instruction. The purpose of the paper is to find an alternative way to participatory learning in the university classroom through the use of, particularly, the buzzer in the university classroom. Moreover, the purpose of the paper is to find out as many uses of the buzzer in the academic classroom as possible, and, thus, to demonstrate that the participatory learning is not, and should not be, a taboo in the academic teaching process.

Design / Methodology / Approach. The methods used in order to arrive at the results of the research are practical and experimental. Different types of methodology teaching approaches have been used, as well as various types of exercises commonly used in the ESL classroom in order to test the possibilities of the effective usage of the buzzer in all those contexts. The target group involved were university students of law and IT in their first year of studies, all of them attending lectures in the course of English with Specific Purposes.

Findings. The findings of the practical research were positive and surprising. First of all, although it was expected for students to be familiar with the buzzer and the buzzer's use, as part of the pop (music) and show business culture they are much familiar of, their positive reaction to its many uses in the class was unexpected, even though, sometimes, it is used as a signal to mark wrong answers. Secondly, what was unanticipated was the fact that the students grew so much fond of it that they themselves requested its use in the class.

Originality / Value / Practical implications. The paper concludes that teacher-centred instruction is to be outdated in university classrooms. University lectures are to be student-centred and participatory, and one of the steps to accomplish this is to draw the classroom nearer to the pop culture elements, such as the use of the buzzer. Getting familiar to it through the pop culture, students become "native" to its use, and this, further on, helps the teacher, with its use, to stimulate students' learning and participation in class. In addition, the buzzer's countless uses and in many different contexts and types of exercises makes its use not only fun but also desirable by students.

Keywords: university classroom; ESL classroom; buzzer; participatory learning; student-centred learning.

Introduction

The paper deals with the use of the buzzer as a teaching aid device in the university classroom. The topic itself is a novelty, since buzzers, as well other teaching aid devices of such kind, are used exclusively in the younger students' classroom. Furthermore, the topic's novelty concerns the modes of usage of the buzzers in the subject of English for specific purposes (ESP), with the special stress on Legal English and English for Computer Users, rather than in the subject of General English (GE).

The aim of the research is to find as many exercises as possible that are various in style and that include the usage of a physical buzzer. Moreover, its aim is to elaborate on the types of exercises and the types of actual questions that can be used in such exercises, as well as their outcome in the learning process of the students.

The research presupposes that buzzers can and should be used in the ESP classroom effectively, as well as that their usage should not be limited only to games and quizzes. In addition, this modern teaching method makes learning more interactive and engages students in active and effective learning, as opposed to the "serious" and sterile traditional university teaching.

The research methods were the actual teaching methods I have practiced in my experience both as a GE and as an ESP teacher I have gained for the past twelve years.

The results of the research turned out as desired. Primarily, they state that buzzers are suitable for university classroom usage and for the ESP classroom usage, too. Secondly, using buzzers in the university classroom breaks the monotony of the traditional academic teacher-cantered approaches to learning and stimulates the development of the student-centred approaches. Thirdly, the results confirm the fact that buzzers not only help the teacher (T) examine students' knowledge, but also help students (Ss) learn easily, faster and more productively, as well as improve their knowledge. Lastly, the usage of buzzers does make the classroom playful and fun, which, unfortunately, is uncommon to the academic context.

Literature Review

The English as a Second Language (ESL) classroom has always strived to be modern and playful, no matter the age of the Ss. Furthermore, the ESL classroom has ever aimed to place itself in an authentic context. Therefore, all the realia and games used in the classroom are more than welcomed. Thus, all the researches on the usage of buzzers, and other realia and games, too, are conducted in the context of the non-academic ESL classroom. Regrettably, the ESP classroom, as an academic classroom, has been unjustifiably considered inappropriate for games and realia.

On the other hand, using games and realia in the ESL classroom is only encouraged to be used with certain limits of the class hours. Moreover, the usage of certain games and realia in the classroom, especially the not-so-common ones, is left to the personal choice of the T. As follows, the best way to read about the advantages and disadvantages of the usage of buzzers in classrooms other than the ESL and the GE classroom, as well as to share experiences on the subject matter are the official teaching websites, online journals, platforms and blogs.

The choice of teaching methods, i.e., "the general principles, pedagogy and management strategies used for classroom instruction… depends on what fits the [T's] educational philosophy, classroom demographic, subject area(s) and school mission statement" (Teach. Make a Difference, n.d.). During my career of twelve years as a GE teacher, I have worked out the teaching methods that best suit my personality. Ever since a student, I have refused the teacher-cantered approach to learning and embraced the student-centred approach. Thus, when I began working as an ESP lecturer, I refused to pursue the academic teacher-cantered method of instruction and play the role of either a formal authority or expert who relies on "explicit teaching through lectures and teacher-led demonstrations" (Teach. Make a Difference, n.d.) and encourages passive learning. Rather, I would "coach and facilitate student learning and overall comprehension of material" (Teach. Make a Difference, n.d.).

Similarly, I would advise teachers to measure "student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation" (Teach. Make a Difference, n.d.), rather than just test their amount and quality of material they can learn by self-study. In order to examine and inspire student learning in class, interaction should be welcomed. Abandoning the concept of the teacher as a dominant figure in the classroom, a new notion is required – the one of levelling the student up to the teacher. In my opinion, the democratic classroom, where teachers and students together play an equally active role in the learning process, provides more relaxing, and, consequently, more productive and efficient learning.

Additionally, the games and realia included make the learning process fun, and academic learning should not be deprived of the element of amusement and enjoyment. Game-based learning engages students in more active learning since games position students in the role of problem solvers, active listeners, even, sometimes, in the role of a teacher or instructor. Moreover, games make it possible for shy students to be more engaged in the classroom activities and boost their self-confidence in expressing their opinion and knowledge.

Unfortunately, the usage of games in the ESP classroom, as well as the types of games, seems to be limited. What is emphasized is the material itself rather than the method of teaching and instructing the material. Normally, due to the nature of the material – academic and specific – even when practiced, games cannot work their magic in the university classroom. However, there is a device that soon after being marketed became a classroom game toy, and that is the buzzer.

The buzzer (Fig. 1) is a simple physical wireless electronic device with flashing lights in attractive colours (most commonly red), handheld with pushbuttons or thumb switches.

Fig. 1. The most common type of a buzzer (Source: http://clipart-library.com/img/906467.jpg)

Apart from the most common type of buzzer – the red one, many other types of buzzers can be found, some similar, some quite different from the original one. For example, there are sets of four buzzers, each with a distinctive colour (red or purple, orange or yellow, blue and green) and sound (crash, squeak, whistle, honk, boing, beep, bang, etc.), like the Amazon.com‘s "Learning Resources Answer Buzzers" set. Some of them can light up in addition to making a sound, and some are personalized and can record student‘s own buzzer sounds for up to 7 seconds (Fig. 2).

Fig. 2. The Amazon.com‘s "Learning Resources Recordable Answer Buzzers" (Source: Amazon.com)

In addition, there are "Yes–No" and "Yes–No–Maybe" sets of two and three buzzers which are based on the traffic lights system: red and green, or red, green and yellow respectively (Fig. 3).

Fig. 3. A "Yes–No" set of buzzers (Source: Amazon.com)

Generally speaking, buzzers are but a system that is easy to set up in the classroom and, since they are a simple mechanism, they are simple to be used. Most importantly, they are affordable for any school's budget.

Furthermore, buzzers are something Ss are familiar with outside the classroom. In fact, buzzers were part of the popular culture and the show business culture before toy and game manufacturers placed them on the commercial market. One may find them easily recognizable from the "X Factor" show, other talent shows, and let's not forget to mention the not-so-recent television game show "Who Wants to Be a Millionaire". Two types of buzzers are used in these shows: the golden buzzer, for approval and the red "X" buzzer, for disapproval. The buzzer I personally use in the ESL and the ESP classroom is the type of red "X" buzzer (Fig. 4), most commonly used when Ss offer a wrong answer (correct answers are stimulated verbally, by acclamation and by complimenting).

Fig. 3. A Flying *Tiger* Copenhagen buzzer (Source: author's photo)

Methodology

The research methods used in order to arrive at the results of the research and find out as many uses of the buzzer in the academic classroom as possible are practical and experimental, involving a reflection on the actual teaching methods I have practiced for the past twelve years both as a GE and as an ESP teacher.

Different types of methodology teaching approaches have been applied and summarised, as well as various types of exercises commonly used in the ESL classroom have been developed and piloted for ESP to test the possibilities of the effective usage of the buzzer in the classroom. The target group involved were university students of law and IT in their first year of studies, all of them attending lectures in the course of English with Specific Purposes.

Results

The games Ts use in the classroom involving the buzzers are of several types, mostly quizzes and similar to the TV game shows.

One of those games can be different varieties of the typical quiz game. Martin Sketchley (2018) suggests three types of buzzer games. First, he suggests the *Buzz the Answers* quiz game. It can be organized by grouping the Ss in 2–4 groups, each group holding a buzzer. As the T reads out a question, the team that knows the answer hits the buzzer and gives its response. If the team is incorrect, the other team takes its turn. The T can either give points for correct answers, or give points for correct answers and remove points for incorrect answers. This quiz game can be a question-and-answer quiz, a rhyming words quiz, or a translate-the-term-correctly quiz, etc. Regarding the ESP teaching, especially the subjects of Legal English and English for Computer Users, here are some examples of short-answer questions:

1. Legal English

- Who defends the accused in the court? (Answer: Defense attorney or public defender.)
- What is the highest judicial organ in the USA? (Answer: The Supreme Court.)
- Is capital punishment used nowadays? (Answer: Most countries, including almost all First World nations, have abolished capital punishment unlike: most Islamic states, the United States, China, India, Japan and South Korea.)
- When was the Council of Europe set up? (Answer: On May 5, 1949, in London, UK.)
- What is a robbery? (Answer: Stealing from people or places is a robbery.)
- What kind of state is the United Kingdom? (Answer: A parliamentary monarchy.)
- What are the main functions of the Parliament in the UK? (Answer: To pass laws, to provide taxation and to scrutinize government policy and administration.)
- What is criminal law? (Answer: The law concerned with wrongful acts harmful to the community.)
- What is a hijacker? (Answer: A person who captures a plane and forces the pilot to change the course of the flight.)
- How many people does the jury consist of? (Answer: 12.)

2. English for Computer Users

- What are the main parts of the CPU? (Answer: Control Unit, Arithmetic Logic Unit – ALU and registers.)
- What is a computer? (Answer: An electronic device that accepts data in a certain form, processes the data, and provides the results of the processing in a specified format as information.)
- What is the main function of a computer’s processor? (Answer: To carry out the instructions of a computer programme.)
- What does RAM stand for? (Answer: Random Access Memory.)

– What is a *bus*? (Answer: A communication system that transfers data between components inside a computer, or between computers.)
– How much is one gigahertz? (Answer: One billion Hertz.)
– What is a collection of eight bits called? (Answer: A byte.)
– How does a scanner send information to the computer? (Answer: By using optical light-sensing technology.)
– What special hardware and software do you need to videoconference? (Answer: A webcam and a conferencing programme.)
– Which programme do you need to use a PDF document? (Answer: Adobe Acrobat Reader.)
– How can we protect our email? (Answer: By encoding it using an encryption programme.)

Second, Sketchley (2018) suggests the *Odd One Out* game. According to him, T can "prepare a few sentences or words which contain two wrong pieces of information or grammatical mistakes and one which is correct" (Sketchley, 2018) and Ss should buzz off the odd one out. This type of a game is good for revising grammar and vocabulary. Vocabulary is especially important in the ESP learning, since the vocabulary Ss need to master is specific and distinct and they have not encountered it previously in their ESL schooling. Regarding the ESP teaching, here are some example vocabulary questions:

1. Legal English

– barrister, solicitor, lawyer, judge (judge is the odd one out because the other three are all types of lawyers)
– robbery, theft, rape, burglary, pickpocketing (rape is the odd one out because the other terms name the action of stealing)
– jury, witness, the accused, prosecutor, judge, guilty (guilty is the odd one out because the other terms are all nouns naming the people of the courtroom, and guilty is an adjective)
– prisoner, offender, murderer, suspect, rapist, terrorist (suspect is the odd one out because the other terms all name criminals according to their crimes, and a suspect is not proven to be an actual criminal)
– Local Justices' Court, County and City Courts, Federal District Court (Federal District Court is the odd one out because all the courts named are part of the State Supreme Court subdivision, and Federal District Court is a part of the Court of Appeals subdivision)
– UNESCO, NATO, WHO, ISIS, IMF (ISIS is the odd one out because, unlike the other organizations, it is a terrorist organization)

2. English for Computer Users

– webcam, keyboard, monitor, mouse, USB drive, *DVD*, printer (*DVD* is the odd one out because it is an external memory storage device, not an actual part of the computer)
– USB, CD, *modem*, keyboard, joystick, webcam, mouse (*modem* is the odd one out because it is not a part of the peripherals)
– software, hardware, *hard drive* (*hard drive* is the odd one out because it is not a part of the PC system, but part of the RAM)
– resolution, pixel, colour depth, LCD, plasma screen, *byte* (*byte* is the odd one out because it is not a part of the computer screen vocabulary)

- imagesetter, dot-matrix, inkjet, *LCD* (*LCD* is the odd one out because it is not a type of printer, but a type of monitor screen)
- Windows, Linux, Mac OS, *Macintosh*, Palm OS, Symbian OS (*Macintosh* is the odd one out because it is not an operating system)
- folder, desktop, menu bar, icon, *space bar*, scroll bar (*space bar* is the odd one out because it is a part of the keyboard)
- Print Preview, Align Left, *Bookmarks*, Insert Table, Undo (*Bookmarks* is the odd one out because it is not a Word processing function or icon)
- Wi-Fi connection, IP address, modem, hotspot, *touchscreen* (*touchscreen* is the odd one out because it is not a part of the Internet vocabulary)
- Refresh, History, Facebook, www, *Adobe*, http, URL address (*Adobe* is the odd one out because it is not a part of the Internet vocabulary, but it is a type of a software)
- ASAP, BBS, *CPU*, BTW, LOL, F2F (*CPU* is the odd one out because it is not an abbreviation used in online chatting)
- *hijacking*, spreading of malicious software, IP spoofing, cyberstalking, distribution of indecent or offensive material (*hijacking* is the odd one out because it is not a type of a cybercrime)
- bitmaps, vector graphics, *Word Count*, Paintbrush, CAD, Zoom (*Word Count* is the odd one out because it is not connected to the computer graphics and picture editing, but to Word and text editing)

Third, Martin Sketchley (2018) recommends a game called the *Buzzed Dictation*. It is a type of an engaging dictation since Ss are asked for to take an active part in it. Namely, T dictates gap-filling-sentences or unfinished sentences; Ss listen to them, write them down and, as they listen and write, finish them with their own ideas. In the academic ESP classroom, Ss can be asked to fill in the gaps with the appropriate word or phrase as they hear the buzz sound. This activity helps Ss learn important terms and definitions easily. A list of guess-the-term sample definitions follows:

1. Legal English

- Every company needs a federal … **[BUZZ]** (EIN). So, you must apply for and get one from the … **[BUZZ]** (IRS). (Answer: *employer identification number / Internal Revenue Service*)
- **[BUZZ]** … promotes education for all, cultural development, protection of the world's natural and cultural heritage, international cooperation in science, press freedom and communication. (Answer: *UNESCO*)
- **[BUZZ]** … formulates policies and programmes to improve working conditions and employment opportunities, and sets labour standards used by countries around the world. (Answer: *ILO*)
- When a person does something illegal (against the law), they commit … **[BUZZ]**. (Answer: *a crime*)
- **[BUZZ]** … is a person who captures away people by force and demands money for their return (freedom). (Answer: *A kidnapper*)
- **[BUZZ]** … is a lawyer who deals with petty crimes, prepares the case, advices the accused and may represent the client in a Magistrates' Court. (Answer: *A solicitor*)
- The United Kingdom's Parliament consists of two Chambers: … **[BUZZ]** and **[BUZZ]**. (Answer: *the House of Lords / the House of Commons*)

- The civil law of England, Wales and Northern Ireland is subdivided into: ... **[BUZZ]**, **[BUZZ]**, **[BUZZ]** and **[BUZZ]**. (Answer: *family law / the law of proper / the law of contract / the law of torts*)
- The government of the United States is **[BUZZ]** ... because it shares its power with the states. (Answer: *federal*)

2. English for Computer Users

- Any electronic or mechanical part you can see or touch is called ... **[BUZZ]**. (Answer: *a hardware*)
- A set of instructions, called a programme, which tells the computer what to do is called... **[BUZZ]**. (Answer: *software*)
- **[BUZZ]** ... enable data to go into the computer's memory. (Answer: *Input devices*)
- ROM stands for ... **[BUZZ]**. (Answer: *Read Only Memory*)
- **[BUZZ]** ... is about one million bytes – about as much text as a 300-page novel. (Answer: *A megabyte*)
- **[BUZZ]** ... are the keys on a keyboard that consist of letters or numbers. (Answer: *Alphanumeric keys*)
- **[BUZZ]** ... produces UPPER CASE letters, but does not affect numbers and symbols. (Answer: *CAPS LOCK*)
- If you like to convert a square into a rectangle, you ... **[BUZZ]** ... one corner of the square and stretch it into a rectangle. (Answer: *grab*)
- Machine code and assembly languages are called ... **[BUZZ]** ... because they are close to the hardware. (Answer: *low-level languages*)
- A compiler transforms the ... **[BUZZ]** into ... **[BUZZ]**. (Answer: *source code / object code*)
- Java is **[BUZZ]**, ... meaning a Java programme can have multiple threads (parts) – that is, many different things processing independently and continuously. (Answer: *multi-threaded*)
- **[BUZZ]** ... works with companies to build secure computer systems. (Answer: *A computer security specialist*)

Experience taught me that in the university ESP classroom, the type of quiz guess-the-term is the most effective and the most interactive. Namely, Ss are grouped into 2–4 groups or into several pairs if the group is not numerous. Each group/pair thinks of a term and is challenged to explain and define it to the other groups/pairs. The group/pair hits the buzzer every time the others give an incorrect answer.

What is more, the use of the buzzer enables Ss role play the T in the classroom. The ones who get the buzzer are to role play a T during the checking of the exercises or during the quiz. The class is not divided into groups; Ss work individually or in pairs and as soon as they figure out the answer, they raise their hand to say it aloud, or they state the answer whenever their turn comes. The S with the buzzer buzzes every time a S says an incorrect answer. However, T should not have a complete trust in the S's knowledge and should check whether they sound the buzzer right. If not, the T sounds the buzzer for their wrong judgment of the correctness of the answer. The role play of S–T in the academic classroom is very important and affects Ss' characters psychologically. Namely, university Ss are young adults who should be democratically levelled up to the T as persons. They have a conscious awareness of the T being the more knowledgeable one in the classroom, yet that does not mean that the T should and must be the privileged one in the classroom. Putting Ss in the position of the T for a while, not only positively affects their sense of self, but also weakens their doubts in their own knowledge. This is of great importance due to the final exams they need to take at the end of the term and the school year. I myself do this type of buzzer role play exercise when we check homework. It is but a fast, efficient and interactive way to check Ss' homework.

In any respect, I use the buzzer almost every lesson. Luckily, Ss like it a lot and ask for its usage. With our mutual agreement, I, as a T, use the buzzer (or the oral BEEP sound imitating the buzzer's sound) every time we do an exercise and upon Ss reading the answers; I sound the buzzer on every wrong answer. It seems that the buzzer encourages Ss to be more careful of their answers, to pay more attention to class and to think harder before answering. It encourages Ss to examine and analyse the authenticity and the accuracy of their answers and knowledge in general.

I would like to mention that Ss like to use the buzzer even when not connected to the exercises, but connected to the classroom conduct and interaction among the classroom parties; for instance, every time they want to speak up instead of raising their hands, or each time they feel not being listened to or not being paid attention to.

Generally speaking, buzzers are welcomed in the ESP classroom both by the Ss and the T and can be used in many diverse exercises and other classroom activities.

As games, quizzes and other playful and fun activities are common to the GE classroom, the results of the research, i.e., my experience as an ESP university lecturer showed that games, quizzes and all other fun activities are more than welcomed in the ESP classroom. University Ss love the use of playful exercises and activities, as opposed to the traditional, sterile teacher-centred classroom.

What is important is that the use of buzzers in the classroom affects Ss learning motivation and self-improvement. It provides interactive classroom as opposed to the passive academic approach of the omniscient T. This kind of learning reduces the level of stress of the final examination.

Moreover, the types of exercises that can be done with the use of buzzer are numerous and all in context not only in the grammar context, but also, more importantly, in the vocabulary context and vocabulary is the core of the ESP learning. Such exercises can be: fill-in-the-blanks, guess-the-term or find-the-odd-one-out type of exercise.

Finally, ESP learning with buzzers is more productive and more efficient in long-term learning, let alone more interactive and fun. The use of buzzers in class may give the purpose of Ss role playing the T and take total control over their knowledge and self-confidence. All in all, the use of buzzers should not be restricted exclusively to the GE classroom, but very much used in the academic university classroom of ESP.

Conclusions

To conclude, the use of the buzzer in the ESP classroom is uncommon, yet desirable. It does make the sterile, strict and passive teacher-centred classroom more student-centred, interactive and more fun. It makes learning easier and helps Ss master the material faster and more efficiently. To be more precise, buzzers engage even the quietest Ss and activate even the most passive ones. They are motivating, challenging, engaging; they **b**uild Ss' confidence and make meaning of Ss learning; they encourage them to think, discuss and express their opinion publically, as well as to respect other people's opinion. Furthermore, buzzer-based exercises are but team building exercises that get Ss work and study together. Buzzer-based exercises are, too, an effective and active way to test Ss knowledge, as well as to boost Ss learning habits. Lastly, buzzer-based learning is indeed a helpful method of memorizing a great deal of vocabulary material. Having this in mind, let us not forget that unlike the TV game shows, in the classroom quizzes, there are no winners or losers, only learners.

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FIGURATIVENESS OF THE ECONOMIC DISCOURSE

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Abstract

Research purpose. The paper presents a scope of learning metaphorical phrases in the field of business and economics.

Design / Methodology / Approach. The following methods were used in the process of research of the given paper: method of informational generalization, descriptive and substitutional method as well as a phrase-centred approach helping economists to feel more comfortable with the metaphoric language.

Findings. Due to their attractiveness and eye-catching properties metaphors in economic discourse can be interpreted as "little texts". Their main functions are summarizing and attracting attention to the full text. The usage of metaphors in economic texts helps raising someone's curiosity, to persuade readers/consumers to read the whole paper.

Originality/Value/Practical complications. The given material has been illustrated to demonstrate the vast implementation of metaphorical expressions in the economic texts for better comprehension and use.

Keywords: metaphors; figurative language; substitution; conventional associations; financial texts.

Introduction

Many scholars have successfully studied metaphorical terms as grandiose, always stimulating their liability to investigate on the presented subject. According to Cameron (1999), "our aim is to observe and to understand underlying processes of language learning or use" and "further we are aimed to support inexperienced learners of English for economics by concentration on the interpretation and etymology of metaphors from different sources: culture, biology, mythology, biblical texts, literature, technology etc.". The author states that learners should be familiar with metaphors as devices of paramount necessity for studying and comprehending business texts and he sees them as thread-connected concepts and their language revelation via appropriate, authentic addressing. Herderson (1994) states: "It is part of the generative aspect of metaphor to assist in the developing of a routine vocabulary for handling economic ideas". The semi-technical vocabulary is very important due to adequate explanation of various concepts that may be used by the authors of books and articles on economic themes. In this regard, collocations, metaphorical terms must be learned intensively and regularly to help for interested audience to define, distinguish, then finally be ready to use different metaphors in the official and serious language of financiers.

Thus, we see our goal in teaching foreign learners to employ newly coined metaphors that will support them to comprehend figurative language and expand their vocabulary.

The topicality of the investigation is seen in an actual demand of figurative language and emotional set of expressions in economic texts. Metaphor is a means of transmitting information and there are several ways of how people can do so. Metaphors mean giving and getting different amounts of information and various qualities and characters of communicated messages simultaneously, which is conditioned by many factors such as the time, place and subject matter of what is being transmitted from the addressor to the addressee.

Literature review

Financial reporters are increasingly accustomed to writing articles, reports with the use of figurative speech, such as metaphors, metonymy and other stylistic devices.

The ability to comprehend and distinguish concrete information requires deep knowledge of grammatical and morphological construction of the original text and then a skilful substitution of alien words to establish and achieve appropriate lexical relationships among the original words in the target text. Economic texts have their characteristic features to distinguish them from other discourses:

1. Informational content of the text and saturation of terms and their definitions; not always standard and consecutive manner of a statement;
2. Prevalence of the combinations with the noun as the kernel, especially different types of attributive groups;
3. Wide use of metaphors;
4. Prevalence of phraseological equivalents of the word.

We have noticed that expressions in economic texts usually have metaphoric motivation. They emerge from different spheres, mostly from everyday communication, nature, etc. we face with a wide range of terms with metaphoric elements used in the sphere of economics: official documents, business newspapers.

According to G. Lakoff (1993), a word metaphor is "narrow, subjectively enclosed, … it imposes on the reader a subjective view of the object or phenomenon and its semantic ties."

Metaphors used in the economic discourse are divided into two groups: lexicalized and stylistic. Lexicalized metaphors may be illustrated by one word (bull) or by compound words (head-hunter). Both components of the compound words are metaphors. Different parts of speech may be metaphorically motivated. Stylistic metaphors used in financial texts are used to explain unknown terms that used to be well-known or appear as an urgent need to catch readers/consumers' attention and make the communication and further collaboration more lively and interesting.

Lexicalized metaphors (bull –bear, broad money – narrow money, parent company, daughter company) function as synonyms of the respective terms.

Being a multidimensional and complex issue, for many years, the metaphor has been considered frequent in fiction but rare and even non-existent in official discourse by classical books on stylistics. Though many researches still describe official communication as unemotional, different political and business leaders nowadays often use various language ways of making their speeches more expressive by including metaphors. There are three main functions performed by metaphors in business discourse: a) phatic function – i.e., to establish contact with the audience; b) accumulative function – i.e., to transfer the information with less speech units; c) aesthetic function – i.e., to make the speech more attractive, moving and memorable, thus producing a more persuasive effect. All functions are correlated as the mechanism of work of metaphors in business texts is very complicated and closely connected with evaluation. This figure of speech is based on figurality and figurality, in its turn, is based on cognitive structures which can belong to either an individual or society. Being comprehended correctly or even incorrectly by the listener, metaphors create images which either emphasize important or hide or smooth negative issues. The perception of metaphor in most cases is subconscious which means that metaphors can represent strong means of linguistic manipulation.

A characteristic feature of lexicalized metaphors is based on the replacement of a particular image in the original text for a target language metaphor with familiar associations and analogies.

Frozen account, wave of bankruptcies, financial ceiling, to launder money, black market, injection of money, curb of investments, to balloon prices, dead bargain, red tape.

Frozen account –"In order to unfreeze the debit freeze on one's account, the account holder must forth with furnish PAN/Form 60 (as applicable) to the bank."

Credit brakes –"US banks tap the brakes on consumer credit."

Monkey business – "The process replicated 100 monkeys throwing darts at the stock pages each year. Amazingly, on average, 98 of the 100 monkey portfolios beat the 1.000 capitalization weighted stock universe each year."

Lame duck – "In the lame duck session , for example Congress might agree to legislate that would extend all (or most) expired and expiring tax breaks for 6 months to a year" (References in periodicals archive).

Wild cat – "The firm paid my wages in wild cat money at its face value" (History of Central banking in the United States).

"Zombie lending" – "Banks continue to extent existing loans to troubled companies to limit defaults and loan write-offs (a process termed "zombie lending")".

The replacement of a metaphorical component to turn comparison into a neutral expression is illustrated by the succeeding examples:

Wind fall profit tax, bank rate screw, credit brakes, duck-lame duck, monkey business.

White –shoe firm - "Even after she went back into the private sector to work as a lawyer at a white-shoe firm, the public sector was never far from her mind."

The metaphoric expression designates a particular company, for example a law bureau, run by members of the WASP elite. This "White –shoe firm" used to have a "blue-chip" clientele.

Such metaphors as **cafeteria system, balloon note** are results of paraphrasing (substitution of the image in the original text by a non-metaphorical phrase in the target text).

The survey of economic metaphors used in the English newspaper articles on the economic theme helped to confirm the theoretical backgrounds of metaphors. We may differentiate ten groups of metaphors according to their donor domain: inanimate objects, objects of nature, anthropomorphisms, health care, transport, biblical/mysterious objects, sport object, colour symbols, war objects, and zoomorphisms. The most frequent types of economic metaphors are metaphors with the donor domain of inanimate objects and objects of nature.

Economic discourse contains numerous conventional figurative expressions: market for shares may collapse, market loans may be either sickly or critically ill, stock market can be either a bear market or a bull market; it is possible to buy at a knock-down price, single currency may go belly up, economic forecasts may be upgraded, devaluation may be horribly painful, the credit market may crunch, investing may be like duck in the pond.

Economic processes explained by means of metaphors allow foreign learners or even native ones to comprehend various aspect of a notion in terms of different ones. Metaphors may be used for persuasion: interpreting stock market - a bear market, it means to expect that shares on the market will soon decline, describing credit and money market as frozen, may lead us to expect that there is no movement in interest rate prices, in taxes or fees.

Metaphoric concept of weather forecast: a severe-weather warning about mortgage market, the IMF chopped its growth forecast, corners of credit landscape showed signs of life, clouds are gathering on economic sky, all three (countries) have overheating economy.

The following expressions refer to the concept of liquid: in a bubble market, economy has been kept afloat, market for shares dries up, the primary market may evaporate.

Future economists must practice to distinguish metaphoric terms with different parameters and constructors. Metaphors like "growth" and "liquidity" are used to build a bridge with such metaphors such as "pools of liquidity", "to mop up liquidity", "to awash with liquidity", and etc. As the liquid expression has become known, other analogies and use of metaphors of this type are becoming logically understood: "In this increasingly foggy world, the chances of navigational errors are high. But even in the shorter term, the seas ahead could get much rougher… the best way for the navigators to stay afloat is to keep a wider watch for hazards at sea." (The Economist, September, 25, 1999, Survey).

Following metaphors with the medical register are usually employed when the economy's health (state) is in danger: to prescribe drugs, to counter economic weakness, housing market is on its sickbed, America's property flu, emerging economies proved immune healing annual increase, markets will recover, painful correction of the wild economy, the fallout is now poisoning the markets, source of economic shocks, etc.

Metaphors from biblical sources sometimes used in economic texts that are worth mentioning: "Invisible Hand", "angel investor" are built in the analogy with the biblical word-combinations "guardian angel", "business angel" which are optionally used to depict the economic situation in the country.

The arrows in the following network (Fig.1) show the connection between the metaphoric sphere.

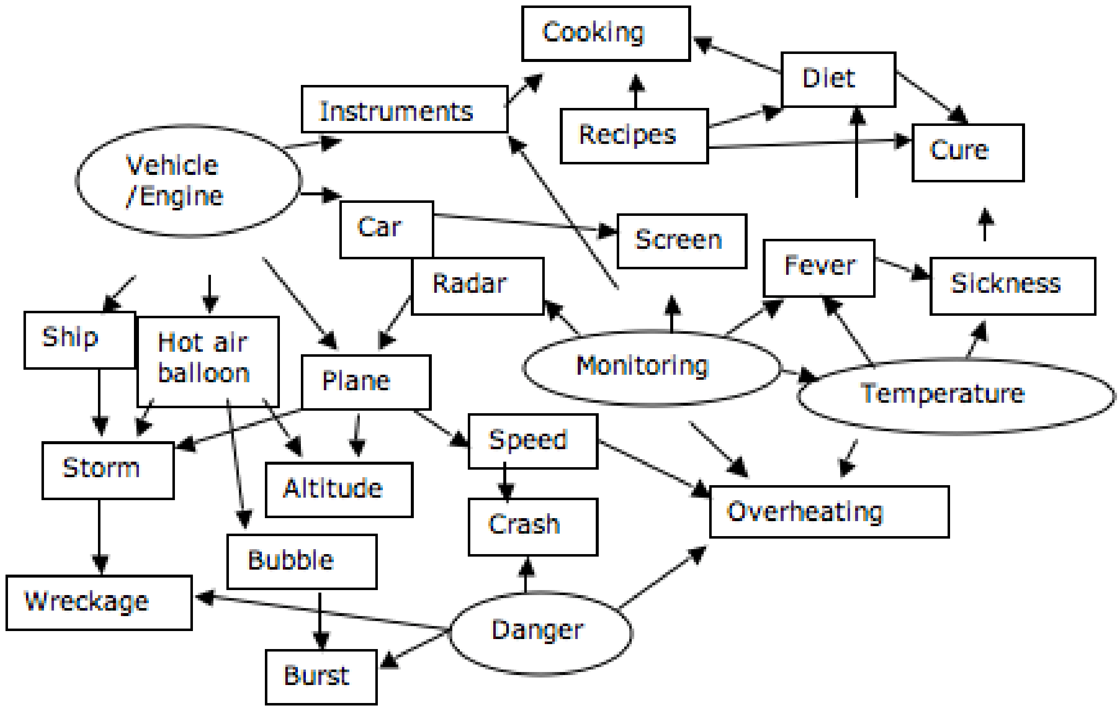

Fig. 1. The links between the metaphoric fields (Source: Resche, 2001)

Methodology

The survey of economic metaphors used in the English newspaper articles publishes in, e.g. Business week, The Economist, Financial Times etc., on the economic theme helped to confirm the theoretical backgrounds of metaphors. The following research methods were used in the process of data collection and processing: method of informational generalization, descriptive and substitutional method as well as a phrase-centred approach helping economists to feel more comfortable with the metaphoric language.

Results

The Phases of Human Beings as Stages of Economic System

Mankind is held to go through the following stages in the life: birth, raising, aging and death. These stages of life are used in the economic domains and aimed to discuss about the different periods of an economic institution.

1. The National Bank is in its **infancy**.
2. The Contemporary economy is due to become an **aging** economy

In example 1, infancy, the first phase of human life, means that the National Bank is at the dawn of the establishment and needed to be protected like a toddler. In example 2, aging, the later phase of life, means that economy is dropping.

The Construction of Economic System as the Physical Body

The human body also may be used as the source domain to animate some economic concepts (business and market), to make it more available to discuss about them. It is illustrated in the examples:

3. They still strive to comfort the **market nerve**.
4. the **heart** of world economy
5. the **backbone** of the market

The words, "nerve", "heart", "backbone" are important parts of the human body, metaphorically implemented to interpret some aspects of economy and finance accordingly. In example 3, the term "the market nerve", indicates the most delicate state of the market as nerves are very sensory to any changes of the environment. In example 5, the metaphor explains the core of the world economy which has originated from the fundamental study that the heart is the main part of any physical body. In example 6, the backbone is given as the support of the whole body. We see that a physical body plays the main role in the spring of phrases with metaphorical meaning.

The Behaviour of Economic System vs. the Conduct of Human Beings

Financial markets, economic institutions possess the behaviour and abilities of human beings and all these qualities are reflected in economic texts.

6. If Financial markets **tremble** they may easily cut rates.
7. S**tubborn** corporations are due to decline.
8. The risk that the economy will **wake up** in a sweat at 2 a.m. is increasing.
9. The patrol price expects its **revenge**.
10. The stocks have been **jittery**.
11. The **misery** of local economy.

The examples 6, 8 and 9 show the actions and conduct of people, and are aimed to demonstrate various economic conditions. The word "stubborn" (ex. 7) belongs to the character of people, and serves to show the corporation. Other examples "jittery" and "misery" demonstrate the ecological activities and emotions of human beings. Thus, they mirror human beings' reaction to economy and business.

Parts of the Plant vs Parts of the Economic System

The root and the branch as parts of a plant are often figuratively used to show the growth of the economic construction. Parts of the complex economic systems are compared to parts of plants.

12. The **branch** of the firm

13. The **root** of the world economy

The branch of the firm (ex. 12), means the subdivision of the firm or company. The root of the world economy (ex. 13), we see the core of the world economy. Parts of the economic organizations and enterprises are metaphorically given as parts of the plant.

Economy is a Plant metaphor which lies on the vast information and deep knowledge about nature and plants uses most of the metaphorical logical potential associated with the idea of a plant. The mapping of the metaphor concentrates on the great deal of analogies with natural growth of plants corresponding to the rise of different economic concepts and schemes.

Economy vs building

The word building is often used as an original domain to people as it is sufficient for contemporary life and serves as one of the main concepts of the epoch. In business texts, the concept of 'building' produces a great bulk of metaphorical terms. The construction, structure and different forms of a building provide a lot of associations and correlation between the system and a building.

The Designer of a Building is the Designer of Economic concept

Thought the history of mankind, it is well-known that people always have been seeking for a shelter to live in and accordingly they have been choosing different designs. Majority of journalists in the English media willingly use this source domain to illustrate the state of economic system. The following examples present this mapping:

14. **Construct** a rural economy.

15. The main task is to **rebuild** the economy.

16. The **best-designed** market will be always compared with a **badly designed** one.

Thus, the metaphor **Economy is a Building** shows the formation of well-structured/poorly-structured complex economical system.

Among the popular economic metaphors, the following ones can be seen as frequently used in economic discourse:

Cooking

16. The economic menu:

Ingredients/recipe: Nations want to know the ingredients in a successful recipe. (Samuelson).

17. Lunch: There is no such thing as a free lunch.(Samuelson).

18. Menu: There is no free lunch on the monetarist menu.

19. Pie: The economic pie", "to divide/to cut the pie into equal slices.

Beast

20. Inflation is a wild animal.

21. Beast/escape/recapture: If the beast of inflation escapes, the increase rates needed to recapture.

22. Galloping/rein in: To rein in a galloping equity market. (Financial Times).

23. Tame: To tame inflation.

Mechanisms/an engine: the economy is a machine

Such words as fuel, gear, oil/grease, instruments (tools) are often used in this source domain. Some business newspapers and magazines (Business week, The Economist etc.) employ them on their pages:

24. A pronounced slowdown [...] would cut off the **fuel** for the New Economy growth-and-productivity machine.

25. In an economy already running in high **gear**, the surge in petroleum prices certainly seems to spell trouble.

26. Inflation, the argument goes, **greases** the wheels of the labour market, allowing real wages to adjust more smoothly.

27. Also familiar are the policy **instruments** of government spending, taxes, and the money supply.

28. the momentary **lever**

29. Like other **lubricants**, money can get gummed up.

30. The **engine** of economic progress must **ride** on four **wheels**, these four wheels are human resources, natural resources, capital formation and technology.

31. The last tool in the Fed's **toolbox** is the discount rate…

Mergers are unions/marriages

32. The friendly **alliance** is the latest in a series of consolidations within France's borders. (Financial Times)

33. Before throwing in its lot with Chase, Hambrecht had **flirt**ed with Merrill Lynch.

34. to make it to the **altar**

35. Marriage guidance for would-be **bride**s.

36. Concert, progeny of the **liaison** between BT and MCI, offers global telecoms services.

37. The hope behind such acquisitions is to mate the size of an elephant with the cunning of a fox. But such **couplings** are hard to pull of.

38. It was never a **love match**.

39. The Carrefour-Promodes alliance is in part a **marriage** of convenience, designed to fend off any overtures from Wal-Mart, the world's biggest retailer.

40. Wal-Mart is a well-endowed and aggressive **suitor**.

41. Instead of **tying the knot** with an equally well-endowed partner such as Merril Lynch, The Wall street giant has gone for a petite Californian investment-banking boutique.

Plane: the economy is a flying machine

42. The economy quickly regained **altitude** in 1996.

43. to **cushion** the economy against all shocks

44. This time, Greenspan can anticipate a smoother ride. So will it be a **soft** l**anding**?

45. Britain's deficit proved to be unsustainable, causing the economy to suffer a **hard landing** once the bubble burst.

46. **High-flying** stocks are spiralling back toward terra firma.

In all above mentioned examples the usage and role of metaphors can be explained and motivated by many sufficient arguments. Authors always look for fresh and attractive ways to report business news and data to draw their reader audience's attention and to share news in the business sphere. The given examples illustrate cases which would be presented as figurative language in that literary metaphors are being created for particular purpose. Such literary or novel metaphors may be possessed by the financial world at a great extent, and penetrate into its speech (oral/written). Metaphoric terms and relevant, and related changeable devices addressed to experienced speakers of a language, may assist in the enunciation of innovation, nuances, and sophisticated contradictions. Thus, we come to realization that metaphorization is one of the effective ways in which the vocabulary of business texts may be enlarged.

Having studied metaphors as cross-domain mappings, we may conclude that they also serve as cognitive instruments. Due to the ability of mappings to project the source domain inference samples onto the target domain inference samples, metaphorical mappings are usually conceptual at an abstract level. While at the linguistic level they become polysemous, acquiring a constant sense in the target domain from the source domain after they have assimilated in the target domain of economy. Some of them are regarded as jargons in business texts and their connotations cannot be traced and inexperienced learners hardly ever recognize and hardly ever grasp their meanings. There are some restrictions in the study:

1. The study of metaphors in economic books in only limited to a small number of contexts.
2. The distinguishing and categorization of metaphors in economic discourse are personal to some degree.
3. It may be explained that in the economic metaphoric phrases there are many other source domains (trip, fluid, war, etc.).

Conclusions

In this paper, we have considered the place and role of the metaphor for all learners of English for economics. We have attempted to illustrate how universal metaphors are by examining their various tasks and functions in different cases of economic discourse. Distinguishing the different types of metaphors (word-/ phrase-/ sentence-) serious problems with which language learners are faced have been revealed. It has led us to point out the specific difficulties with which language learners are confronted. We believe that the barriers can be overcome; and all these impediments on lexical, semantic, morphological and syntactical level require an appropriate language based access.

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DEVELOPMENT AND EVALUATION OF ACADEMIC GOVERNANCE OF POLISH PUBLIC UNIVERSITIES BASED ON THE EXAMPLE OF THE UNIVERSITY OF SILESIA

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Abstract

Research purpose. My motivation to write this paper are changes taking place in the Polish higher education system, related to the new priority goals set for Polish universities, as well as the newly adopted law on higher education and science. One of the key changes affecting the evaluation of the academic governance is the change of priority from didactics to conducting scientific research. The aim of the paper is to discuss the concept of academic governance and its representation based on the example of the University of Silesia in Katowice.

Design / Methodology / Approach. The research is based on the existing conditions which are shaping the academic governance and forecasted changes related to the entry into force of the new law. The paper also attempts to classify the ratings for which the academic governance is assessed. The research was conducted on the bases of the information and data gathered from the rector's team, which prepares concepts related to the functioning of the university in view of the new regulations. The research also used information available in the Public Information Bulletins of the studied universities.

Limitations/Problems. Due to the fact that the topic of academic governance in Poland is a research topic with a brief history, I have encountered limitations related to the clear definition of a closed catalogue of factors affecting the formation and evaluation of the academic governance. One should be aware that some of the presented concepts are still in the design phase and may be subject to modifications.

Findings. The most important determinants influencing the formation and evaluation of academic governance of Polish public universities were specified as a result of the observations and analysis made.

Originality / Value / Practical implications. The factor that distinguishes the content of the paper from other studies dealing with the subject of academic governance is the practical inclusion of the academic governance and embedding it in the University of Silesia in Katowice's situation.

Keywords: governance; academic governance; higher education.

JEL codes: H 83

Introduction

The leitmotif of the present paper shall be an analysis of changes taking place in the Polish higher education system. Planned for 2019 and the subsequent years, the said changes pertain to the new objectives specified for universities to be attained as well as to re-evaluating the strategic objectives of these universities. Both during the 1990s and the early 2000s, the major aims of Polish universities' functioning involved education and didactics. They were determined by the low tertiary-education enrolment ratio in Poland. Due to the phenomena of mass education and high interest of commencing university studies among young people, which have been occurring over the recent 30 years, Poland's position in various rankings in this respect significantly improved and the country is nowadays counted among the leaders in terms of enrolment ratio. Concurrently, the technological progress taking place, accompanied by demographic changes, including those relating to the job market and dynamic transformations of social-economic environment, force universities to re-evaluate their aims and carry out changes that would appropriately respond to the new needs of the job market and business. One of the documents emphasizing new challenges in front of tertiary-education institutions is *The Strategy for the Development of Higher Education in Poland until 2020* - a report prepared by Ernst & Young Business Advisory and Institute of Studies on Economy (Ernst & Young, 2010). One of the objectives indicated in the said document is increasing universities' autonomy that would facilitate developing curricula and research plans which will include the needs of economic, social, and cultural development of the country. As an opinion to the contrary, one may quote herein a conclusion from an OECD report that stresses radically autonomous position of the tertiary-education institutions resulting in them being "supply"-oriented (Pietrzak, 2016). The team of experts affiliated with the Ministry of Science and Higher Education (Polish *Ministerstwo Nauki i Szkolnictwa Wyższego* – hereafter MNiSW) coupled with some independent experts have rightly observed that there is, in fact, no proper didactics without valuable scientific research. The necessity to make significant changes has also been emphasized by the reports delivered by three other teams (Reports prepared by experts from the Adam Mickiewicz University in Poznań, SWPS [Higher School of Social Psychology] in Warsaw, and the Allerhand Institute), whose aim was an assessment of the academic environment in Poland and designing a blueprint for its transformation. The said reports then constituted a basis for drawing up a new legal regulation aimed at increasing competitiveness and attractiveness of Polish academic centres, and consequently, lead to the improvement of their positions in international rankings. This paper attempts to present the academic governance based on the example of public universities in Poland, as well as the changes of the said governance instigated by setting for them the new objectives and amendments to the laws which are the legal basis of their operation. What constitutes the research subject herein is determining the factors impacting the development and changes of academic governance in particular Polish public universities. In order to reach this objective, the subject literature, both Polish and foreign, relating to academic governance, has been thoroughly reviewed. Also, an analysis has also been carried out of different forms of academic governance, focused on their weaknesses. The final section of the paper pertains to the prospective changes at the University of Silesia in Katowice initiated as a result of the newly enforceable Law on Higher Education and Science.

The notion of academic governance

In the light of the ongoing changes in the surrounding of academic centres and precarious future, even in relation to strategic and key objectives of their activity, there exists a pressing necessity to implement well-functioning and efficient governance. "Universities are now also held accountable for their behaviour in new ways: they must show that they are responding appropriately to the needs of society; they must demonstrate that public funds they receive are being used responsibly; and they must maintain standards of excellence in teaching and research, the primary missions of educational organizations." (Alimehmeti, 2012). In higher education institutions, the organizational governance is called academic governance. The academic governance relates to the processes and organizational solutions necessary in order to ensure efficient functioning of educational processes in higher education (Thieme, 2009). The said governance is composed of legal and economic institutions, both formal and informal principles of operation designed to regulate contractual relationships between all the entities engaged in the functioning of the higher education system (Thieme, 2009). At this point, it seems reasonable to distinguish different levels of academic governance. According to J. Woźnicki, we may speak of the governance in Higher Education Institution (HEI) and the governance in Higher Education System (HES) (Woźnicki, 2015). Due to the large extent of the entire notion of academic governance, in this paper I shall focus on the governance at the HEI level. What constituted the studied sample were public universities, since "amongst their weaknesses it is indicated, for instance, problems connected with academic governance […]" (Pietrzak, 2016). To quote from another scholar, I. Degtyarova, "Exercising control over a university consists in harmonizing two spheres to advance efficient results: the sphere of management and governance accompanied by some options regarding supervision and the manner of electing the Rector, and the sphere of strategic choices that relate to development paths which are the most beneficial for university, which entails adding flexibility to organizational structure, enriching resources, and rationalizing forms of work contracts." (Degtyarova, 2016). In his paper discussing a major "reshuffle" taking in the higher education services market, Glen A. Jones, who carried out his research in the Canadian market, claims that despite universities' local scope of activities (didactics), they should nevertheless be global organizations (Jones, 2013).

Evaluation of academic governance

The long-standing tradition of Polish academic centres might, especially for persons not engaged in their everyday functioning, result in an impression that these centres are large, structured, and hierarchical organizations which rarely, if ever, undergo any changes, let alone a "major overhaul," and their governance remains the same. Universities' employees, however, would hardly agree with this opinion. Indeed, there are elements which have remained relatively intact over the recent years, such as objectives, basic organizational structure, the division of power and decision making. More frequently, what instigated some transformations in universities were other determinants (Khanchel, 2007), such as the shift in the financing of the activities, competition/rivalry, and cooperation while obtaining additional funds. The change in research funding that took place in 2010, a different algorithm for financing didactics, and the ever growing pool of financial resources to obtain in contest-like procedures, largely influence the increase in the competitiveness of Polish universities. In simple terms, we may assume that those actions are supposed to motivate higher-education institutions to improve their governance, which would allow to efficiently attract and utilise the financial resources. Therefore, the universities were no longer merely subject to evaluation of a supervisory entity – MNiSW, but also other entities that funded a given university's activity, such as the National Science Centres' (Polish *Narodowe Centrum Nauki* – hereafter NCN) executive agencies, and the National Centre for Research and Development (Polish *Narodowe Centrum Badań i Rozwoju* – hereafter NCBR), or institutions implementing programmes financed by the EU funds. To introduce some order into the knowledge about evaluation of university operations, including academic governance, the following division based on the place and manner of evaluation is proposed:

- external evaluation,
- internal evaluation.

The external evaluations, that is, those carried out by entities and organizations from outside a university, are mainly implemented by directly supervisory bodies, namely: MNiSW, NCN, and NCBR. Universities are also subject to scrutiny by other entities, among them predominantly auditing bodies, such as the Supreme Audit Office (NIK), the State Labour Inspection (PIP), and the Social Insurance Institution (ZUS). The activities undertaken by these institutions consist in auditing, particularly investigating the compliance of conducted activities with corresponding legal regulations. The mentioned bodies, even though they do not directly control the academic governance, issue recommendations, the implementation of which may contribute to improving academic governance.

In case of evaluation performed by the Ministry of Science and Higher Education (MNiSW), what merits our attention are two issues. They are quality and efficiency of actions undertaken, which relates to both: scientific research carried out and university didactics. These issues are crucial not only pursuant to the Law previously in force, but also in the light of the new regulations. The major difference is that according to the formerly enforceable Law, the assessment of quality was institutional (faculty-based). The currently enforceable Law envisages an assessment that is subject-based, namely, based on the academic disciplines offered by a university. The Polish Accreditation Committee (*Polska Komisja Akredytacyjna* – PKA), which has hitherto performed evaluation of university units (faculties) shall change the subject of its assessment, and from now on shall evaluate disciplines. It will depend upon the judgement and decision of university authorities whether to perpetuate the established governance, or rather to transform it. It has to be, however, underscored that the increased volume of funding is going to be directly proportional to the increased ranking in terms of scientific/academic category held. Another issue is the efficiency of operation. When it comes to scientific research, under the previous, subsidy-based system of financing, universities were encouraged to spend their financial resources according the annual cycle of applying for and reporting expenses. It was a mechanism that audited whether the universities applied for financial resources of adequate amounts, and at the same time, if they were capable of spending them economically in the audited period.

Currently, the higher education system in Poland changes the mode of its operation to subvention-based system of financing. At first inspection, it is more advantageous for universities. Despite easier way of spending financial resources, however, one cannot forget about their proper settlement. The Ministry in this respect secured itself with the Pol-on system, the use of which obliges the universities in Poland to report about their spending in a more and more precise manner. The occurring changes require from rectors of Polish universities to remain constantly aware of the overall situation, especially by monitoring the academic governance under their supervision.

The second discussed case encompasses situations whereby the universities perform internal evaluations. Some of those assessments are merely optional, others – obligatory, which means the obligation to conduct them stems from legal regulations. Amongst the obligatory evaluations we may count those that are made by a Rector in relation to his/ her function of the head of an organizational unit pursuant to the regulations of the Public Finance Law. An example of such an evaluation is the annual assessment of management control system's functioning. A broader discussion of the assessment of management control system's functioning performed by university Rectors in their organizational units is the subject of the subsequent section of this paper. The second obligatory evaluation of academic governance at higher education institutions is an evaluation made by an internal audit. Its performance does not only result from the definition of internal audit, wherein it is stated that the internal audit carries out a periodical assessment of governance processes, but it also results from the regulation of the Public Finance Law. Pursuant to Article 272 paragraph 1 of the Public Finance Law, (Public Finance Law, *Journal of Laws* 2017 item 2077 from 13th of October 2017) the internal audit performs a comprehensive assessment of the management control system. Apart from the obligatory assessments directed at academic governance, there is also a type of evaluation performed in a less formal way during daily responsibilities or in relation to functions performance. An example of such an evaluation may be functioning of universities offices for education quality, which constantly monitor university operations and elements of academic governance from the aspect of the quality of didactics. A result of these offices' activity is not only the assessment of quality, but also the improvement within such elements of academic governance as: internal environment, information and communication, and elimination of threats, all in accordance with the standard of objectives and risk management. Another example of internal evaluation may be university offices for projects or offices for university programmes. Their establishment was connected with Poland's entering the European Union and willingness to obtain additional financial resources. As a result of the assessment performed, many a time divisions within university administrative structures have been singled out that possess higher competences and capabilities of applying for new funds which facilitated the activity financing.

Methodology

The research is based on examining the existing conditions, content analysis of strategic documents, which are shaping the academic governance and forecasted changes related to the entry into force of the new law. The paper also analyses the ratings for which the academic governance is assessed in order to classify them. The research was conducted on the bases of the information and data gathered from the rector's team, which prepares concepts related to the functioning of the university in view of the new regulations, as well as using information available in the Public Information Bulletins of the studied universities.

Results

Academic governance in the context of management control

Academic governance in Polish legislation is reflected, among others, in the system of management control, which combines elements of governance, risk management, and compliance. The duty to implement and ensure efficient management control stems from the Public Finance Law and an executive ordinance introducing standards of management control in public finance entities. The duty to ensure efficient and effective management control is assumed by university Rectors. For the purpose of this study I have analysed Rectors' declarations on the state of management control functioning in their respective universities. For 64 universities under supervision of the Ministry of Science and Higher Education, over the years 2015–2017, when internal audits were carried out, in 27 of them an adequate, effective, and efficient management control was in place. Fig. 1 presents the results of the analysis of the state of management control functioning in the years 2015, 2016, and 2017.

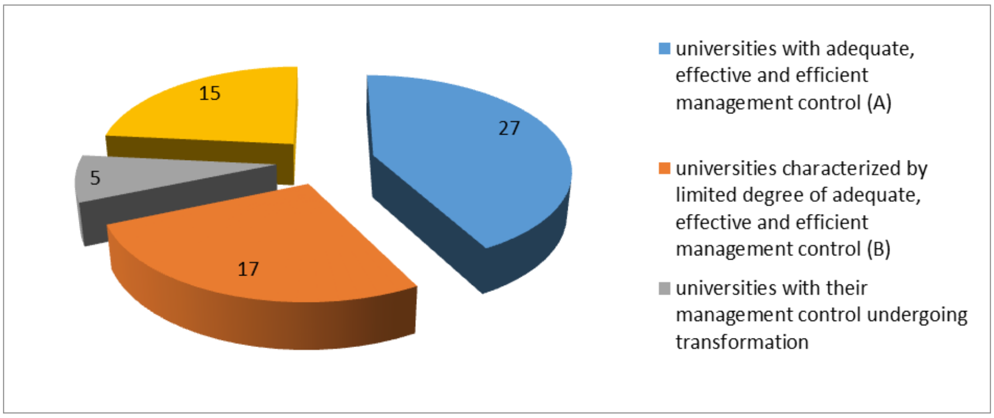

Fig. 1. The state of university management control functioning in the years 2015 – 2017.
(Source: Author's own elaboration based on information from universities' BIP [Public Information Bulletin])

In the next stage the weaknesses of universities' management control were analysed, that is, the reasons behind the situations when Rectors claimed that in their administrative units the management control functioned only in limited degree. For this reason the information has been collated from Part II of the said Rectors' declarations on the state of management control, wherein the weaknesses have to be pointed out, along with elements where the management control functioned only in a limited degree. The highest assessment was granted to the standards of control, monitoring, and assessment mechanisms. The standards of internal environment, objectives, and risk management, along with the standard of communication were, in turn, indicated as functioning poorly. Fig. 2 shows the assessment of the particular standards of management control along with the number of weaknesses pointed out:

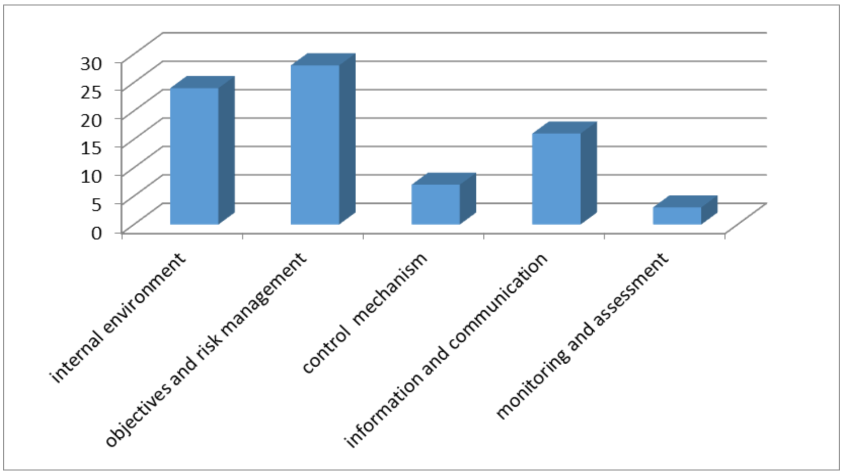

Fig. 2. The assessment of the particular standards of management control along with the number of weaknesses pointed out. (Source: Author's own elaboration based on information from universities' BIP [Public Information Bulletin])

Within the standard of internal environment, the deficiencies in the supervision and security of information were both indicated and assessed negatively. In the standard of objectives and risk management, as the greatest weakness of management control, there were indicated incomplete or not fully documented risk management process. In the standard of information and communication, the biggest problems concerned: distortions of and the problems with internal communication. The weaknesses of management control which were the most frequently indicated, are presented by Fig. 3:

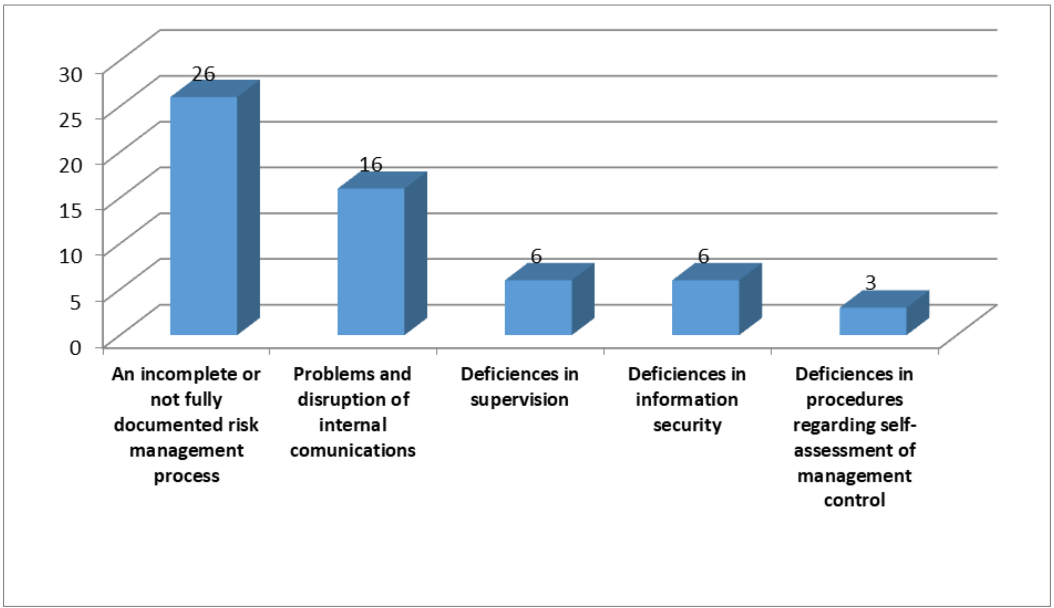

Fig. 3. The most frequently indicated weaknesses of management control. (Source: Author's own elaboration based on information from universities' BIP [Public Information Bulletin])

From analysing declarations regarding the state of management control one may infer, by comparing management control and academic governance, that the overall situation is good. There are, however, elements that could use some improvement on the part of universities. The most pressing amongst the latter are risk management systems and improvement of internal communication. The newly enforceable Law on Higher Education and Science may be treated as stimulus to the improvement of internal control system.

The academic governance at the University of Silesia in Katowice

The academic governance at the University of Silesia had been created pursuant to the then binding provisions of law. The university, not unlike other academic centres in Poland, proceeded in its operations based on university statutes, and assumed a faculty-based administration structure. The said structure was tailored to objectives and task implemented by the university; it was, moreover, in line with the rules of financing scientific research and didactics carried out by the University of Silesia.

Until now, academic governance has been very positively assessed. What corroborated this assessment were good financial results of the university over the previous years, high categories of faculties, and receiving positive opinions in consecutive audits and controls. During the years 2010–2017 at the University of Silesia in Katowice, there has been adequate, effective, and efficient management control in place (as of the day I am writing this paper, the assessment for the year 2018 is not yet known). In addition, the university authorities see in the new law regulating the activity of the University of Silesia an opportunity to re-design the academic governance.

Prospective changes to the academic governance at the University of Silesia in Katowice

The Law currently in force, along with ensuing changes to the university financing, distinguish three types of higher education entities: research universities, regional universities, and vocational universities. The objective of the University of Silesia's authorities is for the university to be counted amongst research universities. The crucial issue remains a well-selected strategy that will allow fulfilling this objective. Currently, the details are yet unknown of the university's future functioning, however, a general concept emerges of how the university shall operate. The university, despite a new entitlement stemming from the Law currently in force, to actually voluntarily form its own organizational structure (faculties, previously basic university units, are missing from the new Law) shall keep its faculty-based organizational structure. In order to generate greater synergy effects and inspire creating interdisciplinary research teams that would have a wider scope and capability of carrying out scientific research, also integration of some faculties is planned, and merging them into discipline-related faculties. The said integration is not only undertaken to stimulate cooperation, but also to counteract communication-related problems reported by Rectors and already described in the section: Academic governance in the context of management control of the present paper.

It is worth to devote some attention to the planned changes of organization within faculties themselves. A crucial change will surely relate to dissolution of Departments and Units. What seems to be an important new element of governance is delegation of entitlements and supervisory power. They both are also inherent elements of management control. Delegation of entitlements is a part of internal environment standard, and the supervisory authority is enumerated as an element of control mechanisms. Attempting to meet the objections present in Max Weber theories, who claimed that big organizational structures (to which university undoubtedly belongs) tend to be devoid of efficiency, it becomes crucial to efficiently and effectively delegate entitlements and responsibilities. As for handing over entitlements and responsibilities, it additionally involves inescapable responsibilities which are usually somehow dispersed in greater organizations. Due to a shift of the evaluation system and the resulting clear division into scientific research and didactics, it has been decided to abstract from the faculty structure the responsibility for scientific-research activity and didactic activity. Vice-deans for scientific research and directors of institutes hold the responsibility for scientific research in faculties, and vice-deans for education and students and directors of subjects/majors hold responsibility for didactics.

In case of large entities, such as the University of Silesia, the foregoing solution seems to be a suitable one since it allows for a clear-cut delimitation of responsibility for a particular fragment of university activity. A major change in university functioning is the establishment of a new body – the Council. The entitlements, competences, and the scope of responsibilities are provided for in the Law. The University of Silesia in Katowice, by means of a resolution of its Senate, has indicated the membership composition and the first recruitment rules for the body in question (Resolution 311/2018 of the University of Silesia in Katowice Senate regarding the rules of establishing the first Council of the University of Silesia in Katowice). Also a major change in the University of Silesia functioning, which relates equally to other academic centres in Poland, shall be the opening of its doctoral school. So far, faculties themselves have been responsible for organizing and carrying out the third-cycle studies. The University of Silesia envisages establishing a single doctoral school and its scope of activity will be specified in the university statutes. By the Resolution of the Senate 315/2019 from 15th of January 2019 the University of Silesia adopted a project of assumptions for its new statutes supplemented with their justification. The said document draws out the mission and objectives of the university functioning and presents a general outline of the new academic governance. As for details that form the new governance, they shall be included in the new statutes, which are to be enacted and accepted for execution before 30th of September 2019.

Conclusions

The paper presents the notion of academic governance and the evaluation thereof in Polish public universities, along with changes that are currently ongoing in Polish higher education system. They result from the dynamically changing surrounding of universities. The above-mentioned description of academic governance is based on the example of the University of Silesia.

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COMPOUND ADJECTIVES

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Abstract

Research purpose. The research elaborates the problem of translating compound adjectives from English into Russian proceeding from their morphological patterns. The aim of the research lies in outlining possible ways of rendering compound adjectives as described in translation theory, in analysing the collected practical material paying due attention also to translation adequacy, and in establishing, if possible, additional ways of translating the studied linguistic phenomenon, those that are not registered in scholarly publications.

Design /Methodology/ Approach. The paper is divided into two parts. The first part, theoretical, is based on the material elaborated in translation studies. This part contains the general classification of compound adjectives from the point of view of their morphological structure and semantics, the basic rules of their spelling, and methods of their translation. The second part presents practical analysis, the material comprising original English texts and their translation into Russian. All the collected examples of compound adjectives are divided into groups according to their structure and methods of translation. In the course of the research the following methods were used: the method of total selection, the method of analytical observation, the statistical method, and the descriptive method.

Findings. In the course of research, additional ways of translating compound adjectives, those that are not mentioned in theoretical sources, were established.

The research represents a comprehensive study of the linguistic phenomenon. The topic of compound adjectives is poorly covered in the theory of linguistics and translation. Thus, the compiled classification could be helpful from the viewpoint of educational and research purposes.

Keywords: compound adjectives; structural types; adequacy of translation.

Introduction

The adjective forms an essential part of any language describing the qualities of an object. Being extremely productive linguistic phenomena in many modern languages, compound adjectives are widely used in both English and Russian.

This paper is based on the research that elaborates the problem of translating compound adjectives from English into Russian proceeding from their morphological patterns. The **aim** of the research lies in outlining possible ways of rendering compound adjectives as described in translation theory, in analysing the collected practical material paying due attention also to translation adequacy, and in establishing, if possible, additional ways of translating the studied linguistic phenomenon, those that are not registered in scholarly publications and dictionaries.

The paper is divided into two parts. The first part, theoretical, is based on the material elaborated in translation studies. This section contains the general classification of compound adjectives from the point of view of their morphological structure and semantics, the basic rules of their spelling, and methods of their translation. The second part presents practical analysis, the material comprising the third edition of a book *Limits to Growth: The 30-Year Update* by Donella Meadows, Jorgen Randers, and Dennis Meadows (Meadows *et al*., 2004) – and its translation into Russian by J. Oganesyan (Медоуз *et al*., 2007).

All the collected examples of compound adjectives are divided into groups according to their structure and methods of translation. In the course of the research the following **methods** were used: the method of total selection, the method of analytical observation, the statistical method, and the descriptive method.

Among the **findings** of the research there are some methods of translation that are not mentioned in theoretical sources, such as: translation by a verb and translation by a separate clause.

On the whole, the translation of compound adjectives performed by Oganesyan (Медоуз *et al.*, 2007) may be qualified as adequate with one exception to be considered below.

Literature Review

Unfortunately, the topic of compound adjectives has not been sufficiently studied in the theory of linguistic and translation. More or less comprehensive classifications of compound adjectives may be found in the books by a British linguist V. Adams and a Russian linguist P. Tzarev who, in addition to classifying compound adjectives from the viewpoint of their structure, in some cases also provides their translation into Russian.

In the research summarized in the paper we did not focus much on the **spelling** of compound adjectives due to the fact most theoretical sources state it may vary. In some cases the components may be written separately:

- <u>used car</u> dealer
- <u>Old English</u> poetry

In the above-mentioned examples, the meaning of compound adjectives is obvious without hyphenation.

In some cases compounds are written as one word:

- widespread

However, according to the *Grammar and Style Guide* by the Bristol University in order to prevent misreading, compound adjectives that have been formed by combining two words and appear before the noun they modify are traditionally hyphenated to clarify that their components are working as a single modifying unit.

Let us have a look at the following example:

- A phrase "an old-furniture salesman" implies a person who sells old furniture
- A phrase "an old furniture salesman" implies that the salesman is old (Bristol University, n.d.)

As for **the structure of compound adjectives**, they are traditionally divided into compounds and derivatives.

Derivatives are words which depend on some other simpler lexical items that motivate them structurally and semantically, i.e., the meaning and the structure of the derivative is understood through the comparison with the meaning and the structure of the source word (Ginzburg *et al.*, 1979).

After comparing and analysing different approaches of linguists to organizing information on compounds and namely derivatives, one can find that the classifications provided may seem inhomogeneous, which probably happens because of insufficient previous study.

According to Valerie Adams, derivative compound adjectives consist of a compound noun stem that in its turn can be either noun-noun or adjective noun with –ed suffix.

- "Stiff-necked
- Good-natured" (Adams, 1973)

Tzarev divides derivative compound adjectives into two types:

Compound adjectives with –ed suffix that are highly-productive: a hawk-nosed man, sand-coloured hair and compound adjectives with other suffixes that are less productive: old-wifely, sunday-schoolish (Tzarev, 1980).

Many of them are metaphorical and are widely used in literary texts.

Adams points out that there is a large group of derivatives with a human or animal attribute, mental or physical, as second element:

“Cool-headed	warm-hearted	absent-minded
Pig-headed	chicken-hearted	broad-minded” (Adams, 1973)

Speaking of **semantic connections** between components of compound adjectives, several types are singled out by scholars:

1. Generalized meaning of instrumental or agentive relations:
   - “wind-driven (driven by wind)
   - mud-stained (stained with mud)

2. Semantic relations of comparison between the components:
   - world-wide (wide as the world)
   - snow-white (as white as snow)” (Ginzburg *et al*., 1979).

3. Semantic contrast, or antonymy, in case if an adjective is composed of words with opposite meanings:
   - bitter-sweet
   - dull-witted

4. Components with equal semantic significance:
   - Afro-American
   - Franco-Canadian

5. Subordination that is one component of a compound adjective depends on the other. This type is well-illustrated by derivatives:
   - fair-haired
   - long-legged (Tzarev, 1980)

The classification of adjective compound provided below is suggested by V. Adams. The scholar divides compound adjectives into 10 classes from the point of view of their function:

I. “Adjunct - Verb
II. Subject - Verb/Complement
III. Verb - Object
IV. Appositional
V. Instrumental
VI. Locative
VII. Comparative
VIII. Prepositional
IX. Derivational
X. Nominal Attributive” (Adams, 1973)

Each class is presented by several structural types, for example:

I. Adjunct-Verb

Adverb - adjective

- evergreen
- mock-heroic

Adverb - verb (-ing)

- far-seeing
- hard-hitting

Adverb - verb (-ed)

- ready-made
- first-born

II. Subject - Verb/Complement

Noun – verb (-ed)

- poverty-stricken
- windswept

Noun-adjective

- fancy-free
- headstrong

III Verb – Object

Noun – verb (-ing)

- eye-catching
- freedom-loving

Noun – verbal adjective

- germ – resistant
- self-assertive

Noun – verb (-ed)

- air-conditioned
- tongue-tilted

IV. Appositional (with coordinative relation between the elements)

- harsh-rude
- sober-sad

V. Instrumental

Noun – adjective

- bomb-happy
- camera-shy

Noun – verb (-ed)

- paper-bound
- time-honoured, etc. (Adams, 1973).

However, the same structural types may be found in different classes, which make the whole classification a bit complicated. For instance, Instrumental nominal compounds overlap with Verb - object, etc.

Tzarev (1980) suggests a more consistent classification based on the structural types of compound adjectives:

1. Compound adjectives with the structure noun + verb (verb + objective complement):
   - Ship-building (to build ships)
   - cotton-picking (to pick cotton)
2. Compound adjectives with the structure noun + verb (verb + prepositional object):
   - sun-burned (burn by the sun)
   - Ink-written (written with ink)
3. Compound adjectives with the structure adverb (noun) + verb (verb + adverbial modifier):
   - Fast-growing (to grow fast)
   - Night-flying (to fly at night)
4. Compound adjectives with the structure adjective (noun) + verb (compound nominal predicate):
   - Ill-looking man (a man who looks ill)
   - Sweet-smelling trees (trees that smell sweet)
5. Compound adjectives with the structure noun + adjective:
   - The snow-white hair (the hair as white as snow)
   - The bomb-proof shelter (the shelter that is proof against bombs)
6. Compound adjectives with the structure adjective + adjective:
   - Light-green
   - Dull-brown
7. Compound adjectives with the structure verb + adverb (preposition):
   - A grown-up sister
   - Bombed-out houses
8. Compound adjectives made of different types of phrases:
   - Out-of-town visitors
   - What's his name fellow
9. Derivative compound adjectives:
   - Sparrow-faced
   - Rabbit-toothed
10. Compound adjectives with suffixes:
    - Sunday-schoolish (-ish)

– Old-wifely (-ly) (Tzarev, 1980)

To summarise, we could say that classifications of compound adjectives considered in this paper cover most types of compounds found in the course of this research in practical material. As for the spelling rules, it may vary, so some adjective compounds can be written separately, some are hyphenated, and some are written as one word. Scholars suggest that spelling should be checked in dictionaries of contemporary English.

The topic of **translating** compound adjectives from English into Russian is not adequately highlighted in theoretical sources. Compound adjectives are used to describe specific details of colour, shape, mental and physical states, etc., thus there are many different ways of translating them in order to convey shades of meaning. Sometimes English compound adjectives can be translated into Russian as one word:

- Shoe-making – обувной
- Ill-mannered – невежливый

Quite often the meaning of an English compound adjective is conveyed by a Russian compound:

- Dark-blue – темно-синий
- Light-green – светло-зеленый

Due to the fact that English language rules allow more compression than those of Russian, translators sometimes need to introduce larger structures to convey the meaning English compound words by describing them:

- Long-distance – связанный с длинными дистанциями
- Ban-the-bomb demonstration (Irvin Shaw) – демонстрация, требующая запретить атомную бомбу

Ways of translating English compound adjectives are not classified by scholars, it is generally recommended to draw the meaning of a compound word from the meaning of its elements, to look it up in the dictionary or rely on the context, for example, in case of author neologism.

Methodology

The Results chapter of this paper presents practical analysis of the material comprising original English texts and its translation into Russian, i.e., the third edition of a book *Limits to Growth: The 30-Year Update* by Donella Meadows, Jorgen Randers, and Dennis Meadows (Meadows *et al*, 2004) and its translation into Russian by J. Oganesyan (Медоуз *et al*., 2007). All the collected examples of compound adjectives are divided into groups according to their structure and methods of translation. In the course of the research the following methods were used: the method of total selection, the method of analytical observation, the statistical method, and the descriptive method. Thus, having analysed practical material, we developed the classification of the structural types of English compound adjectives suggested by Tzarev (1980) further, supplementing it with another classification that considers ways of translating compound adjectives into Russian.

Results

The gleaned instances of English compounds (259 cases of usage) yielded the following structural types:

1. Compound adjectives the second element of which is a noun (156 cases)

1.1 Adjective + noun (94 cases)

- Low-flow faucets (Meadows *et al*., 2004)

1.2 Noun + noun (31 cases)

- life-cycle analysis (Meadows *et al*., 2004)

1.3 Numeral + noun (28 cases)

- 260-year resource (Meadows *et al.*, 2004)

1.4 Verb (-ed) + noun (3 cases)

- delayed-response limited system (Meadows *et al*., 2004)

2. Compound adjectives the second element of which is a verb (-ed) (42)

2.1 Noun + verb (-ed) (28 cases)

- human-synthesized chemicals (Meadows *et al*., 2004)

2.2 Adverb + verb (-ed) (6 cases)

- well-known property (Meadows *et al*., 2004)

2.3 Adjective + verb (-ed) (5 cases)

- solar-based renewable sources (Meadows *et al*., 2004)

2.4 Letter + verb (-ed) (3 cases)

- S-shaped growth (Meadows *et al*., 2004)

3. Compound adjectives the second element of which is an adjective (33 cases)

3.1 Noun + adjective (30 cases)

- water-short countries (Meadows *et al*., 2004)

3.2 Adjective + adjective (3 cases)

- urban–industrial expansion (Meadows *et al*., 2004)

4. Compound adjectives the second element of which is a verb (-ing) (10 cases)

4.1 Adjective + verb (-ing) (5 cases)

- free-flowing streams (Meadows *et al*., 2004)

4.2 Adverb + verb (-ing) (5 cases)

Forward-looking manufacturers (Meadows *et al*., 2004)

5. Compound adjectives the second element of which is an adverb (preposition) (10)

5.1 Verb (-ed) + adverb (preposition) (8 cases)

- glued-together chips (Meadows *et al*., 2004)

5.2 Noun + adverb (preposition) (2 cases)

- phase-down schedule (Meadows *et al*., 2004)

6. Compound adjectives the second element of which is a numeral (8)

6.1 Noun + numeral (8 cases)

- year-2000 total tropical forest area (Meadows *et al*., 2004)

At the next stage, we divided the compounds (259 cases) from the point of view of their translation:

1. Translating by an adjective or an attributive phrase (104 cases)

– There are other ways besides dams to raise the water limit, such as desalination of seawater or long-distance water transport (Meadows *et al*., 2004). - Существуют и другие способы поднять предел, без использования дамб: например, опреснение морской воды или дальняя транспортировка воды (Медоуз *et al*., 2007).

2. Translating by a noun or a nominal phrase (52 cases)

– Positive feedback causes the exponential growth of yeast in rising bread and of money in your interest-bearing bank account (Meadows *et al*., 2004). - Такая связь вызывает, например, рост дрожжей при выпечке хлеба, рост суммы на банковском счете и т. п (Медоуз *et al*., 2007)

3. Translating by a participle or a participial phrase (46 cases)

– Our book did not specify exactly what resource scarcity or what emission type might end growth by requiring more capital than was available—simply because such detailed predictions cannot be made on a scientific basis in the huge and complex population–economy–environment system that constitutes our world (Meadows *et al*., 2004). - Книга не уточняла, какой именно ресурс истощится первым или какой именно вид выбросов положит конец росту в тот момент, когда в борьбу с последствиями потребуется вкладывать больше средств, чем это физически возможно. В большой и сложной системе, учитывающей численность населения, экологические и экономические факторы, просто невозможно давать детальные прогнозы, не погрешив против научного подхода (Медоуз *et al*., 2007).

4. Translating by an adverb or an adverbial phrase (24 cases)

– Add the annual output of tubers, vegetables, fruits, fish, and animal products raised from grazing rather than grain, and there would be enough to give the turn-of-the millennium population of six billion a varied and healthful diet (Meadows *et al*., 2004). - Добавьте годовое производство клубневых культур, овощей, фруктов, улов рыбы и животноводческую продукцию (имеется в виду пастбищное животноводство, а не откорм скота зерном) и получится, что на рубеже тысячелетий производство продовольствия вполне достаточно для того, чтобы обеспечить шести миллиардам человек сбалансированное и разнообразное питание (Медоуз *et al*., 2007).

5. Translating by a separate sentence or a clause (16 cases)

– You can see that birth and death rates in long-industrialized countries such as Sweden fell very slowly (Meadows *et al*., 2004). - На графиках хорошо видно, что в странах, где промышленность стала развитой давно (как, например, в Швеции), коэффициенты смертности и рождаемости уменьшаются очень медленно (Медоуз *et al*., 2007).

6. Translating by a verb or a verbal phrase (12 cases)

– In other places limits are determined by groundwater recharge rates, or snowmelt rates, or the water-storing capacity of forest soils (Meadows *et al*., 2004). - В других местах пределы определяются скоростью восполнения подземных водных горизонтов, скоростью таяния снегов или способностью лесных почв запасать воду (Медоуз *et al*., 2007).

6. Omission (5 cases)

Oganesyan does not convey the meaning of compound adjectives in 5 cases. Omission of compounds in four cases is compensated by other means. In one case, we suggest that the compound adjective still should be translated:

– Burned-over land is still classified as forest (Meadows *et al*., 2004). – Участки, на которых произошли пожары, по-прежнему считаются лесом.

The above-mentioned compound adjective is translated by the author of the paper.

Conclusions

In conclusion, it may be suggested that the above classification of compound adjectives from the viewpoint of their morphological structure and translation may serve as the basis for future research and may be further developed, for example, by studying compound adjectives used in other functional styles. As far as translating compound adjectives is concerned, we have found that in the material studied they are seldom omitted; in most cases their meaning is conveyed by different methods.

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