

Summaries

on the materials, prepared from **Venera Georgieva Mateeva – Baycheva**, submitted for participation in an open competition for the vacant academic *position of Associate Professor at the Sofia University "St. Kliment Ohridski", announced in SG no. 22 of 16.03.2021 for the needs of the Department of Bulgarian as a Foreign Language at the Faculty of Slavic Studies, in the professional field 2.1. Philology (Bulgarian language - Applied Linguistics)*

I. Monograph

1. **Language aspects of sharing the foreign culture** (Contemporary methodology and procedures in teaching Bulgarian as foreign language) ISBN:978-619-7313-15-4, Erove , Sofiq, 190 p.

Summary

The monography is devoted to the linguistic aspects of the acquisition of the Bulgarian language by foreigners as a way to their entry into the cultural essence of Bulgarian. It is organized in two main parts. In the first we present the main points of the theory of second language acquisition (SLA) and foreign language learning as part of applied linguistics. The first chapter outlines the goals, objectives and methodology of the study. The second chapter deals with concepts such as first and second (foreign) language, bilingualism, multicompetence, communicative competence. We discuss also the language system as an object of mastery, the stages of mastering the second language and the cognitive processes that accompany them. We also show modern theories for mastering a foreign language, as well as the research mechanisms of applied linguistics for their observation. The second part presents analyzes and conclusions about the peculiarities of mastering the Bulgarian language as a foreign language, based on

empirical observation of language material from practical work with foreign students at Sofia University "St. Kliment Ohridski ". An analysis is based of the observed difficulties and dependencies in mastering nouns and verbs in the Bulgarian language. The third chapter deals with the mastery of the noun system of the Bulgarian language, and the fourth - of the verb grammar categories. For the two practical chapters were used questionnaires developed for the purposes of the research on the individual problem cores, and the conclusions were made on the basis of over 250 unique answers. The structural models of the surveys and the goals set in them are presented in detail. The point of interest are the main grammatical categories of nouns and verbs. The obtained results are quantified and are subject to analysis. The typology of the errors made in the process of learning Bulgarian as a foreign language is presented and their genealogy is sought, offering practical-theoretical models for predicting and overcoming deviations from the language norm of students with different mother tongues. The fifth chapter presents the teaching of Bulgarian as a foreign language in a modern context. The place of the Bulgarian language is considered as more and more often studied in the European language family and problems and perspectives in the methodology and theory of teaching Bulgarian as a foreign language are outlined. by offering practical-theoretical models for predicting and overcoming deviations from the language norm of students with different mother tongues. The fifth chapter presents the teaching of Bulgarian as a foreign language in a modern context. The place of the Bulgarian language is considered as more and more often studied in the European language family and problems and perspectives in the methodology and theory of teaching Bulgarian as a foreign language are outlined by offering practical-theoretical models for predicting and overcoming deviations from the language norm of students with different mother languages. The fifth chapter presents the teaching of Bulgarian as a foreign language in a modern context. The place of the Bulgarian language is considered as more and more often studied in the European language family and problems and perspectives in the

methodology and theory of teaching Bulgarian as a foreign language are outlined.

II. Published book based on a defended dissertation for the educational and scientific degree doctor (PhD)

1. On the complex constructions in the childrens speech. Model of the ontogenesis of the complex sentence in the Bulgarian language.

ISBN:978-619-7313-147, Erove, Sofia, 294p.

Summary

The monograph is a dissertation text in the area of psycholinguistics of development. It presents the ontogenesis of the Bulgarian language in a syntactic way, with the study addressing in particular the development of complex sentences in the speech of children with Bulgarian language as a first language. The first chapter is dedicated to the ontogenesis of syntax in the wider context of literary examination by examining consecutive contemporary theories of two-words utterances as an indication of the appearance of grammar in children's language and three-word utterances as a sign of the extension of the mean length of the utterance (MLU) and a prerequisite for the emergence of complex structures. Our attention is stopped at the theories in the literature for the creation of question sentences and the grammatical expression of negation. The specific telegraphic stage in the development of children's speech has also been examined. The genesis of the complex sentences is detailed as a combination of propositions. We consider sources representing the emergence of coordination and subordination in the complex sentence. The expected connectives have also been described. It has been reviewed data on the occurrence of complex sentences by English material. The second chapter presents data in Bulgarian. We propose analyses of the speech of seven children, the data for which are collected from longitudinal observation. The third chapter presents the results of a natural experiment involving children from 3.6 to 6.6. years. As a result of the collected

data, we offer conclusions about the genealogy and typology of the emergence of complex sentences in the speech of Bulgarian children, which become the basis for proposals such as a summary Model of ontogenesis of the complex sentence in Bulgarian.

III. Articles and reports published in scientific journals, referenced and indexed in world-famous databases of scientific information

1. Interference errors in the usage of the verb “sam” in the Bulgarian speech of foreigners, Bulgarian language and literature, vol:62, issue:5, 2020

Summary

The text presents the persistent interference errors in the language practice of foreigners in Bulgarian, focusing on the use of the forms of the Bulgarian verb “to be”. The problem is considered theoretically in view of the word order of the clitics in the Bulgarian sentence and from a linguodidactical point of view. The speech of respondents whose mother language does not have structural equivalent of the Bulgarian “to be” is analyzed in comparison with speakers of the languages in which it is used. The focus is on constructions that include the present and the past tense forms of the verb. We explore the grammatical forms for the Compound Nominal Predicate, some of the complex past tenses in Bulgarian and the Passive voice. Attention is drawn also to the usage of the verb in a positive, negative and interrogative sentence, as well as in a subordinate sentence. From the obtained results conclusions are made in psycholinguistic and applied linguistic terms. Recommendations for practical work in the learning process at different levels are proposed to facilitate the acquisition of this structure - specific to the Bulgarian language and a challenge to the foreigners in their steps in the development of their linguistic and communicative skills in Bulgarian.

2. Teaching Bulgarian as a foreign language in an electronic environment, Bulgarian language and literature , issue 3, 2021

Summary

The article presents some aspects of a new form of teaching Bulgarian as a foreign language that was required in the last year — in an electronic environment. Attention shall be given to opportunities to conduct Bulgarian language training as foreign in an electronic environment. We defend the theory that online teaching and learning is effective through a dedicated educational platform and the use of well-prepared digital resources. The elements of the training process that can be successfully maintained in an electronic environment and are minimum performance criteria for training are - synchronous teaching, assignment of training and checking tasks, testing and assesment functionalities. Synchronous training should be based on a well designed working papers and organisation, a very good visualization of individual elements and a very high degree of interactivity in order to simulate the dynamics of real language communication. The assignment of tasks for self-employment enables training in different formats and the evaluation and self-assessment of acquired competences are a mandatory element of the training. The online teaching platform provides complementary functionalities mandatory for the process - permanent access to educational resources; the ability to communicate through a chat and forum. The teacher has a virtual space to create an online course that can be organised and effectively planned, can use additional tools to mark attendance, maintain feedback, and more. We summarize also to the roles and capabilities of the students and their teachers in achieving an effective distance learning process.

3. For studying Bulgarian language abroad. Modern and useful learning systems, Foreign language teaching, Volume 48, iss. 2, 2021, 211 - 217

Summary

The article presents a new textbook in Bulgarian as a foreign language for children — (Bulgarian language for 5th grade. Textbook to support training organised abroad. Nestorova, P., and a col. Prosveta, 2019,) The learning book has been addressed in view of the challenges facing Bulgarian language teaching as a second in a foreign language environment and the implementation of the mandatory parameters set by the educational program. We present the content of the training set, the structure model for linguistic and socio-cultural information. We also outline the benefits for the teachers and students. We comment also the typology and the contents of the studies and the presentation of the grammar and the lexical material, the selection of texts and practical exercises to each topic. The review assesses the Bulgarian textbook as foreign as being synchronised with best practice in applied linguistics and up-to-date in view of the growing interest in Bulgarian language as foreign from different communities outside the country

IV. Articles and reports, published in non- peer – reviewed journals with scientific licensing or published in collective volumes

1. Model of appearance of complex sentences in childrens speech Bulgarian speech, vol: XXV - 2019, issue: 2-3, 2019, 51-56

Summary

The article is devoted to an important aspect in the Bulgarian language ontogenesis study - the sequence of the emergence of complex sentences in the speech of Bulgarian children (from 2 to 6) as a phase of their syntactic development. The appearance of the spontaneous speech of children in a sentence

in which two or more predicates are related is seen as a significant step in their cognitive and linguistic development. We investigate the perceptions and production of co-ordinating, subordinate and mixed structures. Based on the examples examined, we offer a model of the emergence of the complex sentences of children's speech. It is concluded that the beginning of the spontaneous production process of complex sentences can be allocated provisionally to the age after 1,7 years for early speakers and 2,0 years for late speakers. Relative finalized acquisition (perceptions and production) of the main types of complex sentences specific to the speech of the old speakers, Bulgarian children attain in the age after 2.8-3.0 (early speakers) and 4.0 years (late speakers). We provide the indications that the ontogenesis of the complex sentence in the Bulgarian language goes through several stages: perceptions of complex structures, phase of unstructured predicates, protocoordination, protosubordination, explicit coordination, explicit subordination, use of mixed-type structures.

2. For Julana Stoyanova with gratitude and respect - (Introductory article of the jubilee issue), Bulgarian speech , vol:XXV - 2019, issue: 2-3, 2019, 9-10

Summary

The opening article of the jubilee issue 2-3 / 2019 of the Bulgarian speech magazine summarizes the place of Prof. dff. Juliana Stoyanova in Bulgarian linguistics. The look has turned to the career validation of the researcher and her creative biography. We consider the areas of her large-scale involvement in the Bulgarian developmental psycholinguistics and other linguistic areas. We summarize the quantitative and qualitative dimensions of her scientific contribution. We underline Prof Julina Stoanovas leading position in the contemporary linguistics. We also emphasize the place of prof. Stoyanova as an

important researcher in the fields of the acquisition of the first and second (foreign) language on material from the Bulgarian language.

3. **Difficulties in mastering the Bulgarian pronoun system in learning Bulgarian as foreign language**, Bulgarian speech, iss. 3, 2018, p:58-70, ISSN (print):1310-733X

Summary

The report considers the category of the pronouns in a linguodidactic point of view. Observations are based on the difficulties, encountered in acquisition of the Bulgarian language system by foreign students in the course of their training. The subject of research and analysis are the errors, related with some of the morphological specifics of the Bulgarian pronouns, as well as the relevant context of use of this class of words. Error analysis is based on pronoun types and realized using specifically designed for the purpose questionnaire. They have been sought Methodological solutions for the prevention of grammatical and lexical errors in pronouns usage during the process of learning Bulgarian.

4. **The power of the public speech/Contemporary and modern researchers/**, Bulgarian speech, vol:XXIII, iss.3, 2017, p.:156-158, ISSN (print):1310-733X (co-autorship with Elena Hadjieva)

Summary

The article is a review of the monograph book of two researchers in linguistics — Nadezhda Staljanova and Elena Creycova. In the book It is dedicated an important problem — the strength of the public speech at various points of interaction with the public life — legislation, public communication, verbal aggression, political talk. We stop our attention at the contents of each chapter, summarising the main ones of the authors and indicating the moments involved in the proposed analyses, mainly in the direction of key issues for the development of modern society. The article concludes that monograph is a state-

of-the-art and modern scientific research that can be qualified as a qualitative reviewing of current societal topics through the prism of the linguistics.

5. **Contemporary and modern researchers /review for "The power of the public speech", E. Krejcova, N.Stalyanova, Paradigma/, Opera Slavica, vol:27, iss. .4 , 2017, p:88-92, ISSN (print):ISSN 1211-7676 (co-autorship with Elena Hadjieva)**

The content of the article is a translated version of IV. 4 into Czech

6. **Innovative and useful (for the textbook "The easy in the difficult Bulgarian language" E.Hadzhieva and co. 2014., Gutenberg) , Dzialo - e-magazin in the field of humanities, vol. II, iss:4, 2014**

Summary

The Review on the most modern Bulgarian language studentsbook for foreigners - "Easy in the difficult Bulgarian language" aims to summarize the contributions of the authors for the promotion of education in Bulgarian as a foreign language. The text follows the structure of the textbook, valuing it as an original and effective training book. Aim of the author is to highlight the strengths of each part of the units. Among them are accessible explanations of grammatical material, interesting and varied texts, rich lexical material and the numerous exercises on all topics, the presence of dictations, frazariy and tabular presentation of the material for each lesson. The comment refers to examples from the textbook, aiming not to forward narrative content, and to analyze it as completed system (Levels A1 – B2). Conclusions are made relative to the role of the book for practical preparation of learning of Bulgarian language for teachers and for their students.

7. **Mastering of the word order of the pronoun clitics in the teaching of Bulgarian as foreign language**, „Rada and friends“ Collection of papers in honor of 65-anniversary of proff. Radka Vlahova, UP „Ct. Kliemnt Ohridsky“, Sofia, ISBN: 978-954-07-4700-2

Summary

The article is dedicated the problem of the in Bulgarian language training clitics in the speech of foreigners, studying Bulgarian as a foreign language. These forms are a functional challenge for foreigners. Also they ar hard to be included in correct ordered bulgarin sentence. Some basic typological, distribution and combination characteristics of clitics have been addressed, which prejudge the specificities of their acquisition and use by foreigners. We present the results of a targeted study of foreign students with a level of proficiency in Bulgarian B2. They indicate that the clitics represent a difficulty for foreigners, but at an advanced level, a large number of responses are representing successful perception, correct positioning and appropriate use of short forms in spontaneous speech. We argue that the successful language use of clitics in the speech by foreigners implies the retention of the cluster - the linear arrangement of the lines in the sentence. The teachers must have a working strategy to instruct them how to organize the sentence without violating language rules. In this context, the work also offers some model structures that could be used in Bulgarian language teaching as a foreign language to achieve more efficient results. According to the results and the drawn conclusions, it is considerably more difficult for foreigners to use the Noun clitics. All the analyzed errors require the need to establish a rule at the time of teaching, which should be followed and subsequently transformed into a sustainable habit. For the purpose of practice we difine specific practikal patterns which can be followed during the teaching process.

- 8. Grammatical forms of the predicate in expressing politeness in teaching Bulgarian as foreign language, Supermacy and adjustment -** collection of reports from International scientific conference of the Faculty of slavic studies, editors: Ekaterina Tarpomanova, Krasimira Aleksova etc, 2017, p:370-379

Summary

The article is devoted to one of the most important aspects in the process of learning Bulgarian as a foreign language - the interaction between language and culture. Foreign language learning is deeply linked to the student's comprehension of the concepts of community and culture and the adherence to it. An important segment of the culture are the norms of politeness and the linguistic forms that express them, which serve as a specific code of communication. We are interested in the usage of lexical meaning in context and the choice of grammatical forms of politeness. They are treated as an indicator of linguistic politeness and cultural competence in the speech of foreigners, who are studying Bulgarian language. In view of the selected label units, a conclusion has been made about the used forms of polite speech and the typology of the contextual and morphological errors occurring in foreigners' answers.

- 9. Syntactic constructions and parallels between childrens speech and the speech of foreigners, studying Bulgarian as foreign language,** "New practical grammar of Bulgarian language", Gutenberg, Sofia, 2016, p:262-267

Summary

The article examines the processes of acquisition (perception and production) of complex sentences in the ontogenesis of the Bulgarian language as a first language and their development in the speech when studying it as a foreign language. The stages of syntactic development in respondents - Bulgarian children aged 2 to 5 years - are clarified. The observations are compared with the

appearance of complex constructions in the speech of students studying Bulgarian as a foreign language. Children are subjected to an experiment for the perception and production of complex sentences in a text. The inclusion in the speech in Bulgarian of the complex sentences of the students was observed through tests for production and perception. The hypothesis is that the study of a second language goes through the stages of development described for mastering the mother language. It is acknowledged that the two processes still differ significantly in the conditions, the means and intensity of the interaction between the learner and the language environment. They are reached several generalizations as a result of the analogies and conclusions made about the use of complex sentences in mastering the Bulgarian language as a native and as a foreign language. The results show that the coordination and subordination are mastered in different sequences in Bulgarian as a first and second (foreign) language. Formal errors are rare in children's speech, unlike in foreigners. For the foreign speakers the coordinative connection is mastered earlier, and in the children's speech the subordination appears first.