**SUMMARIES OF SCIENTIFIC WORKS**

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**I. DISSERTATION**

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| 1. **Velikova 2017**: Великова, Г. *Tendencies in the English and Bulgarian Terminological System of Logistics*. A dissertation abstract for awarding a PhD Degree. Shumen, 2017. 53 p. |

The object of this study are the terminological units belonging to the logistics domain in English and Bulgarian, i.e. all subject-specific terms, non-subject-specific terms and general vocabulary as well as the conceptual-semantic relations in both systems. The analysis is conducted on a synchronic level only to facilitate the use of the English terminological system, which is in a more complete stage of formation, as a mirror in which the Bulgarian system is reflected. Tendencies highlighting directions in the development of the two systems are the subject of analysis which is based on a corpus of 2600 terms and terminological phrases selected from the learning materials created for students in the specialty “Logistics”, M.Sc. at the Naval Academy - Varna. Based on a contrastive analysis the English and Bulgarian logistics terminological systems are presented and the units comprising their core and associated terms are specified. The systems relations between logistics concepts and their linguistic presentation are described both in English and Bulgarian. Formal and semantic variation of terminological units in English and Bulgarian logistics terminology are studied with a focus on polysemy, synonymy, antonymy and homonymy and issues they pose. The results of the comparative analysis are summarized to facilitate normalization and standardization of logistics terminology in Bulgarian, thus assisting logisticians, translators as well as students and subject teachers.

**II. HABILITATION WORK**

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| 1. **Velikova 2018**: Velikova, G. *Term Formation and Terminological Designation in English and Bulgarian Logistics Terms*. Varna: Steno, 2018. 207 р. ISBN 978-954-449-985-3. |

The present book is mainly concerned with term formation and terminological designation in the English and Bulgarian terminological systems of logistics. The study follows up research in the structure and composition of the English and Bulgarian logistics terminological systems, conceptual and semantic relations in them, the typology of formal and semantic variation of terminological units with a focus on polysemy, synonymy, antonymy, homonymy and issues they pose.

The investigation into term formation and terminological designation in English and Bulgarian logistics terms discusses first semantic patterns of term formation based on metaphorical and metonymical transfer, specialization and extension of the commonly used meaning of words. The morphological method of term formation which is most often represented by affixation and compounding is covered next. The syntactic method of forming terminological phrases and their constituents typical of English and Bulgarian terms is analyzed after that. Although rarely met in Bulgarian, conversion is also discussed. Yet another important source of terminology, related to shortening and its subtypes – univerbisation, blending, abbreviation and clipping – is considered, too. Last but not least, one of the most productive means of term formation – borrowing from foreign languages – is explored in detail, accounting for the majority of terms in Bulgarian. The focus is on types of borrowings, comparison of translation equivalents in the source and target language, established models of borrowing terms and terminological phrases, as well as methods of interpreting and teaching them.

In practice, the results of the comparative analysis are going to affect favourably the work of experts in the logistics sector, translators as well as students and subject teachers alike. It may serve as a basis for resolving a number of terminological problems associated with the normalization and standardization of logistics terminology in Bulgarian.

**III. PUBLICATIONS RELATED TO THE DISSERTATION TOPIC**

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| 1. **Velikova 2015:** Velikova, G. An Overview of Logistics Terminology. *Science and Technology for Sustainable Maritime Development Conference Proceedings*, Varna, 2015. pp 65-72. ISBN 978-954-8991-81-0. |

The paper reflects on logistics terminology and the most common methods of term formation. The following major types of term formation and designation are explored: 1. morphological by means of derivation, compounding, abbreviation; 2. syntactic by forming collocations and multi-word phrases; 3. semantic by narrowing (specifying) the meaning of common words; by metaphoric and metonymic transfer of the previous meaning; and 4. borrowing words from other languages. The examples discussed are excerpted from documented materials standardized and consistent within the area of logistics. General scientific and technological words typical of other specialties have also been taken into account depending on their frequent usage in the documents mentioned above.

To sum up, logistics terms can be basically divided into one-word and multiple word terms. One-word terms can be simple (underived) words, derived words, compounds, or a combination of derived and compound words. Multiple word terms cover multi-word units which are extremely productive both in scientific and logistic texts. The pattern of terms formation is essential and should be made explicit so that students are able to interpret them and use them properly. Literal translation is unacceptable especially with multi-word terms, therefore the relations between constituents must be clarified in order to make out the meaning of the whole unit. Abbreviations should be paid special attention to because they represent a great share of professional slang. When teaching English for Logistics we need to be absolutely and unequivocally sure about the meanings of the terms which we use. Analyzing how important terms are formed causes us to reflect on their exact meaning and be aware of any possible ambiguity.

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| 2. **Velikova 2016:** Velikova, G. Systematicity in Logistics Terminology. *Vestnik gosudarstvennogo morskogo universiteta imeni admirala F.F. Ushakova* №2 (15), 2016. pp 87-91. ISSN 2307-2210. |

The paper deals with logistics terminology and the most common relationships that exist in-between the elements of its terminological system. The analysis and conclusions made are based on Popova’a model of systematicity which is presented as a configuration of taxonomic, partitive and associative links. Sager’s classification of conceptual relations is also employed to the extent it fits in and enhances the model. External and internal systems relations are illustrated in logistics terminology particularly focusing on partitive and associative implicational systematicity. Listing possible relationships, those grouped round material, process, object and activities turn out to be most common for logistic terms. Generic relationships are studied both vertically and horizontally.

The examples discussed are excerpted from documented materials standardized and consistent within the area of logistics. The findings are a good starting point for further research in bridging linguistic and conceptual information and establishing a terminological framework for the specific domain. Besides in terminography, systematicity has implications in teaching English for Logistics for better presentation and understanding of the relationships between concepts and terms.

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| 3. **Velikova 2016:** Velikova, G. Homonymy in English and Bulgarian Logistics Terminology. *Scientific Works of Ruse University* 2016, Volume 55, series 11, pp 140-145. ISSN 1311-3321. Available at: http://conf.uni-ruse.bg/bg/docs/cp16/11/11-30.pdf. |

The paper addresses problems of terminological homonymy in the sphere of a relatively new discipline such as Logistics in both English and Bulgarian language. As a phenomenon homonymy shatters the idealized view of terminology where a designation corresponds to a concept, because it has to account for different meanings of the same term as they occur in texts. Sources giving rise to homonymy may be found in borderline cases of irregular polysemy, translingual borrowing and word formation especially as far as abbreviations are concerned. According to the source homonymy in terminology occurs 1. between a term and a commonly used word which may be due to terminologization or determinologization and 2. between terms belonging to different subject fields – the so-called intersystem homonymy (Popova 2012).

Depending on whether they have the same spelling and pronunciation or not, homonyms are classed into homonyms proper, homophones, homographs and heteronyms. Based on their grammatical meaning they are divided into complete (full) and partial homonyms. Examples are offered with homonyms occurring in logistics texts. Finally, a possible solution is suggested on the differentiation between homonymy and polysemy.

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| 4. **Velikova 2016:** Velikova, G. Polysemy in English and Bulgarian Logistics Terminology. *Maritime Scientific Forum*, Naval Academy, Volume 2, 2016. pp 111-117. ISSN 1310-9278. |

The paper addresses problems of terminological polysemy in the sphere of Logistics in both English and Bulgarian language. It draws attention to types of polysemy – monocentric and polycentric or chain and radial types according to the number of semantic centres. Further, depending on the method of meaning transfer metonymically and metaphorically motivated polysemy are discriminated; and with regard to the relations in-between the word senses – regular and irregular polysemy.

Typical of terms is the so-called category polysemy which implies that the meaning of a concept is composed of characteristics pertinent to several categories simultaneously, e.g. actor-activity, process-result, process-instrument, process-agent, container-contents, container-measurement, location-organization and event-location being among the most frequent.

A comparison made with polysemy in the Bulgarian logistics terminology proves that according to their semantic correspondence terms in both English and Bulgarian can be categorized as symmetric and asymmetric with monosemantic or polysemantic subtypes. Symmetric polysemy occurs with direct borrowings or loan translations from English into Bulgarian. Asymmetric polysemy occurs for various reasons – either because the borrowed term narrows its meaning or extends it by acquiring a new sense. Polysemantic terms borrowed in Bulgarian are usually explicated with different words or with only one. The phenomenon is preserved in Bulgarian if it resides in analogy or contiguity.

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| 5. **Velikova 2016:** Velikova, G. Metonymy as a Tool of Logistics Term Formation in English and Bulgarian. *Maritime Scientific Forum*, Naval Academy, Volume 2, 2016. pp 118-126. ISSN 1310-9278. |

The paper reflects on metonymy as a means of logistics term formation. It provides theoretical assumptions on the issue and offers examples to illustrate types of metonymy occurring in logistics terminology. The classification offered is based on the major distinction between paradigmatic and syntagmatic metonymy and further specified using the typology of conceptual metonymies suggested by Radden and Kövecses.

Paradigmatic metonymy deals with part → whole, whole → part, species → genus and genus → species relationships. A new species → species relation is also found to exist. They are equally well presented in both the English and Bulgarian terms.

Syntagmatic metonymy makes up a long list which shows a great variation in abstraction. The largest group including relationships between an ACTION and the AGENT involved in it, the INSTRUMENT used, the RESULT obtained prove to be the most recurrent patterns. The second major group is centred round PLACE and the AGENT or INSTITUTION involved, the EVENT and PURPOSE it served. This type of metonymy is predominant in Bulgarian terminology.

Colour and proper names used to name terms are also analysed. Colour terms in Bulgarian are very few, not so with eponyms which appear to be directly borrowed or formed after the English terms. The two patterns outlined are PRODUCER FOR PRODUCT and OBJECT1 FOR OBJECT 2.

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| 6. **Velikova 2017:** Velikova, G. Antonymy in the Terminological System of Logistics in English and Bulgarian. *Casalc Review*, Brno. 2017. pp 175-184. ISSN 1804-9435. Available at: https://drive.google.com/file/d/1lp-v2FqQxIPlbJU4lffI9rlUippiIyCr/view. |

The paper addresses logistics terminology and the relationships defining “oppositeness of meaning” as they turn out to be widespread both in English and Bulgarian logistics terminology. The lexico-semantic processes typical of general language words are found to function in terminology as well to express opposition of activities, properties, qualities and states in the sphere of logistics by means of antonyms.

It briefly reviews theoretical assumptions in the sphere of antonymy and offers a classification of antonyms from a morphological and semantic point of view. Morphologically antonyms are formed by using affixes which is characteristic for both English and Bulgarian, the most frequent being non-, dis-, de-, un- and раз-, не-, де- respectively. Semantically four classes of antonyms are distinguished: complementary, contrary, converse and relational which are illustrated by English and Bulgarian terms. Antonyms are found more often in compounds than in single words. Binary and multiple taxonomy are distributed evenly in logistics terms giving rise to asymmetric antonyms.

The examples discussed are excerpted from documented materials standardized and consistent within the area of logistics. The findings are a good starting point for further research in this relatively new complex discipline. The topic is worth discussing in relation to materials development, teaching new vocabulary, developing critical thinking skills, etc.

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| 7. **Velikova 2017:** Velikova, G. Using Corpora for Linguistic Studies. *Litermedia*, 2017. ISSN 2534-8906. Available at:  http://litermedia.com/index.php?ind=downloads&op=entry\_view&iden=242. |

The article is intended to examine how the usage of corpora can be applied as a method of linguistic analysis. Based on two sources of corpora: Grammar Patterns 1: Verbs and the Business English Corpus it explores the corpus of English and Bulgarian logistics terms and terminological phrases developed for analyzing the language of logistics. The difference between the two is that while the major technique in the Grammar Patterns is to examine simple relative frequency of words, the Business English Corpus deals mostly with positive and negative words called so depending on where they are more frequently used – Business English or General English. The Grammar Patterns of verbs offer a new perspective because it turns out that of all the verbs included in the logistics corpus 3/4 belong to general English, i.e. the non-subject-specific specialized terms and the general vocabulary frequently used in the subject field predominate over the subject-specific terms.

According to the first corpus verbs used in logistics terminology belong to three major meaning groups and patterns: verbs fitting in the ‘put in place’ meaning group, the group of ‘fasten’ verbs and the group related to ‘moving something or controlling a vehicle’. The latter meaning group is further subdivided into six classes depending on the purpose of movement: a. ‘drive’ group; b. ‘carry’ group; c. ‘move’ group; d. ‘divert’ group; e. ‘transfer’ group and f. ‘means of transport’ group. Based on semantics the second Business English corpus distinguishes a number of other meaning groups and helps single out the key words in logistics.

The corpus-based approach offers valuable pedagogical implications in relation to language teaching. It can serve two purposes – to satisfy the needs of teachers in the development of educational materials as well as the needs of students – to work independently.

**IV. ARTICLES AND PAPERS PUBLISHED IN NON-REFEREED JOURNALS WITH ACADEMIC REVIEW**

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| 1. **Velikova 1989:** Великова, Г. Neologisms in English Maritime Technical Periodicals. *Collection of Abstracts from Reports,* Naval Academy, Volume 1, Varna, 1989. pp 263-264. |

The aim of study in the paper are the models of creation and meanings of newly coined words in English periodicals and prospectuses, more precisely the specialized vocabulary and terminology in them. First, the concept of neologisms is defined and the process whereby they emerge. Then, three types of neologisms are differentiated: neologisms proper, transnominations and semantic innovations, the first type being the most recurrent.

Based on word-building models the corpus leads us to a new classification including neologisms built through: 1. affixation; 2. compounds; 3. terminological phrases; 4. conversion; 5. shortening by abbreviation, acronyms, clipping and blending. Hybrid forms are also met. Neologisms accumulate in the language created on the basis of familiar models and are thus easily understood. They should be introduced in language teaching at a specialized level.

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| 2. **Velikova 1994:** Velikova, G. Structure Analysis of an ESP Course-Book, *Collection of Scientific Issues, Naval Academy*, Volume 4, Varna, 1994. pp 616-626. |

The purpose of the paper is to retrace the process of writing the “English for Marine Engineers” course-book for advanced learners and analyze its structure, syllabus underlying it, types of exercises employed, vocabulary involved, etc. The analysis is based on Hutchinson and Waters framework and is initiated by identifying the target situation and learners’ needs. The next stages are related to producing a syllabus and designing materials which will later constitute the course structure.

Sequencing in the book and the units is not only from easier to more difficult but also from topics to functions. There are three sections in the course-book. The 12 units in section I deal with engines and machinery operation, maintenance and repairs. The 5 units in section II include basic ship and technical papers samples and correspondence for ship engineers. Finally, the third section refers to all recurrent models and structures in ESP. Every unit is supplied with unknown vocabulary associated with the topic and met within the texts. The materials design model usually gravitates round two basic texts with pre-, while- and post-text exercises. The additional input ensures adequate coverage of the subject-matter and further skills development. The analysis ends up with some shortcomings of the course-book and ideas of its further application. Clearly the book is designed to be used in teacher-guided classes as well as individually.

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| 3. **Velikova, Vasileva 1998**: Великова, Г., Василева П. On Some Problems Associated with Teaching Mixed Ability Classes a Foreign Language, *Maritime Scientific Forum*, Naval Academy, Volume. 4, Varna, 1998. pp 587-592. |

The paper deals with some problems associated with teaching mixed ability classes a foreign language. The purpose is to offer methods and techniques for more effective interaction with such an audience. Before building a work model, the specifics of the situation in the Naval Academy and the goals of the trainees are described.

The approach selected makes it possible to develop the students' skills and the teacher's knowledge about them. It is based on group work with trainees having different levels of language proficiency. It is illustrated with exercises for developing skills at different levels, both individually and in combination, e.g. listening comprehension, reading comprehension and others. Combining writing with speaking is also applicable in different contexts and flexible groups. In conclusion, the huge potential of group work is highlighted, enabling learners with different levels of language proficiency to perform different tasks at the same time, united by a common goal.

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| 4. **Velikova, Vicheva-Vasileva 2000:** Velikova G., Vicheva-Vasileva P. Some Considerations on Constructing an Аchievement Test on General English, *Collection of Scientific Works, Higher Military Artillery School*, Shumen, 2000. pp 225-231. |

The paper aims to present some considerations on constructing an achievement test on General English in accordance with the new requirements for standardization. It is intended to be administered to cadets and students of Varna Naval Academy at the end of their General English training, i.e. during their first semester exam.

The testing tasks cover a wide range of real life situations in order to meet learners’ needs and syllabus objectives as well as STANAG 6001 requirements. Thus the listening comprehension task consists of three multiple choice tasks, the reading comprehension section comprises four tasks – multiple choice, giving a title to a paragraph and rearranging sentences in chronological order. The last task is a follow-up to a long term assignment – reading and translating a passage from a book they have prepared in advance. There is one writing task – a message to write based on key words. The oral test consists of exchanges with the interlocutor, a short presentation on a topic and the book mentioned above. Apart from assessing performance in the four major skills the test includes a section titled Grammar, Vocabulary and Structure with four tasks – multiple choice, grammatical transformation and gap-fill as well as word building.

A large part of the paper is devoted to scoring and marking of each language skill. Moderation and piloting results are also analyzed.

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| 5. **Velikova 2001:** Velikova, G. Nautical Vocabulary in Everyday English, *Maritime Scientific Forum*, Volume 3, Naval Academy, Varna, 2001. pp 157-164. ISSN 1310-9278. |

The purpose of the paper is to shed light on the myriad expressions in everyday English with nautical origins. It is based on data excerpted from several dictionaries such as Roget’s Thesaurus, the Encarta Dictionary, the Collins Cobuild, etc. It dwells on a. present-day nautical vocabulary in everyday English; b. nautical expressions with an implicit meaning and marine etymology and c. nautical phrases with an explicit meaning.

Based on Roget’s Thesaurus it establishes 21 groups of words and expressions related to water travel, ship’s motion, ship types, mariners, methods of navigation, etc. Exploring nautical expressions it points out three trends of meaning shift – narrowing and semantic change through metonymy and metaphor. A structural classification of expressions is offered consisting of eight types depending on the constituents. With regard to the semantic relations within a phrase, collocations, phraseological unities and idioms proper are discussed separately and some methodological implications are made on teaching and translating them. The findings are a good starting point for further research in the area.

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| 6. **Velikova 2001:** Velikova, G. The SMCP – a Way to Work with Them or How to Make Them Work, WOME 11, *Maritime Scientific Forum*, Volume 3, Naval Academy, Varna, 2001. pp 224-231. ISSN 1310-9278. |

The paper dwells on the problems encountered when working with the Standard Marine Communication Phrases (SMCP) and the way these have been dealt with. It focuses on the level at which the phrases should be incorporated into the overall syllabus; the type of syllabus concerning the phrases to be produced; materials development regarding the phrases and ways of testing them.

Apart from a syllabus covering the SMCP the presentation also describes a number of activities designed to familiarize the students with the phrases and to involve them in certain communication situations. These include sentence completion, rephrasing, making questions, giving instructions, making a dialogue using cue cards, etc. Finally, a number of exercises are mentioned which may be suitable as test tasks. There are also lessons learnt, conclusions made and suggestions on how to provide resources for developing materials.

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| 7. **Velikova, Naumova 2002:** Velikova, G., Naumova N. Exploring the IMO MARPOL Convention for Language Instruction, *International Seminar on Maritime English, Istanbul ITUMF, Proceedings*, 2002. pp 236-248. |

The paper deals with developing teaching materials dedicated to the IMO MARPOL Convention and issues related to it taking into account all restrictions and requirements of the specific communication situation. It gives the main considerations in designing materials for Maritime English and specifies the place of such topics in the Maritime English Syllabus. Then it offers several activities intended to make the issue of environmental protection more manageable and user friendly while developing all macro-skills and providing skills-integrated work. The exercises can be used either as stand alone units or in sequence. The usual sequencing follows from easier to more difficult, from guided to free content, etc.

The text input varies. There are descriptive, narrative, argumentative and instructive texts serving various purposes. Language and content are drawn from the input and are selected according to what the students need to do the tasks assigned to them and be involved in learning through them. The tasks also differ – from brainstorming to scan reading, eliciting information, skimming, writing a message, role-play on a scenario, etc. Ultimately, the focus on text interpretation, consolidation and information transfer is through a case study, debate or a webquest. The activities described above are effective and stimulating because the students feel involved in them.

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| 8. **Velikova 2002:** Velikova, G. Developing Communications Activities for Search and Rescue (SAR) Operations*, Scientific Works* 25 *Naval Academy, Varna*, 2002. pp 98-102. ISSN 1312-0867. |

SAR operations require an exchange of standardized message formats for communications to be used for life-saving purposes. This paper suggests a number of activities related to a SAR simulation in which the learners are encouraged to transfer a scenario into the format of the IMO Standard Maritime Communication Phrases and then draw up a SAR Incident Report worded according to the Alliance Tactical Publication (ATP) 10D demands as well as a Post-mission Rescue Report. Using an interesting background material for creating a context they interact in what can be a real-life situation and get an incentive for further development of their communications skills.

The activities described here do not explain what a SAR is, its stages and resources, etc. They only dwell on communications likely to initiate, accompany and finish off a SAR operation, chain of command for SAR coordination, reports to be submitted in distress situations, etc. The materials are authentic, selected from the Internet, ATP 10D, manuals and books. The activities enable the learners to transfer information into different formats. This combination of both civilian and military sources for SAR communications is an appropriate way for them to be presented with internationally adopted procedures and requirements to comply with in real-life situations.

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| 9. **Velikova 2003:** Velikova, G. Teaching Maritime English in the Framework of a B. Sc. Syllabus for Deck Officers – Limitations and Challenges, *Maritime Scientific Forum*, Volume 4, Naval Academy, Varna, 2003. pp 134-141. ISSN 1310-9278. |

The paper dwells on some of the problems that will be faced while developing a Maritime English Syllabus as part of the B.Sc. Course for Deck Officers at N. Vaptsarov Naval Academy. It takes into consideration some of the latest developments in the sphere of ELT both general and specialized and offers some practical ideas on how to maintain the levels achieved and enhance Maritime English training to meet both STCW and Common European Framework (CEFR) requirements.

The present state of affairs is presented through the eyes of the graduates completing a questionnaire. The design of the B.Sc. syllabus includes a modular mode of training, the three parts being devoted to General English and basic nautical terminology, basic Maritime English (ME) and specialized English respectively. Language competence is recommended to be tested against two rating systems – CEFR and the Yardstick of English Language Competence for Deck Officers.

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| 10. **Velikova 2005:** Velikova, G. Problem Areas in Тeaching Writing, *Maritime Scientific Forum* 27, Varna. 2005. pp 189-191. ISSN 1312-0867. |

The paper analyzes the complexity of writing as a process, the stages that accompany it as well as the activities suitable for training students to become adequate writers. It identifies several problem areas to be considered when teaching writing is concerned: 1. how to overcome students’ reluctance to write; 2. how to help them find their way in the writing process; 3. how to bring writing back in class; and 4. how to develop students’ capacity for assessment and self-assessment.

The complex and recursive nature of writing is displayed in a model created by Ron White and Valerie Arndt. The activities included in this model are further grouped as parts of 3 well-defined stages: pre-writing, writing and re-viewing, all of them equally contributing to the writing process. Finally, a reference is made to how teaching and testing writing correlate.

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| 11. **Velikova 2005:** Velikova, G. Adding a Naval Flavour to “Campaign”, *Maritime Scientific Forum* 27, Varna. 2005. pp 184-188. ISSN 1312-0867. |

The paper suggests some supplementary activities within the syllabus of the “Campaign” course book that are maritime and navy-oriented. Some of them are a mere add-on, others stem from the context learnt and proceed into more specialist areas. They usually aim to enhance the context by introducing the students’ point of view. Thus learners can reuse the language or structures taught in a new context, practice their skills and get involved in production such as discussions, writing, etc. The activities are designed at STANAG level 1 – 1+ and could serve for introducing new vocabulary, ensuring new language is retained as well as checking for effectiveness of learning.

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| 12. **Velikova, Zlateva, Hadjiev 2006:** Velikova, G., Zlateva D., Hadjiev K. How Critical Is Critical Thinking For Language Learners And Teachers In A Military Context, *Maritime Scientific Forum*, Volume 4, Varna, 2006. pp 347-354, ISSN 1310-9278. |

This paper is intended to focus on the importance of critical thinking skills in achieving the goals of English language learning and teaching in NATO context. The requirements for language proficiency as defined by STANAG 6001 call for introducing the concept of critical thinking for classroom teaching purposes. Students should be encouraged to develop and use the above mentioned skills in the target language use situation especially at STANAG level 3 in speaking and writing.

Based on Bloom’s taxonomy the skills of reading, writing, speaking and listening are detailed according to the Bulgarian STANAG test specifications to illustrate the link between critical thinking skills and language competencies in terms of functions performed in English. Then they are correlated to Allyn and Bacon’s table to present a parallel between the skills demonstrated and the communicative functions performed. Question cues referred to and spread across the table help both learners and teachers to exploit critical thinking skills.

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| 13. **Velikova 2007:** Velikova, G. Integrating the Power of the Internet with Language Learning, *Scientific Work of, Naval Academy* 28, 2007. pp 171-175. ISSN 1312-0867. |

Thе paper suggests different means related to the use of Internet and web-based activities both in and out of the classroom for language learning. It considers the benefits of the Internet for both teachers and students placing a greater accent on those enhancing student learning. Using March’s strategy for approaching the Internet, it subdivides activities into two types – for newcomers and for more tech-savvy teachers and learners. A list of web-based activities is offered fitted for all levels of language proficiency, either providing students with information resources, or engaging them in research.

Reviewing a number of activities actually accomplished, the paper comes to some pertinent conclusions about our learning environment and supports the integration of the Internet at any stage of the curriculum. It also highlights the opportunity for open and distance learning where the learner is at the centre and the teacher is seen as a facilitator, coach, etc.

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| 14. **Velikova 2008:** Velikova, G. Teaching Maritime English to Future Inland Waterway Transport (IWT) Deck Officers – Limitations And Challenges, *Maritime Scientific Forum*, Volume 4, Varna. 2008. pp 61-68. ISSN 1310-9278. |

The paper considers how strategies for promoting inland navigation and Maritime English (ME) content and proficiency level interact. It also presents some of the problems experienced while developing the ME Syllabus as part of the B.Sc. Course for Inland Waterway Transport (IWT) deck officers and the materials based on it.

In order to design the syllabus the IWT sector present state is explored first in order to get familiar with the target situation. English language training is found to be justifiable in the last two modules of IWT training. An approach building on a traditional ME topic oriented syllabus is adopted to be further expanded with subject matter related to IWT. The materials range from ready-made extracts of course-books to tailor-made materials. Based on the feedback, the general opinion is that both syllabus and level of course materials heavily depend on students’ language competence and specialist knowledge. Still, the necessity of such a subject within the overall curriculum is substantiated in response to the trends of harmonization in training in the IWT sector.

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| 15. **Velikova 2009:** Velikova, G. Maritime English Testing – Current State of Affairs, *Scientific Works of Naval Academy* 29, Varna, 2009.pp 154-158. ISSN 1312-0867. Available at: <http://www.martel.pro/Researchers/Downloads/Maritime_english_testing_current_state_of_affairs>. Pdf, 2009. |

The aim of this paper is to discuss the current state of affairs in ME testing in terms of tests availability, criteria for measuring ME, test administration and so on. First, it focuses on several tests designed for the purpose of measuring ME in maritime context and employed in Maritime Education & Training (MET) institutions as well as shipping companies – MARLINS, TOMEC and MARTEL, and comments on their format, skills tested, scoring and interpretation of results. Then, it argues in favour of the recently promulgated Yardstick of ME competence for ship officers as an instrument likely to affect positively both ME training and testing.

In general, if ME proficiency standards for assessment and further specification are the ultimate goal, the piecemeal approach should be abandoned for joint efforts in providing both tests and specifications, standardized in testing techniques and rating process.

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| 16. **Toncheva, Velikova 2009:** Toncheva, S., Velikova G. Assessment of Future Deck Officers in the Light of the New Maritime English Proficiency Rating Scale, *Scientific Works of Naval Academy* 29, Varna, 2009. pp 159-162. ISSN 1312-0867. |

The purpose of this paper is to review the process towards global standardization of Maritime English assessment currently in progress. It focuses on the format of the current final state exam of future deck officers graduating from the Naval Academy and the testing requirements it conforms to while pointing at its strengths and weaknesses.

It also attempts to reconsider it against the new Maritime English competence yardstick that offers descriptive scales for ship’s officers and gives benchmarks for training, testing and assessment but not testing tasks and rating scales. The test is assumed to easily fit in with the standard for ME proficiency whenever such a tool is established.

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| 17. **Toncheva, Zlateva, Velikova 2011:** Toncheva, S., Zlateva D., Velikova G. On the Way to Developing a MARTEL Plus Speaking Test, *Maritime Scientific Forum*, т. 5, Varna, 2011. pp 90-97. ISSN 1310-9278. |

The aims of this paper are to review existing foreign language and oral testing formats, to compare them and to find out the most suitable option for the new MarTEL Plus speaking test incorporating it in the specific oral capabilities required by the maritime industry. It also reports on developments made so far by the Bulgarian team as a member of the EU MarTEL Plus Project.

The testing context concerning IMO requirements for English language competence in a maritime environment is explored first. Then a selection of tests is chosen for investigation as tools providing proficiency rating scales for specific communication skills in a certain sphere of ESP. Research and review of existing language proficiency descriptors and frameworks is also included paying special attention to the IMO Model Course 3.17 on Maritime English. Finally, a number of considerations are discussed in relation to the test format, test administration, test-takers, etc.

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| 18. **Velikova 2014:** Velikova, G. International English, *Collection of Papers Presented at VII International Conference МU*, Varna, 2014. pp 193-196. ISBN 978-954-449-770-5. |

The paper addresses the development of English as an international language and attempts to define its features. Kachru’s model of the spread of English is paid particular attention to as it attacks the traditional distinction between English as a Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL).

It also discusses implications for teaching International English and developing special competence skills related to it, especially communicative and pragmatic competence. Besides, it raises awareness for new techniques to test these new competences. Finally, it brings up some issues to consider with respect to English language training of maritime personnel.

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| 19. **Velikova 2018:** Velikova, G. Description of the English and Bulgarian Terminological Systems of Logistics. *Strategies, People and Technologies, Collection of Papers Presented at an International Scientific Conference,* Varna 10-11 May 2018, Naval Academy, 2018. pp 60-68. ISBN 978-619-7428-28-5. |

The paper describes the English terminological system of logistics with regard to how terms relate to the subject-field and what elements they consist of. It points out core and peripheral terms as far as frequency is concerned. The terminological system consists of terms designating category and concepts, processes, procedures, activities, properties, relations and measures. It also discusses logistics terms as transdisciplinary borrowings. They belong to nine major domains in any logistics dictionary. The terminological lexicon is viewed also in terms of nomens, terminonyms, terminoids and pragmonyms.

Finally, an attempt is made to describe the Bulgarian terminological system of logistics along the same criteria. It shares the same features typical of the English system of logistics terms. Special attention is drawn to borrowing which is very productive in Bulgarian logistics terminology. Simple words, compounds and terminological phrases are examined. The analysis made here enriches our notion of both systems as well as the problems related to their current state and on-going development.

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| 20. **Velikova 2018:** Velikova, G. Compounding in Logistics Terminology. *Vestnik gosudarstvennogo morskogo universiteta imeni admirala F.F. Ushakova №1,* 2018. Novorossisk, pp 74-77. ISSN 2307-2210. |

This paper reflects on logistics terminology and one of the term formation processes in its terminological system – compounding. The analysis and conclusions are part of a detailed exploration into logistics terminology. First, it examines semantic relations embedded in compounds. An attempt is made to clarify the distinction between compounds and phrases or collocations. Then, based on the examples included in the corpus developed especially for the study, it offers a classification of compounds in the English Terminological System of Logistics. Compounds can be classed as coordinate and subordinate types which are further subdivided into exocentric, endocentric and attributive. From a morphological point of view noun, adjective, verbal and phrasal compounds can be differentiated depending on the nature of the head. The findings can be relevant when teaching English for Logistics.

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| 21. **Velikova 2018:** Velikova, G. An Attempt at a Typological Investigation of the Ice Motif as a Symbol of Death, *Intersections and Trends in Linguistics, Culture and FLT*, Shumen University, 2018. ISSN 2534 9538. рр 90-97. |

Prompted by Frye’s classification of literary works the paper embarks on an investigation of the ice motif and its manifestations in a mythological and literary context. It proceeds from the assumption that motif is an independent, stable unit, characterized by a constant primal meaning, hardly affected by the nature of the literary work it might be employed in, the genre, the time or the trend it belongs to. In this respect motif is regarded as a thematic fixture in plot as its narrative life, but broader in meaning, therefore more dynamic and free to transform.

The work is based on a restricted corpus, yet the survey made proves the recurrent meaning of ice to be a symbol of death and its various other connotations – inherently associated with the primal meaning revealing it in different aspects. Thus, imposing the idea of fixity, ice becomes the equivalent of pain, of a bleeding wound, of hate and punishment, each of the connotations embracing the ones previously mentioned. It may be fully charged with symbolic death correlated to illusion, chastity, destruction, or taking part in the elemental fire versus ice opposition it presages Death-in-Life or the reverse process. In this way, taking up the theme, it orchestrates the structure of the whole work.

**V. DEVELOPING TEXTBOOKS, TRAINING BOOKS AND DICTIONARIES**

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| 1. **Velikova**, **Toncheva 1996**: Великова, Г., Тончева, С. *English-Bulgarian Maritime Dictionary*. Varna: Steno, 1996, 2001, 400 p. ISBN 954-449-040-X. | | |
| http://stenobooks.com/userfiles/productlargeimages/product_569.jpg | The dictionary is intended for cadets of Navigation at the Nikola Vaptsarov Naval Academy, ships’officers crews and everyone interested in Maritime English. It contains over 2630 key terms and more than 15 000 phrases used in the shipping business as well as some of the most common abbreviations. The dictionary is a good starting point for learning the minimum specialized vocabulary and terminology in navigation, shipping, ship’s operation, practical seamanship and Admiralty publications.  It consists of two parts: the dictionary itself and a list of abbreviations. It is structured alphabetically in nest-like sets of entries in which the terms consist of a headword, left-hand premodifier(s), right-hand postmodifier(s), prepositional phrases |
| and nouns and verbs most frequently used with it. Included also are the corresponding abbreviations and references to close or opposite in meaning terms. In some places region-specific variants are also given. Each letter starts with its meaning in the Code of Signals. If there is a specific meaning restricted to an Admiralty publication usage, it is pointed out, too. | |
| 1. **Velikova 1998**: Великова, Г. *English for Marine Engineers – Advanced.* Varna: Steno, 1993, 1998. 432 p ISBN: 954-449-018-3. | | | |

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| http://stenobooks.com/userfiles/productlargeimages/product_54.jpg | The textbook is designed for students of the specialty Ship Machinery at Nikola Vaptsarov Naval Academy, for marine engineers and all specialists using maritime technical English.  It consists of three parts which include (i) topics related to ship machinery operation, maintenance and repair; (ii) technical documentation and ship’s correspondence as well as (iii) a short guide to English grammar based on functions.  The textbook is intended for advanced level learners and can be used both in class and individually. This is made possible by the short explanatory notes to more complex linguistic structures given in Bulgarian, the key to exercises and the list of new words and expressions included within the units. Attached also are samples of ship’s documents, a list of abbreviations used in writing messages, etc. | |
| 1. **Velikova, Nikolov 1999**: Velikova, G., Nikolov N. *English for the Navy*. Varna: Steno, 1999. 468 с. ISBN 954-449-061-2. | |
| http://stenobooks.com/userfiles/productlargeimages/product_331.jpg | This textbook is intended for naval cadets trained to become officers of the Navy at the N. Vaptsarov Naval Academy, specialty „Navy Task Force Organization and Command”, B. Sc. It may also be employed by trainees in other specialties, active-duty naval and military officers and all specialists using English in the naval, social and political sphere.  "English for the Navy" is based on British and American reference and course books as well as articles published in the press. There is a wide range of topics in it covering not only general knowledge of shipping, naval ship types and armament, but also issues concerning the Partnership for Peace (PfP) initiative, our integra- |
| tion within NATO and Naval Forces participation in the operational and combat training as well as operations under the existing circumstances. Other units of consideration are those related to the Multinational Maritime Manuals (MMM) (former EXTAC 1000 series) which determine Bulgarian Navy interoperability with multinational maritime forces. Naval protocol and etiquette are given due attention as well. The book is designed for both tutor-guided and self-study work. Learners will be facilitated by the brief explanations of grammatical structures in Bulgarian in addition to the numerous appendices comprising a key to exercises, a list of abbreviations, a terminological glossary to the MMM and a vocabulary to the book itself. | |

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| 4. **Velikova 2006:** Velikova, G. *Bulgarian English Maritime Dictionary*. Varna: Steno, 2006. 688 p. ISBN 954-449-272-0. |

The dictionary is intended for cadets and students of the Nikola Vaptsarov Naval Academy, ships’officers crews and everyone interested in Maritime English. It contains over 25000 key terms and phrases used in the shipping business as well as some recurrent abbreviations.

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| http://stenobooks.com/userfiles/productlargeimages/product_13.jpg | It is compiled on the basis of teaching materials, both British and American sources, guides, web-based glossaries, as well as information from Internet sites related to shipping. The terminology comprises such domains as navigation, shipping, merchant navy operation, practical seamanship and Admiralty publications. There is room for naval, engineering, shipbuilding and other terms which belong to the maritime community communications. In this sense the dictionary can be defined as interdisciplinary and will serve all experts linked with shipping as well as subject teachers and translators dealing with maritime English  The dictionary is structured alphabetically in nest-like sets of entries in which the multi-word terms are accessed (looked up) by the headword. The entries are arranged as follows: a key term (some- |

times accompanied by a synonym or an explanation for non-specialists), left-hand pre-modifier(s), right-hand post-modifier(s), phrases in which the headword is in plural (if such are available), prepositional phrases and collocations with nouns and verbs most frequently used with it. The corresponding abbreviations and region-specific variants in GB, the US and other geographical areas are also included. If in a nautical publication a term has a more specific meaning, it is also pointed out. The abbreviations are presented in two lists – one of the terms included in the dictionary and another dedicated to the use of electronic charts and the shipping business.

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| 5. **Velikova et al 2007:** Velikova, G., Zlateva, D., Bliznashka, G., Hadjiev, K. *Practise Your Reading and Listening Skills for STANAG 6001*. Varna: Steno, 108 p. |

The book contains tasks developed by English teachers from the Naval Academy and the National Military University in collaboration in order to enable the military studying English within the MoD to prepare for the NATO STANAG 6001 test of language proficiency accord-

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| http://stenobooks.com/userfiles/productlargeimages/product_39.jpg | ing to its requirements for the listening and reading component. Each component contains 30 tasks as per the current specifications of the Bulgarian STANAG 6001 test in English. They are graded by difficulty, without being tied to a specific textbook or curriculum. Each task can be approached thematically - by title, by type of task and by the skills used to cope with it.  The texts and tasks accompanying them can be used as additional materials for classwork at the discretion of the lecturer, in Self-Access Centres as well as for self-study work. They can also be employed when preparing for language proficiency tests as per the criteria of the Common European Framework of Reference for Languages. |

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| 6. **Velikova, Toncheva 2009:** Velikova, G., Toncheva S. *Learner’s English-Bulgarian Maritime Dictionary.* Varna: Steno, 2009. 720 с. ISBN 978-954-449-406-3. | | |
| Like the Bulgarian-English Dictionary this dictionary is intended for cadets and students of the Nikola Vaptsarov Naval Academy, ships’officers crews and everyone interested in Maritime English. It contains over 22000 key terms and phrases used in the shipping business as well as some recurrent abbreviations.  At its core, the dictionary contains the terminology included in the concise English-Bulgarian Maritime Dictionary, published nearly 20 years ago. The basic terms are presented in greater | | |
| http://stenobooks.com/userfiles/productlargeimages/product_15.jpg | detail, the number of meanings and uses being enlarged, with many multi-word terms, combined with verbs, prepositions, etc. In addition to navigation, shipping, merchant navy operation, practical seamanship, and Admiralty publications, the specialized vocabulary now comprises shipbuilding, sailing and other terms and phrases. For the first time, terms belonging to inland waterway transport are incorporated. The lists of abbreviations of nautical terms are now supplemented by those approved by the IMO Maritime Safety Committee, etc.  The dictionary is structured again in nest-like sets of entries in which the terms consisting of a headword and modifier, are accessed (looked up) by the headword. This choice of presentation combines two principles of term |

arrangement typical of English-language explanatory glossaries and bilingual (e.g. English-Bulgarian) dictionaries, which ensures long-lasting associative relationships with the key terms. The entries are arranged in the same way as in the Bulgarian-English dictionary. If a translation equivalent is missing in Bulgarian, brief explanations are provided in brackets. As the number of borrowings is great in number, their usage is kept if a Bulgarian equivalent is not available. Wherever possible, colloquial forms are given. Each letter starts with the corresponding meaning in the Code of Signals.

In 2010 the dictionary was awarded the “Varna“ prize for achievements in science, education and culture.

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| 7. **Velikova 2010:** Velikova, G. *Navy in Focus*, Military Publishing House, 2010, 2012. 135 p ISBN 978-954-899-9166-7. | | |
| This publication is intended for naval cadets trained to become officers of the Navy at the Nikola Vaptsarov Naval Academy, specialty „Navy Task Force Organization and Command”, B. Sc. It may also be useful for trainees in other specialties, active-duty naval and military officers and all specialists using English in the naval, social and political sphere.  Conceived as a follow-up to English for the Navy, the book reflects the IMO requirements set out in the STCW 1995 Convention for the Training of Seafarers, as well as the NATO STANAG 6001 for Language Proficiency. Thematically it comprises not only traditional topics about safety at sea, types of naval ships but also issues related to the Republic of Bulgaria full membership in NATO and the participation of the Bulgarian armed forces and navy in exercises and operations in present-day conditions. Special attention is drawn to the NATO publications (Multinational Maritime Manuals) setting out standards to maritime forces to enforce internationally imposed sanctions and conduct maritime interdiction operations, piracy at sea, | | |
| C:\Users\USER\Downloads\IMG_0396.JPG | SAR, etc.  Each unit is structured round one or more texts while the exercises are intended for language skills development, especially listening, speaking and writing. There are tasks provided for processing and presenting web-based information (web-quests). Another goal of the book is to familiarize the cadets with the State exam assignments and their format.  The teaching materials are developed to meet STANAG 6001 level 2 and 3 according to the latest requirements for language proficiency of our students. To assist them the book provides a key to some of the activities as well as scripts for the listening tasks. |

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| 8. **Velikova 2010:** Velikova, G. *English for Shipping and Maritime Law*. Varna: Steno, 2010. 160 p. ISBN 978-954-449-494-0. | | | |
| http://stenobooks.com/userfiles/productlargeimages/product_225.jpg | “English for Shipping and Maritime Law” is intended for teaching specialized English to students in the specialty “Deck Officers for the Merchant Marine”, M.Sc., after they have acquired a B.Sc. degree in the same specialty at the Naval Academy. In addition to students it can be valuable for management and operational level ship’s personnel, specialists working in the shipping business as well as all members of the maritime community who use specialized shipping and maritime law vocabulary and terminology in relation to their business in the context of globalization.  The topics in the course-book cover the IMO STCW Convention 1995 provisions for training seafarers. |

They include shipping papers that accompany carriage of goods by sea - Charter Parties, Bills of Lading, Contracts of Affreightment, etc., maritime rules and regulations as stipulated by IMO statutory instruments - SOLAS, MARPOL, STCW, the ISM and ISPS Codes. Other topics considered are General and Particular Average, Average Adjustment, Maritime Insurance, P & I Associations, Salvage, Inspections and Surveys as well as correspondence accompanying them.

Each unit is organized round one or more reading passages while the exercises are aimed at skills development, more particularly reading, writing and speaking. Activities are provided to process and present new information from websites and comprehend and interpret statutory documents.

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| 9. **Velikova 2015:** Velikova, G. *English for Logistics and Supply Chain Management*. Varna: Steno, 2015. 220 p. ISBN 978-954-449-835-1. | | |
| English for Logistics and Supply Chain Management | “English for Logistics and Supply Chain Management” is a course-book intended for teaching specialized English to students of the specialty “Logistics“, M.Sc. at the Nikola Vaptsarov Naval Academy. Besides students it can serve specialists in the logistics and transport business as well as everyone employed in companies operating in an ever increasing international digitalization, virtualization and globalization.  The book includes suitable topics and situations from the Logistics domain organized in units. Each of them is structured in four parts: an introductory part, two parts connected thematically, organized round a text, accompanied by activities related to |

skills development, more precisely reading, writing and speaking. The consolidation part consists of tasks devoted to processing and presenting web-based information, presentation skills development writing business emails, etc. Links to brief videos allow for further vocabulary building and enrichment, discussions on interesting topics as well as critical thinking skills.

Textbooks, guides, and web-based information have been used to compile the publication. Its content has been updated to reflect regional, European and global trends in logistics and supply chain management. For ease of reference, at the end of the handbook there is a key to some exercises.

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| 10. **Velikova 2018:** Velikova, G. *Concise English-Bulgarian Dictionary of Logistics Terms*. Varna: Steno, 2018. 168 p. ISBN 978-954-449-990-7. | |
|  | The dictionary is intended for students of the specialty “Logistics” at Varna Naval Academy and all specialists engaged in the area of logistics and transport.  The majority of terms in this dictionary are not completely unknown because logistics is a relatively new interdisciplinary science. Others are not entered in dictionaries so the translation equivalents are given descriptively and after consulting experts in the area. It is compiled on the basis of teaching materials, both British and American sources – web-based glossaries, as well as information from Internet sites related to Logistics.  It consists of over 3000 terms and terminological  phrases used in practice as well as some frequently met |

abbreviations. The dictionary is a building block in learning the minimum of English terms and their Bulgarian equivalents in Logistics.

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| 11. **Velikova 2018:** Velikova, G. *English for Logistics and Supply Chain Management*. Varna: Steno, 2nd edition, 2018. 218 p. ISBN 978-954-449-986-0. |

This is the second updated and corrected edition of “English for Logistics and Supply Chain Management”. It is still addressed to students of the specialty “Logistics“, B. Sc. and M.Sc. at the Nikola Vaptsarov Naval Academy and everyone employed in the logistics and transport business.

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|  | Some topics and exercises have been modified in order to clarify key concepts and facilitate the learning of the course material. Others have been edited and accompanied by new illustrations to help develop basic language skills. Some questions for testing knowledge have been revised.  Last but not least, the trend for up-to-date content and the reflection of regional, European and global trends in logistics and supply chain management still remains. A new feature is a dictionary compiled on the basis of study materials. |