

# Plurilingual Approach to Teaching a Second Foreign Language to Students of Non-Linguistic Specialties

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## ABSTRACT

The article deals with the problems of second foreign language teaching to non-linguistic-majoring students based on plurilingual approach. The concept of plurilingualism is defined in the article. The principles of second foreign language learning are revealed, comparative characteristics of English, French, German and Polish for their successful acquiring and use in professional activity (for special purposes) are given. New teaching methods for ensuring plurilingual abilities of future specialists in Economics, Law, and Landscape Gardening are worked out, recommendations for the efficiency of second foreign language teaching are considered. Special attention is paid to plurilingual approach while fulfilment of the given research.

**Keywords:** *plurilingualism, second foreign language teaching, comparative approach, new teaching methods (innovative teaching techniques)*

## 1. INTRODUCTION

In present-day globalization processes embracing the whole world, the economic systems in particular, a splash in the development of telecommunication technologies and also due to competition increasing every year, the problem of language training of non-linguistic students in labor market is becoming more and more relevant.

The analysis of recent scientific publications shows that nowadays it is important to learn some foreign languages, as multilingualism is considered to be a benefit in the globalized interconnected world and workplace. Moreover, «foreign language education and study could well be the bridge to creativity, critical thinking, and analytical skills, needed as global talent and necessary for global competitiveness» (K. Stein-Smith, 2018) [16]. In modern society there is a demand from employers for specialists who know two and more languages and monolingual approach is supposed to be a disadvantage for their professional career. Thus, a foreign language competence is the key to successful work at the present stage of multifunctionality of students' professional activity.

The problems of training of non-language-majoring students in the second foreign language are not well revealed in modern scientific works. It is usually considered that the process of learning the second foreign language differs in nothing from studying the first, except that the second language is acquired in a little smaller volume. In fact, the second foreign language learning has a number of peculiarities which surely should be analyzed in the course of its teaching to students. We find it necessary to mention them in our research:

1) The person learning the second foreign language already has the experience of acquiring a new modern language. Therefore, it is not a new type of activity already.

2) It is well known that in European languages there are a lot of common word roots and similar principles of grammar can be remembered by analogy with the first foreign language. It significantly reduces the time spent and increases the efficiency of the second foreign language learning.

3) Provided that students learn successfully the first foreign language, they feel by all means its practical benefits that positively affect the motivation to study the second foreign language.

Taking into account the above-mentioned it should be noted that previously acquired knowledge of the first foreign language can not only be a huge support in next foreign languages learning for students but also has to meet the necessity of their addressing to other languages for better understanding and the most effective implementation of their future professional tasks.

In addition to this, nowadays we can observe keen interest in studying the second foreign language among future experts in non-linguistic specialties, consequently, being the foreign languages teachers we are concerned by how in the best and the most efficient way to teach them the second foreign language and thus ensure pluricultural communication, motivate to respect cultural and linguistic diversity.

### ***1.1. The Concept of Plurilinguism and its Value for our Research***

As practice shows, most of the students who get their education in Ukrainian higher educational establishments of a non-linguistic profile are learning only one foreign

language, more often English. On the other hand, at present other European languages are also actively expanded in the world of business and culture, besides the knowledge of German for specialists in Economics or Law is not something special. The Council of Europe has represented a new concept of plurilingualism. Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the co-existence of different languages in a given society. Multilingualism may be attained by encouraging pupils to learn more than one foreign language, or reducing the dominant position of English in international communication. Beyond this, the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples [5]. In a nutshell, multilingualism refers to the knowledge of two or more foreign languages. In addition, plurilingualism refers to a person's skills and abilities to communicate in pluricultural society properly. Language could be an obstacle to pluricultural/intercultural communication, but "...the greater obstacle is how to navigate around the cultural differences" [8].

Plurilingualism is also understood as competence which can be acquired through various activities. Thus plurilingual education is aimed to teach students more languages at the level of comprehension and communication (L. Pitariu, 2016) [20]. At the same time plurilingualism is not only a competence to learn more than one language; it is also associated with linguistic tolerance and linguistic diversity. Therefore the interpretation of plurilingualism is regarded as a competence that can be acquired (all speakers are potentially plurilingual and capable of acquiring several linguistic varieties to differing degrees), the ability to use more than one linguistic variety to degrees (which are not necessarily identical) for different purposes (conversation, reading or writing, etc.), a changing repertoire, a repertoire of communicative resources that speakers use according to their own needs, as having a cultural aspect, thus forming plurilingual and pluricultural competence, as potential experience of several cultures (Council of Europe, 2007, p.38) [6]. Moreover, O. García and R. Otheguy (2019) compared plurilingualism and bilingual competence, indicating that "plurilingualism in language education has represented a big step forward, freeing us from the concept of balanced bilingual competence, centering learning on the speaker's existing repertoire, and leveraging their first language in learning additional languages" [26].

For this reason and also because of the growing competition in labor market the knowledge of business English, German or French can be even insufficient as the second foreign language is the means of ensuring pluricultural and multicultural communication in such a different modern world. It particularly concerns the students majoring in specialties which formally are not linguistic ones, but mean the introduction of the graduates in active pluricultural communication. We mean such majors as Tourism, International Economics, Law and Landscape Gardening.

It is hard to deny, that the knowledge of the second foreign language besides the first one, is useful for the modern person not only from professional point of view. Foreign languages help people feel more confident both in trips abroad and at international events. Besides, necessary knowledge in this area and skills of intercultural

communication contribute to the development of friendly relations among nations and even effectively deal with the problem of discrimination. Ch. Ahmimed and S. Quesada (2019) have produced a study in this regard and concluded that intercultural approaches are developed to "...strengthen self-awareness and to empower the internal voices of the participants so they may vocalize their concerns about power imbalances and develop respect for diversity and human rights" (Charaf Ahmimed and Sofia Quesada-Montano, 2019) [3].

In the modern world it is very important not just to have certain linguistic knowledge, but also be able to apply it competently in various situations of cross-cultural communication to the solution of specific communicative objectives [9]. Elliot L. Judd, Lihua Tan and Herbert J. Walberg (2001) under the International Academy of Education have drawn up the booklet with recommendations for "Teaching Additional Languages". The authors prefer the term "additional language" to the second or foreign language. "Additional" applies to a second, a third or fourth languages, "...to all, except, of course the first language learned" (p.6). They quite rightly claim that the goal is to train students not only to remember the words and grammar rules of the additional language, but to practice it. "Students need to learn what language is effective and culturally appropriate in natural discourse" (Elliot L. Judd, Lihua Tan and Herbert J. Walberg, 2001, p. 10).

The researchers conclude: "In designing and teaching courses for additional languages, educators should assess students' prior language abilities and cultural experience, their specific language needs, the situations in which they will use the additional language, and the proficiency level expected. From this assessment, they can select appropriate course material and activities that are authentic, motivating and challenging" [9].

According to Achkasova E. and Pozdnyakova M. (2017), English is the most common and studied language in high school. German and French are the most often choices for studying as the second foreign language. This is mainly due to similar linguistic features of these three languages and political economy reasons. Closeness of English, German, French languages is apparent at all linguistic levels. The researchers note that if a learner is a proficient user of the first foreign language, it can be a good basis to obtain the second one. Therefore, the similar grammar structures, word formation models and pronunciation are good basis of the third foreign language acquisition [18].

In the same vein, Boratynska-Sumara J. (2014) notes that the major issue of the cross linguistic influence investigation is the transfer of form and meaning, as well as the transfer of content and function words "...due to their different storage and processing patterns in the mind" (p.147) [14].

With regard to all mentioned above, we understand plurilingualism as language competence including openness to communication, understanding of other languages and cultures, tolerance and recognition of languages and cultures diversity and use of them for the performance of different types of language activity. Plurilingual approach should be used in foreign languages learning according to the needs of modern globalized world.

## **1.2. Our Contribution**

The purpose of the article is to find effective ways of ensuring plurilingual ability of students of non-linguistic specialties. The scientific novelty of our research is that it is the first attempt to carry out the analysis of studying the three European languages (French, German and Polish) as the second foreign ones, on the basis of previously acquired knowledge of the English language with the use of plurilingual approach. It is aimed at finding new efficient methods of improving the process of learning French, German and Polish as second foreign languages for special purposes on the basis of English.

## **2. SECOND FOREIGN LANGUAGE TEACHING TO NON-LINGUISTIC STUDENTS BASED ON PLURILINGUAL APPROACH**

In practice, if training in English of future economists is based on generalization of the material studied at school, which anyway means nevertheless some part of theoretical knowledge, studying of the second foreign language in higher educational institutions takes place without reliance on school knowledge.

It allows applying a certain approach in work on grammar, which is to train in it without explanation of rules. At the initial stage at the elementary level it is not important for students to remember grammar rules. At the expense of it the first foreign language teachers can do the following: accelerate studying of the language at the initial stage; increase motivation of students; pay more attention to the so-called functional language that is working off phrases as separate language units which are necessary in the most widespread language situations; study some grammar phenomena not in full. For example, it is possible to give students only necessary forms of verbs and then add the others as required.

In general, studying a modern foreign language from zero level is the breeding ground for introduction of a communicative method of training in non-linguistic higher educational institutions.

In case of teaching English as the first foreign language, there are a number of objective difficulties, to name just a few:

- 1) When learning English at school the students have already had the habit to study languages according to traditional techniques, which means that certain psychological efforts are necessary to overcome.
- 2) All students have different basic levels of communicative competence in the English language; so it is very difficult to reduce it to a common denominator.
- 3) A lot of students got used to English as to a school subject therefore it is much easier to create the artificial language environment on a new, absolutely unfamiliar language.

Students would get into a new country and feel the need for adaptation to a new foreign-language environment. When studying any language from scratch, a communicative method is especially effective during the work with vocabulary as it is very easy to study semantization of new lexical units without translation.

At the initial stage of training the words defining objects surrounding us are given. It is very easy to show them visually, without resorting to the help of the native language. Speaking about training in reading and pronunciation, it is necessary to notice that in English, French and Spanish languages there are strict reading rules that are not systematized in English. For this reason when studying these languages, transcription as the ability to facilitate reading for those who learn English has no practical value in the second foreign language learning. While teaching it to students of non-linguistic specialties it is advisable not to mention transcription. It will considerably accelerate work on reading and pronunciation of words and also will reduce the amount of theoretical material. It goes without doubt that the second language learning of non-linguistic students needs to have not a theoretical, but rather practical character.

### **2.1. Plurilingual Approach Realization in Teaching Vocabulary**

The first step to ensuring plurilingual abilities of non-linguistic students is undoubtedly full understanding vocabulary, in other words, the lexical structure of any language. When studying a second foreign language, acquiring the lexemes related to the language of daily use and later professional lexicon plays a key role. In this sense English acts as the irreplaceable assistant, as in all European languages we can find probable coincidences in the vocabulary.

In the course of the second language study, students transfer already acquired knowledge and skills from the first language to the second, which in general facilitates the training process. Comparison is always useful, not only the comparison of native languages to the first foreign language, but also in the study of the second one. The history of the development of European languages proves that in the course of their formation and development, languages were crossed and mutually enriched. In modern English, for example, about 60% of the dictionary is made up by the words of the French origin. Also, modern French, German or Polish languages cannot be imagined nowadays without popular anglicisms such as, for instance, "to surf" and "to chat". In case of French, the words formed from the same roots can differ in value and their use. Pronunciation is usually absolutely different in different languages. Besides, in view of special features of French spelling, it is necessary to notice that the language guess will work when reading a foreign language text, but for ensuring the development of other language competences, namely writing, additional laborious work is very necessary.

On the other hand, training of professional terms in the fields of economy, finance, management, tourism and law can be facilitated considerably with reference to English. Besides, in French as in any other European language there is a set of international words that are easy to be understood, which in general makes the assimilation process easy. The further frequent use of such words will provide free implementation of plurilingual communication.

The following table proves how easy it is to understand international words in both languages.

**Table 1 International words in English and French**
*Source: authors*

<b>English</b>	<b>French</b>
Government	Gouvernement
Union	Union
Management	Management
Marketing	Marketing
Finance	Finance
Agriculture	Agriculture
Sport	Sport
Justice	Justice
Entrepreneur	Entrepreneur
Office	Office
Budget	Budget

**Table 2 Terms having the same word roots**
*Source: authors*

<b>English</b>	<b>French</b>
Economy	Économie
Enterprise	Entreprise
Money	Monnaie
Technology	Technologie
Informatics	Informatique
Statistics	Statistique
Politics	Politique
Music	Musique
Industry	Industrie
Publicity	Publicité
Development	Développement
Programmer	Programmeur
Firm	Firme
Establishment	Établissement
Salary	Salaire

The table above is formed with words having the same word roots but differing according to the rules of word formation. This table shows the words on different topics, namely professional ones.

**Table 3 Some economic terms in English and French**
*Source: authors*

<b>English</b>	<b>French</b>
Law	Droit
Garden	Jardin
Heavy industry	Industrie lourde
Accounting	Comptabilité
Accountant, book-keeper	Comptable
Expenses	Dépenses
Labour force	Main d'œuvre

It should be noted that some economic terms do not coincide, that is why when studying professional lexicon it is necessary to pay special attention to assimilation of terms. The following table gives economic terms belonging to professional lexicon of future economists and jurists which differ in the English and French languages.

While studying paronyms in English and French, it is necessary to pay special attention to acquiring the rules of word formation. Thus, for example, prefixes which serve for formation of antonyms are the dis- prefix (the same in English) together with the de- and des- prefixes. Among suffixes of nouns and adjectives, the following are used in both languages: -ment, -age, -able, -ance, -ence, -ion, -tion. Comparing spelling of both languages, it is worth noting that both have a discrepancy of phonetic and graphic structures, but in French words there are more letters which are not pronounced. The next characteristic features

inherent in the French spelling and not inherent in English are the following: the reduction of articles; the reduction of the word «que»; diacritical marks. Therefore, the knowledge of the use of rules of word-formation will enrich students' vocabulary and make understanding of new texts quicker and easier.

Another issue worth considering is semantic correlations between English and French in the professional vocabulary. This time let us have a look at the terminological combinations and set phrases from the lexical field of landscaping and gardening.

**Table 4 Semantic correlations between English and French word combinations**
*Source: authors*

<b>Completely identical meaning</b>	<b>With some semantic deviations</b>
Pine needle = aiguille de pin Breast height = à hauteur de poitrine Improvement cutting = coupe d'amélioration Plant association = association végétale	Harvest age = âge de maturité Neighbouring vegetation = accompagnement Date of planting = année de plantation Evergreen tree = arbre à feuilles persistantes fuelwood = bois de chauffage

**Table 5 Differences in the semantic and lexical structures between English and French terms**
*Source: authors*

<b>English</b>	<b>French</b>
Land use planning	Aménagement du territoire
Veteran, oldbark (for a tree)	Ancien (pour un arbre)
Discoloured lumber	Bois bleu
Workable timber	Bois de service
Tie-ridge	Cloisonnement
Clear felling	Coupe rase

There are also phrases that convey the same notion but with the help of completely different lexical units. Such terminological phrases are presented in the following table. It is impossible to study a vocabulary without paying attention to its "bright pages" that make any language livelier, vivid and throbbing with emotions and common sense of a certain nation. These are phraseological units

such as set phrases, proverbs, sayings and idioms that have a function of the "icing on the cake" in any language. Even professional vocabulary is full of such lexical units and they will undoubtedly make a student's speech more authentic and attractive to listeners. It is interesting to investigate the correlations between English and French phraseological units.

**Table 6 Phraseological units in English and French**
*Source: authors*

English	French
<b>Set phrases, Clichés</b>	
a citizen of the world	Citoyen du monde
an apple of discord	pomme de discorde
<b>Proverbs and Sayings</b>	
Some proverbs can be literally translated from one language into another and fully coincide in form, meaning and vocabulary	
Let us return to our muttons	Revenons à nos moutons
Marriages are made in heaven	Les mariages se font dans les cieux
Gild (sugar, sweeten) the pill	Dorer la pilule
There is no rose without a thorn	Il n'y a pas de rose sans épines
<b>More frequent are the idioms that are equivalent in the idea they convey but different (significantly or partially) in form and vocabulary</b>	
After a storm comes a calm	Après la pluie, le beau temps (partial difference)
Buy a pig in a poke	Acheter chat en poche (partial difference)
An apple a day keeps the doctor away	La pomme du matin tue le médecin / Une pomme par jour, en forme toujours (partial difference)
Birds of a feather flock together	Qui se ressemble s'assemble / Chacun aime son semblable (significant difference)
Don't eat the calf in the cow's belly	Il ne faut pas manger son blé en herbe (significant difference)
Tall oaks from little acorns grow	Les petits ruisseaux font les grandes rivières (significant difference)

Thus, the demonstrated similarities in the spheres of terminology and phraseology prove close interrelations and interdependencies between the two above-mentioned languages. Therefore, it is worth referring to English (as the first foreign language), which will definitely facilitate the process of learning professional French as the second foreign language on the basis of English by students of non-linguistic specialties.

### ***2.3. Teaching French Grammar on the basis of English***

Grammar, which serves as the tool of joining words in sentences, has common characteristics in French and English. Though both languages are analytical ones, which have no conjugation of nouns and where case relations are expressed by prepositions, there are some moments that distinguish the French grammar from the English one.

**Table 7 Common features and differences in English and French grammar**
*Source: authors*

Analogies	Differences
The ending –s as the marker of plural of nouns; Exceptions in the formation of plural of nouns	Lack of category of masculine and feminine gender of things in English
Possessive adjectives and pronouns	Coordination of determinatives and adjectives with nouns in gender and number in French
Definite, indefinite, no articles	Feminine, singular and plural of articles in French
Degrees of comparison of adjectives and adverbs, exceptions	More complex system of pronouns in French
Simple and compound tenses	Conjugation of verbs in person and number in French
Past Perfect in English and its equivalent Plus-que-Parfait in French	No Continuous forms in French
Sequence of tenses in both languages	The difference in use of Passé Composé in French and Present Perfect in English
Indirect Speech	Prepositions in Special Questions
Different types of questions	Special interrogative construction «est-ce-que» in French

The tables should be widely used for the explanation of grammar norms and regulations in teaching second foreign languages, since presentation of new information and materials by tables allows not to spend a lot of time for explanation of grammar rules that is very important for second language teachers at their lessons. It also helps to generalize and systematize material given, set examples more visually and carry out comparison not only with one, but also several languages at the same time, the native language is not an exception. The use of tables should be essential while studying the second foreign language, not only for better understanding of grammar standards, but also for studying professional vocabulary.

Drawing on the above, we therefore believe that the process of ensuring plurilingual abilities of future specialists of Tourism, Law and International Economics is impossible without studying colloquial phrases or cliché, the appropriate use of which will by all means facilitate understanding of interlocutors, their cultural customs and traditions. The fine example of cultural realities is the use in modern English of two options of the French phrase "Bon appétit!": the option borrowed without change from French and the English variant "Enjoy your meal!". The knowledge of such special features allows students to observe in what conditions cross-cultural communication is being formed and developed, evaluate these conditions, make progress in studies and in the future choose the best tool for establishing the strongest contacts with potential partners and employers. Besides, studies of the second

foreign language give the chances of better understanding the laws of the development not only of the native language, but also of the first foreign language. In this case the student acts as the outside observer who watches, analyzes, compares, draws conclusions, reaches each detail, generalizes and, as a result, progresses.

Summarizing the above, teaching a second foreign language to non-linguistic students can be a difficult but gainful experience. It is helpful to find your own teaching approach, build partnership relations with the students and form a creative atmosphere in the classroom engaging all the students into active work during the lesson. Along with the traditional methods, it is significant to use innovative techniques such as role playing, case study, project-based learning, presentations, brainstorming, group work etc. They are forced to encourage students' activity, enlarge their experiences of foreign language learning, stimulate the development of students' creative abilities.

#### ***2.4. Ensuring Students' Plurilingual Abilities in German Teaching***

German along with English has become an important means for international and business communication and dialogue between cultures. The table below on the example of German shows how each activity (technique) may be used in the process of a second foreign language teaching to form language competences of non-linguistic students.

**Table 8 Techniques for ensuring students' plurilingual abilities**

*Source: authors*

<b>technique / methods</b>	<b>language target</b>	<b>procedure</b>	<b>skills to be developed</b>
The open ending	narrative tenses (Präsens, Präteritum) vocabulary revision	students are divided into small groups and are given an unfinished text (abstract, sentence) without a certain ending.	creative imagination, elaboration, ability to express and prove your own point of view
A box of ideas (brainstorming)	vocabulary revision; extending topic discussions	a teacher provides students with a certain topic or a term; students are divided into two teams and give as many ideas, words, comments and associations with the topic as possible, compare, support and justify their ideas.	thinking skills, originality, judging, comparing, turning unfamiliar to a familiar
In/out technique [13]	working with different parts of speech (Substantiv, Verb, Adjektiv)	Students select words from a given block and decide about what is 'in' and what is 'out'. Then you may also ask the students to make a dialog (an essay), create a story with the words.	ability to select according to criteria, to communicate, give arguments, make compromises
project method ("Starting a business in Germany")	vocabulary revision	students make up a business plan of their own future company in Germany	strategic thinking, usage of theoretical knowledge in practical situations; stimulating interest to the future profession; ability to use research techniques
"Plattform 17" [4]	Adjektiv; the usage of internationalisms and word which are similar in English and German: naturally – natürlich	Students are presented a picture of the railway station. They are aimed to describe people waiting on a station platform (their appearance, plans for a day, occupation etc.).	ability to make suggestions, classify, compare; imagination.

	clear – klar blue- blau white – weiß to wait – warten to stand – stehen a platform – die Plattform (der Bahnsteig)		
Family budget (discussion)	working with vocabulary	A group of students is given a list of items to be bought (paid) within a current month. They must decide which ones they will buy and not (the sum of goods to be bought exceeds the family income per month). Moreover, they must prove their choice and give arguments.	giving arguments, explaining, the ability to solve problems, analyse, individual and group decision making

It is also possible to present grammar material in non-trivial way, teaching grammar creatively (instead of giving the student ready rules, supply them with a number of suitable examples that will make them formulate the rule themselves):

Ich lese den Text – Der Text wird gelesen (Passiv). You can also compare some grammar structures with the English language (For example, modal verbs):

**Table 9 Modals in English and German**

*Source: authors*

German	English	Meaning	Examples
können	can / be able to	ability, possibility	Kannst du Deutsch sprechen?
dürfen	may / be allowed to	permission	In der Werkstatt darf Max seinem Vater helfen.
müssen	must	obligation	Du musst schlafen.
sollen	have to / to ought to/should	obligation, necessity arising out of the circumstances	Sein Vater soll Karl alles erklären.
mögen	to like/may	preference ( is used to say that you like something)	Ich mag Pizza.
wollen	to want to	wish, desire to do smth	Ich will nach Hause gehen. Otto will Unternehmer werden.

It is also helpful to use audio and video materials to illustrate grammar structures. For example, show students some grammar feature in real-life situations (“Knockin' On Heaven's Door” to learn prefixes (Präfixe) in German or “P.S. Ich liebe dich” to learn conditionals (Konjunktiv). Ask students to find in the internet a trailer or a song demonstrating similar examples of the grammar structure they have just observed in your example.

**2.5. Special Features of Polish Learning**

Learning Polish as a foreign language has become in-demand among Ukrainian students. Most of them start learning it as a second foreign language. Polish (język polski) is a West Slavic language, which is spoken by over 38.5 million people as their first language in Poland. It is also spoken as a second language in Northern Czech Republic and Slovakia, western parts of Belarus and

Ukraine as well as in Central – Eastern Lithuania and Latvia. Polish is conceived and understood by Ukrainians much more easily than any other foreign language. Polish shares a lot of linguistic affinities with Ukrainian, because it is an East Slavic language with which it has been in prolonged historical contact and in a state of mutual influence. That is why teaching Polish as a foreign language should be definitely compared with the native language. So, what are their common features? Both Polish and Ukrainian spelling are largely phonetic - there is constant correspondence between the letters. As for grammar, Polish, like Ukrainian, is a language with a strong inflection, with relatively free word order, although the dominant position is the subject-verb-object (SVO). There are no articles here, and subject pronouns are often dropped. In both languages nouns, adjectives, pronouns, and numbers are italicized by numbers, hyphens, and gender. The main similarity is at the lexical level. Many words are basically the same, as for example:

**Table 10 Common features in Ukrainian and Polish**
*Source: authors*

<b>Ukrainian</b>	<b>Polish</b>	<b>English</b>
але	ale	but
аркуш	arkusz	sheet
башта	baszta	tower
безлад	bezlad	disorder
блакитний	blekitny	blue
блискавка	blyskawica	lightning
бо	bo	as, because
борг	borg	debt
брак	brak	lack
будинок	budynek	house
вага	waga	weight
вартість	wartość	cost
виконати	wykonać	perform
випадок	wypadek	case
влада	wlada	power
вплив	wplyw	influence
галас	halas	clatter
гай	gaj	grove
ганьба	ganba	disgrace
губити	gubić	lose
гудзик	guzik	button

Polish has, over the centuries, borrowed a number of words from other languages. When borrowing, pronunciation was adapted to Polish phonemes and spelling was altered to match Polish orthography. Many words were borrowed from the German language from the sizable German population in Polish cities during medieval times. German

words found in the Polish language are often connected with trade, building industry, civic rights and city life. As a result of being neighbours with Germany, Polish has many German expressions which have become literally translated (calques) [15]. There are some examples of lexical borrowing from German given in the following table:

**Table 11 Common features in German and Polish**
*Source: authors*

<b>German</b>	<b>Polish</b>	<b>English</b>
spazieren	spacerować	to walk
Regal	regal	shelf
tanken	tankować	to fuel up
apropos	a propos	by the way
Bürgermeister	burmistrz	mayor
Kathedrale	katedra	cathedral
Krawatte	krawat	tie
gratis	gratis	gratis
Handel	handel	trade
Urlaub	urlop	holiday
Liste	lista	list
frustriert	sfrustrowany	frustrated
Zitrone	cytryna	lemon
Melone	melon	melon
Makrele	makrela	mackerel
Zucker	cukier	sugar
Schinken	szynka	ham
malen	malować	paint
Kellner	kelner	waiter

## 2.6. Polish Teaching on the Basis of English

Polish and other Slavonic languages are going through a process of intensive borrowing from English. Modern culture in Poland and other European countries is undergoing rapid transformations, which is not only clearly visible in everyday life, but also finds a reflection in the language. The culture of the 21st century is very often referred to as the Culture of McWorld, mass culture, global,

or consumer's culture, which well illustrates the kind of cultural transformations we are experiencing today. The new consumerist civilization copies the American model and promotes typically American elements of culture and civilization, a new portrait of a successful person, a new way of life, of making a career, even new eating habits [2]. The international tendency to absorb English vocabulary points to the role of English as a lingua franca of the modern world. In the following table we can see some examples of English linguistic influence on Polish:

**Table 12 Similarities between Polish and English**

*Source: authors*

<b>Polish</b>	<b>English</b>
dyskutować	to discuss
sofa	sofa
fascynujący	fascinating
Spędzać czas	to spend time
gratis	gratis
promocja	promotion
decydować	to decide
wakacje	vacation
atrakcyjny	attractive
lista	list
sfrustrowany	frustrated
melon	melon
makrela	mackerel
dekorować	decorate
surfować po Internecie	surf the Internet
mailować	send e-mails
zrelaksowany	relaxed
studiować	to study
reklamacja	reclamation
okazja	occasion

The majority of foreign lexical elements are borrowed for nominal reasons: we borrow foreign words to name foreign customs, such as Halloween or hamburger; new technological advances such as komputer or DVD, etc. They form a class of essential borrowings (*prestiti di necessità*), e.g. espresso. We borrow the name and the idea or object it refers to. The same could be said about professional jargons used by e.g. computer specialists or economists, where international vocabulary makes communication easier. Words like *interfejs*, *czat* or *dealing room* do not surprise us anymore; what's more not

using them would mean a lack of professionalism in the era of global communication [2].

Therefore, taking into account the facts of many common features in Polish and Ukrainian, quite a lot of loanwords from English and German, teachers of Polish as a second foreign language can make the process of learning more effective and successful.

## 3. CONCLUSION

According to the requirements of modern world offering new professional opportunities facilitated by open borders and, consequently, mobility of both students and young specialists, the need for knowledge of two and more foreign languages defined as plurilingualism in modern scientific works becomes more and more essential.

Studying words of professional use, mastering grammar rules as means of combination of separate lexemes in sentences, training the capability to express the opinions, frequent use of the acquired knowledge in practice, knowledge of the use of idioms and phrasal verbs, special

features inherent in business language, will allow the representatives of multicultural background to find the common language in the solution of daily routine and professional tasks. We strongly believe that the reliance on pluricultural communication is one of the most important conditions of establishing business communication.

The research conducted has shown that plurilingualism refers to person's skills and abilities to communicate in pluricultural society properly, thus the use of plurilingual approach in teaching a second foreign language to students of non-linguistic specialties facilitates and improves acquiring the knowledge of new European languages by means of the following principles:

- English acting as a basis for forming the knowledge of the second foreign language, that gives the opportunity to

compare two languages, analyze, find their similar and different features, draw conclusions, which also develops analytical skills of students;

- mastering professional lexicon at the level of its free use in classroom and out-of-class work, speaking and working out texts, processing documents, preparing presentations and reports is useful for successful studies;

- assimilation and working off the grammatical norms inherent in another foreign language, training to use them freely in speaking allows to form the multicultural competence;

- the preparation for communication should be done with the use of modern pedagogical training methods directed at the achievement of special purposes.

Drawing on the above-mentioned material, we therefore can generalize some tips for teaching second foreign languages to non-linguistic students for ensuring their plurilingual abilities:

1) Plurilingual approach should be used for teaching second foreign languages to non-language-majoring students according to the demands of the modern world;

2) It is advisable to transfer already acquired knowledge and skills of the first foreign language to the second one;

3) At the initial stage of training, it is useful to give the words defining objects surrounding us; it is advisable not to mention transcription while learning new foreign languages;

4) In the learning process, teachers should concentrate students' attention not on theoretical rules, but the practical usage of language;

5) Communicative method is especially effective during the work with lexicon; it is advisable to pay more attention to functional language;

6) It is expedient to teach grammar creatively, that is to train in it without explanation of rules, instead, with the frequent use of audio and video materials;

7) It is advisable to increase motivation of students by using innovative techniques (role playing, case study, project-based learning, presentations, brainstorming and group work);

8) It is very important for teachers to focus on the development of students' creative abilities; encouraging them in all kinds of creative tasks, supplying students with necessary feedback;

9) It would be good to use comparative method not only for comparison of native languages to the first foreign one, but also in studying the second language, working with professional terms in fields of economy, finance, management, law and landscape with reference to English and using international words.

The knowledge of many languages gives students and young specialists the chance to enter without difficulties into multicultural communication providing the creation and deepening of comprehensive professional knowledge of the world around. It helps to broaden the outlook, provides the acquisition and analysis of new information, including social phenomena, develops creativity, accordingly favours professional career, and what is the most important, provides direct contacts with representatives of other countries and nations for ensuring the steady productive dialogue and further cooperation in the professional and universal spheres.

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