

INCLUSION OF LANGUAGE TEACHING IN THE CURRICULUM OF SPECIALTY SOCIAL ACTIVITIES. POLLS.

SONYA ILIEVA

PROFESSOR DSC
LECTURER AT DEPARTMENT OF SOCIAL WORK
AT KONSTANTIN PRESILAVSKY – UNIVERSITY OF SHUMEN

BULGARIA

SONYAILIEVAA@GMAIL.COM

ABSTRACT: THE PAPER PRESENTED THE RESULTS OF SOCIOLOGICAL RESEARCH BY STUDENTS OF SPECIALTY SOCIAL ACTIVITIES AT KONSTANTIN PRESILAVSKY – UNIVERSITY OF SHUMEN. THIS DRILLING WAS PROMPTED BY THE RECOMMENDATION OF THE NATIONAL AGENCY FOR ASSESSMENT AND ACCREDITATION- NAAA TO PROVIDE ADDITIONAL CONDITIONS FOR MORE TARGETED LANGUAGE TRAINING TO STUDENTS OF SPECIALTY. THE ESTABLISHED METHODOLOGY FOR DRILLING, TOGETHER WITH THE INSTRUMENTS AND RECORDED EMPIRICAL DATA ENABLE CONCLUSIONS TO BE IMPLEMENTED TO DIRECT DEPARTMENT OF SOCIAL WORK TO CORRECT IN MAKING CRUCIAL RESEARCH QUESTION. THEY ARE DETAILED IN FASHIONING THE ARTICLE.

KEYWORDS: POLLS, LANGUAGE TRAINING, STUDENTS, SOCIAL ACTIVITIES

Polls was conducted in conjunction with the recommendations of NAAA to provide additional conditions for more targeted language training to students of specialty. This recommendation corresponds to know the intention of the Department Social work to update the curriculum, introducing some subjects to improve the preparation of future social workers and make them more competitive on the Bulgarian and global labor market. One of these plans is the introduction of foreign language learning students. This is one of the justification for the opinion survey of students on its introduction in the curriculum, required training and preferred language from them.

Drilling as a form of polling was chosen as it allows a high degree of efficiency that is achieved through standardization of tools, in this case a direct survey contained a specific question to respondents. So realize most modest cognitive strategy - descriptive. His results are a "snapshot" of student and faculty opinion "here and now".

1. Methodology of polls

METHODOLOGY

For methodological basis of polls serve significant theoretical contained in scientific research on Bulgarian sociological school in literature [1], [2], [3], [4], [5], [6], [7].

PURPOSE

To explore the views of the students the opportunity to introduce language teaching curriculum in Social activities at Konstantin Preslavsky – University of Shumen.

TASKS

1. To determine the proportion of students who wish to study a foreign language in Social activities.
2. To identify the student wishes to study certain languages in "social activities".
3. To understand the preferences of the students on the forms and methods of training in Social activities.

HYPOTHESIS

In view of expected students to express different opinions and judgments on the introduction of language training in the specialty, form the following hypotheses:

1. The registered and summarized empirical data allows to substantiate the necessity of studying a foreign language in Social activities at Konstantin Preslavsky – University of Shumen.
2. A registered and summarized empirical data gives grounds to reject the need for language learning in Social activities at Konstantin Preslavsky – University of Shumen.
3. Recorded and summarized empirical data insufficient given the opportunity to justify conclusions in support or rejection of the possibility of learning a foreign language in Social activities at Konstantin Preslavsky – University of Shumen.

TOOLS

Created questionnaire sheet polls containing a question the answer to which is provided for 23 positions as answers - allegations of probing questions. Their number is consistent with what to avoid boredom and annoyance on the part of respondents and their minds to be concentrated in minimal time by which to maximize the useful empirical information. In better aligned optimal number of questions the respondent could easily consider and formulate your answers, since the poll source of information is the consciousness of the people surveyed.

GENERAL SAMPLE

Units of the general (target) set primary units (individual students) enrolled full-time in "social activities", they represent a total of 144 people.

SAMPLE

Implemented was a representative sample of the type "responded persons that is inherently non-stochastic sampling. It excludes forethought in choosing the observation unit. Generally small unrepresentative groups work when the task is to explore the views and assessments on certain, specific problem. To ensure reliable empirical data using a sample corresponding to the following principles:

- all units of the population of students trained in "social activities" have equal probability to fall into the sample;
- sample maximum recreates characteristics of the population;
- choice of every element in the sample does not affect the probability of selection of any other element.

Studied is the opinion of 78 students, who sample represents 60.94% of students in full-time total of 128 students making up the population of students in the specialty.

REGISTRATION OF THE EMPIRICAL INFORMATION

C Using the tools - questionnaire form was conducted direct consultation respondents. Are considered and appropriate approaches to stimulate students in the sample, to actively participate in the study. Fieldwork was carried out by the teaching staff appointed by decision of the Board of Department Social work .

The team observes sociological standards for field work. For implementation of the above conditions have been realized following tasks:

- In team research was conducted special briefing on the tasks of conversion related polls, as well as personal behavior of researchers during the fieldwork;
- Drilling is implemented during the learning process, in the breaks between lectures to cover the maximum number of respondents provided;
- The research team is instructed to preserve the anonymity of each participant in the well and it does not provide data about its conduct, unless the head of the team.

PROCESSING AND STORAGE OF THE REGISTERED EMPIRICAL DATA

The registered primary empirical information is treated with the program SPSS committed by licensed Bulgarian Academy of Sciences - BAS teacher, taking into account:

1. Standard deviation, according to the formula:

$$\sigma = \sqrt{\frac{\sum (x - \bar{x})^2}{N}}, \text{ where}$$

x - meanings of the average value;

\bar{x} - average;

N - number of cases.

2. The standard error of assessment, according to the formula:

$$\sigma_x = \frac{\sigma_0}{\sqrt{n}}, \text{ where}$$

σ_0 - standard deviation of the population;

n - volume of the sample size.

To avoid mistakes, realize double data input and control over their implementation.

Used form of pre-structured questionnaire the possible answers to a set of variables and determine the parameters of entering and processing data.

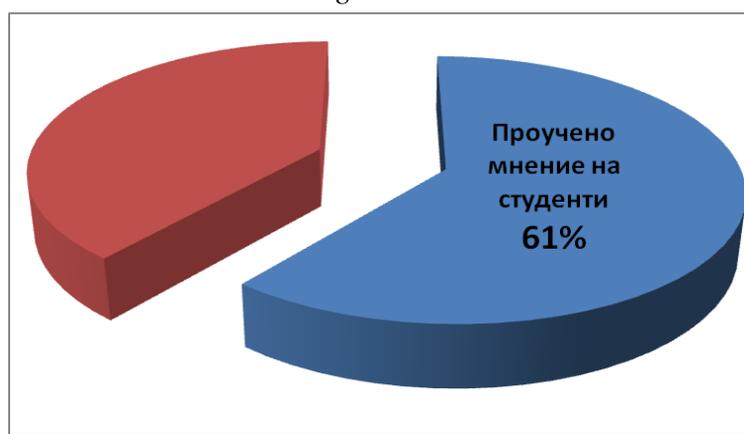
On the basis of the processed information is performed the analysis, by which leads to the respective terminals and summaries, i.e. sought to empirical knowledge of the research object. The information obtained through the conducted polls is unorganized, incomplete knowledge, which passes through the act of cognition na researchers to acquire finished knowledge of empirical research problem.

2. Analysis of the recorded and summarized empirical information

Opinion survey of a total of 78 trainees in the specialty 128 full-time students (60.94%) are presented in the following Figure № 1.

Figure № 1

Randomization of the surveyed compared to the general population of students trained in teaching, 2012/2013



Respondents probing question: Express your opinion on the inclusion of a foreign language in the curriculum of "Social Activities". There are 23 possible positions answers - statements on the issue, which represent a palette of possible views. They reflect the attitude of students in pre-fabricated, informal conversations with them and actually represent a "listening in being" them. Done is a research card containing probing questions.

Tabulated results of the borehole giving the following picture of the attitude of students towards language learning in "social activities", the values are reflected in the number / Table № 1 /.

Table № 1

Answers of respondents expressing their views to language learning in "Social Activities"

1. Approve the inclusion of language in the plan of the specialty	29
2. Not approve the inclusion of language in the plan of the specialty	1
3. I have good enough language training, so I see no need for further study of a foreign language at university	-
4. Only makes sense if the foreign language is our professional orientation	6
5. Language learning takes place only from willing students without necessarily those unwilling to	32
6. Foreign language education would be meaningless if the classes are conducted systematic and weekly	3
7. Learning a foreign language makes no sense if it is conducted within the optional subject	-
8. Learning a foreign language has no meaning if the hours are insufficient	-
9. Language training is conducted, but small groups	25
10. The organization of language training within a course is hampered by divergent desires of students to choose a specific language	10
11. Our curriculum is busy enough to study a foreign language	-

12. The organization of language learning will be hindered by the different language levels under control	-
13. Learning a foreign language makes sense, if he continues throughout training	4
14. Language training to be included in the curriculum	-
15. Language training is conducted by a specialized center of the University at the request of students and outside the curriculum	37
16. Language training should be performed individually at the discretion of each student without university to include it in the curriculum of the specialty	-
17. It would be better language training is conducted in English	30
18. It would be better language training is conducted in German	27
19. It would be better language training is conducted in Spanish	8
20. It would be better language training is conducted in Russian	13
21. It would be better language training is conducted in French	2
22. It would be better language training is conducted on..... /Enter your desired language!/ 23. Other opinion	-
<i>There are not registered other opinions!</i> <i>/ enter in a free form! /</i>	

These empirical data makes it possible to see that the responses were recorded - №№ claims 1, 2, 4, 5, 6, 9, 10, 13, 15, 17, 18, 19, 20, 21, 22.

Not accepted and registered answers - allegations of probing questions under №№ 3, 7, 8, 11, 12, 14, 16, 22.

There are no other registered answer № 23 - otherwise.

Thematically answers - statements may be placed into two groups:

First group - an attitude towards language learning in general - of Question 1 to question № № 16, inclusive.

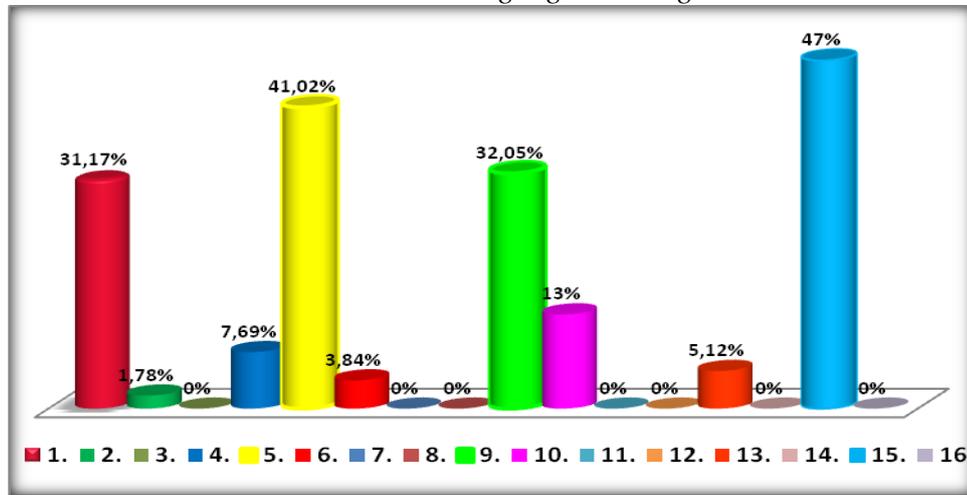
The second group - the expression of a desire for training in specific language of Question № № 17 to Question 22, inclusive.

Analysis of responses - claims under the First group showed the following:

Most of the students (47.40%) are reflected in the questionnaire view that language learning should be conducted in a specialized center of the University at the request of students and outside the curriculum. A prevailing opinion among the other respondents: approve the inclusion of language in the curriculum (37.17%); They believe that language learning should be done only by willing students, but not necessarily for those unwilling (41.02%); language training is conducted, but small groups (32.05%).

A large part of the students (12.82%) expressed the opinion that the organization of language training within a course would be hampered by divergent desires of students to select a specific language. There are those who believe that foreign language makes sense to study only if professional orientation (7.69%). Other (5.12%) believe that learning a foreign language makes sense, if it continues throughout the course, and (3.84%) that learning a foreign language would make sense if classes are conducted systematically and on a weekly basis. Only one of the respondents (1.78%) is adamant that it approves the inclusion of language in the curriculum. The palette of the registered answers are presented in the following *Figure № 2*.

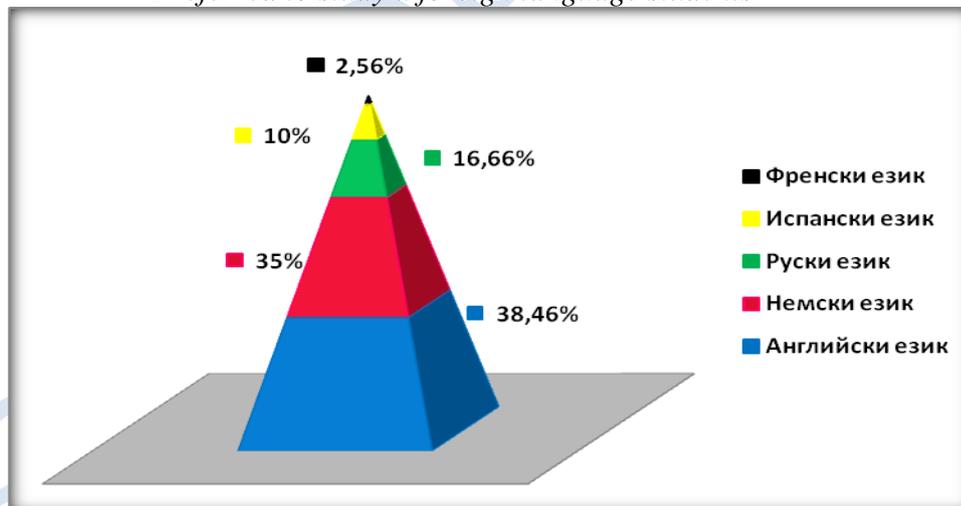
Figure № 2
Student attitude to language learning



Analysis of responses - claims the second group showed the following:

The majority of students prefer to learn English (38.46%) and German (34.61%). Third placed Russian language (16.66%). Several students prefer Spanish (10.26%). Only two (2.56%) would like to learn French. Not registered respond to other preferences for language training. That ratio desires is presented in the next *Figure №3*.

Figure № 3
Preferred to study a foreign language students



Unless specific coverage of answers - claims there are some interesting correlations between them. For example, 11 students (11.10%) have made both № 1 and № 5. So their attitude towards language learning sounds as follows: Approve the inclusion of language in the plan of the specialty, but it is only from willing students, not necessarily for the unwilling.

Registered and analyzed empirical data from polls allows these

3. Summary, conclusions and recommendations:

1. The analysis of registered and aggregated information presents the following picture: Student opinion does not provide strong support for the inclusion of language in the curriculum. Thus proves Hypothesis № 3, referred to in the methodology of the polls and reject the first two.
2. Expressions are the desired for language learning, but they represent a view that must be performed in a specialized center of the University at the request of students and it - in small groups.
3. Favourite foreign languages to learn English and German, which is probably related to future intentions of the students on the labor market in English and German-speaking countries.
4. Outstanding is the difficulty to organize language training due to different intentions and wishes of the students.
5. Students point out that if you conduct language training should be conducted systematically throughout the course.
6. These conclusions in paragraphs. 1-4, seems to suggest that organized training for students of foreign languages included in the curriculum there is a danger not all students attend classes, which will lead to unjustified financial costs and demotivation of teachers foreign language.
7. Obviously presented research Card the borehole exhaust all possible options to respond, as in the "otherwise" no such registered.
8. The replies of the respondents bow to the more general conclusion that they do not realize the need for knowledge of a foreign language as a motivator for the construction and improvement of the human personality, career, career.
9. The summarized data is most likely the result of long-standing problems in language learning in secondary education - lost motivation for him.
10. It is the faculty of the Department "Social activities" to stimulate students to learn foreign languages, arguing that this is a serious investment for their future, which could open their new professional opportunities.
11. The results of the borehole point to the following recommendations:
 - the organized training students to become foreign language as an optional subject in the curriculum;
 - thus meets the prevailing view of language learning students to organize, according to the desired language; to train students only willing, but not necessarily for those unwilling; training to be conducted in small groups;
 - language learning to be oriented towards the most desirable students languages: English, German and Russian.

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