

**„Leonardo da Vinci“ – Community Vocational Training Action Program  
Second Phase: 2000–2006**



Education and Culture

## **Leonardo da Vinci**

Project No BG/06/B/F/LA-166036

**Three-Level Lexically Oriented Model for Teaching, Learning and Evaluation  
of Oral Slavic Languages Competences in Respect with the Needs of Tourism**

Проект № BG/06/B/F/LA-166036

**Тристепенен лексикално-ориентиран модел за създаване и оценка на устни  
езикови умения по славянски езици с оглед потребностите на туризма**

### **Methods for Creating an Oral Language Glossary of Closely-Related Languages**

**Методика за създаване на речник за устни езикови умения  
по близкородствени езици**



**LINT – Language in Tourism**

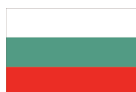
[www.travellang.org](http://www.travellang.org)



## LINT – Language in Tourism

- BG** Трестепенен лексикално-ориентиран модел за създаване и оценка на устни езикови мения по славянски езици с оглед нуждите на туризма
- SI** Tristopenjski leksikalno orientirani model za poučevanje, učenje in ocenjevanje govorne jezikovne zmožnosti v slovanskih jezikih na področju turizma
- SK** Trojstupňový lexikálne zameraný model výučby, štúdia a hodnotenia verbálnych jazykových kompetencií v oblasti slovanských jazykov s ohľadom na potreby cestovného ruchu
- CZ** Tříúrovňový lexikálně orientovaný model pro vytváření a hodnocení ústní jazykové kompetence ve slovanských jazycích se zřetelem k potřebám cestovního ruchu

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**LINT – Language in Tourism**

## **Methods for Creating an Oral Language Glossary of Closely-Related Languages**

**Методика за създаване на речник за устни  
езикови умения по близкородствени езици**

**Ústav pro jazyk český AV ČR, v. v. i.  
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The text titled *The product titled **Methods for Creating an Oral Language Glossary of Closely-Related Languages / Методика за създаване на речник за устни езикови умения по близкородствени езици*** briefly forms an integral part of the set of products created within the LINT (Language in Tourism) project (No. 2006-BG/06/B/F/LA-166036) with its full title being *Three-Level Lexically Oriented Model for Teaching, Learning, and Evaluation of Oral Slavic Languages Competences in Respect with the Needs of Tourism (Тристепенен лексикално-ориентиран модел за създаване и оценка на устни езикови умения по славянски езици с оглед нуждите на туризма // Tříúrovňový lexikálně orientovaný model pro vytváření a hodnocení ústní jazykové kompetence ve slovanských jazycích se zřetelem k potřebám cestovního ruchu)*. The project is being resolved within the framework of the EU programme Leonardo da Vinci II, cf. [www.travellang.org](http://www.travellang.org). It is a pilot (innovative) project focused on the study of closely-related Slavic languages: Czech, Slovak, Bulgarian and Slovene, namely with an emphasis on the oral language competency of employees in the area of tourism

The conceptual framework of the project comprises the language diversity in Europe and the support of the development of so-called small languages; emphasis is put also on the connection of science with the economic sphere – the support of small- and medium-sized enterprises and lifelong learning of those working. Our aim was to form an user-friendly reliable system for the creation, evaluation and certification of language competency, which is proposed for the specific needs of tourism but will also be possible to implement in other economic branches.

The philological outputs of the project are ensured in the following way by the Institute for Bulgarian Language of the Bulgarian Academy of Sciences (BAS), the Department of Slavic Linguistics of Sofia University and the Centre for Slovene as a Second/Foreign Language of the University of Ljubljana, the Institute of the Czech Language of the ASCR, v. v. i., while PRO-Orava, n. o. is responsible for the software product for language translation.

In accordance with the task, the individual study products suppose three levels of acquired knowledge in connection with the work positions and expected communication needs of the students. The study materials are based on the principle of the similarities between the languages – the users can more easily cope with the interlingual asymmetry on the common Slavic foundation. For this reason, the correspondence between the languages is the primary criteria for the selection and treatment of the language units and phenomena both in the textbook and in the dictionary.

The product titled *Methods for Creating an Oral Language Glossary of Closely-Related Languages / Методика за създаване на речник за устни езикови умения по близкородствени езици* briefly summarises the methodical-methodological knowledge gained when working on the dictionary output, which bears the synoptic title, *Three-Level Glossary of Oral Slavic Language Minimum in Tourism* (the subheadings are further shown according to the selected order of the languages: Многоезичен учебен речник за нуждите на туризма; Večjezični slovar za potrebe turistične dejavnosti; Viacjazyčný študijný slovník pre potreby cestovného ruchu; Vícejazyčný studijní slovník pro oblast cestovního ruchu). The authors who have participated in creating the dictionary include Albena Rangelova, Zdeňka Tichá, Martina Habrová, Karel Oliva, Jordanka Trifonova, Lenka Majchráková, Eva Šprager, Tanja Jerman, Staša Pisek and Tjaša Alič. The editorial revisions have been done by A. Rangelova and Zd. Tichá.

## 1. The Principles of Compiling the Dictionary

1. Common principles – a multilingual translation dictionary for specific purposes intended for employers in tourism; informal communication; typical live situations in the field of tourism; individual levels of mastering defined according to the selected professions of the expected users.
2. Criteria for the selection of words and phrases – determined primarily by the type of dictionary in accordance with the entire model for creating and evaluation of oral language competences.

## 2. Work Procedures

1. **Creation of the glossary:** delimitation of the available resources and selection of ways of their utilisation; modification of the glossary and its complementation.
2. **The Correlation of Equivalent Pairs** – selection of supporting contextualisation elements, determination of the scope of the complementary language information;
3. Repeated examination of the subject matter from the teaching material – in terms of content and based on levels;

4. The editorial work – ensures the implementation of the principles of balance and systematic performance of the selected ways of treatment..
5. Creating accompanying texts – preface, appendices, proposals for the overall design of the publication.
6. The print layout and corrections of the printed outcomes.

### 3. The Team and Organisational Aspects of the Creation of the Dictionary

#### 4. Conclusion

The work on this study dictionary was a great challenge for a lexicographer. The largest methodological problem was the necessary reduction of information and constant decision-making on the basis of combined theories. The contribution of this project, other than the tangible products for the needs of tourism, lies in the applicability of the model for other economic branches so far. At the same time, a methodology for the creation of bilingual or multilingual dictionaries for closely-related languages for special purposes was elaborated and applied.

#### Appendices

1. Table of Professions and Requisite Levels of Knowledge
2. Thematic Glossary for the Level A1 – Slovene
3. Glossary by Parts of Speech – Bulgarian
4. Tests

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