

## **The influx and influence of global English in Bulgaria**

Tsvetelina Vateva  
Medical University “Prof. Dr. Paraskev Stoyanov” – Varna,  
Department of Foreign Language Teaching, Communications and Sport  
Tsvetelina.Vateva@mu-varna.bg

### **Abstract.**

The worldwide influence of English as a global language is an indisputable phenomenon of the contemporary world, which continues to infiltrate an increasing number of domains of everyday life in an increasing number of countries where English does not have an official language status.

The presented study was conducted with a focus on the influence of Global English in Bulgaria, and 4 main domains in which Global English appears to influence everyday life in Bulgaria most extensively were identified. These 4 main domains include: business, education, advertising/tourism/entertainment, and everyday online communication on social media.

Samples of actual English language use from all 4 investigated domains were collected and analyzed.

The general findings from the conducted study illustrate that Bulgaria is one of the countries where English has infiltrated the 4 described domains as a global language.

**Keywords:** globalization, English, Bulgaria, domain, influx, influence.

### **I. Introduction**

The worldwide influence of English as a global language is an indisputable phenomenon of the contemporary world, which continues to infiltrate an increasing number of domains of everyday life in an increasing number of countries where English does not have an official language status. The author’s personal interest in the influx and influence of Global English in Bulgaria as the topic for this paper was prompted by a sociolinguistic field study of streetwise English in her native place that she conducted recently. The findings from this field study certainly proved that Global English has become an integral part of the Bulgarian cities’ streetwise landscape, and this prompted a broadening of the scope of the study to explore the 4 primary domains, in which Global English is used most extensively in Bulgaria, with the aim to analyze and find out more about the ways in which Global English influences everyday life in Bulgaria.

### **II. Theoretical Overview**

The main theoretical sources used for the presented study were several articles from the book “Global English in Bulgarian Context” authored by Prof. Maria Georgieva. The articles that relate directly to the study bear the following titles: “Globe Talk – constructed by and constructing globalization”, “Global English in Bulgarian: code-mixing strategies in adult and youth discourse” and “Global English and communicative English language teaching”.

The major points discussed by prof. Georgieva in her articles that the presented study also illustrates and supports are the following:

“Globalization is generally used to refer to the set of processes generating a multiplicity of linkages and interconnections that transcend territorial and social boundaries which make up the modern world system (McGrew 1992:65).”

“...in the complex of transformations, transnational flows and networks embodied in globalization, language plays a crucial role. All linkages, interconnections and interdependences that bind together companies and organizations from most distant geographical areas are actualized and put into practice *through* language and

*in* a language shared by all those involved. All networks, communities and community activities crucially include and depend on a shared language code for their existence and proper functioning.”

“Global English has aroused tremendous scholarly interest not only because of the intensity and magnitude of its growth but also because of the inextricable connection found to exist between its spread and the integration processes running in all spheres of social life.”

“Globalization also involves an expanded grass-root awareness of the world as a global whole. This is commonly accounted for by the increased opportunities for people to travel abroad for study, work or tourism, to work for international companies and organizations in their native or some foreign country, and last but not in importance, to surf the Net and “chat” with people from practically every part of the world. Upwardly mobile individuals seeking careers in international companies often have to team up with people with different language and cultural backgrounds and hence communicate in a language adopted as *lingua franca*. In such complex language situations marked by differences in speakers’ language proficiency and/or negative transfer from their native tongues, mutual understanding is commonly enhanced through purposeful intervention, or “administration” (Coulmas 2005: 175), focused on leveling the differences.”

“For good or ill, the world today is flooded by English. It is the international language of business and politics, of science and technology, of tourism and entertainment. It is the language of communication amongst people from all over the world who tend to mould it in all kinds of ways in pursuit of specific communicative goals, of distinct identities or interpersonal alignment with communicative partners. Most linguists agree today that the English used for international communication satisfies predominantly instrumental needs.”

“...in order to gain a deeper understanding of English as a product and driver of globalization, we ought to be more flexible and look into the full range of oscillations of use and function in the spate of language-contact situations English enters into across ethnic or cultural groups or geographical territories.”

“Globalization of social practices in all spheres of present-day life has brought into relief the practical importance of a shared language code to mediate transnational and transcontinental activity and ensure access to the world’s treasure trove of knowledge and culture for all people around the globe. For a number of historical, socio-political, economic and cultural reasons that role has been assigned to English, which is now firmly entrenched as World language (Crystal 2003, Graddol 1997, Spolsky 2004).”

### **III. Research Methodology**

The presented study was based on Dell Hymes’ ethnographic approach because this approach fitted best the purpose of the study. The analysis of samples of actual language use lends a practical perspective to the description of the social and cultural influence of Global English in Bulgaria, while the approach’s emphasis on particularizability provides an opportunity for a detailed analysis of the studied social phenomenon as a complex and internally coherent cultural practice.

### **IV. Methodological Procedure – Data Collection**

The applied methodological procedure in collecting the empirical data consisted of 2 parts.

First, the author relied on her personal experience and practical observations in order to establish the 4 primary domains where English is being used most extensively in Bulgaria. She managed to establish the following 4 domains of everyday life in Bulgaria, which rely heavily on the use of Global English for the achievement of a variety of goals: 1. Business, 2. Education, 3. Advertising, tourism and entertainment, 4. Everyday online communication on various social media.

Secondly, the author collected actual samples of the use of English from all 4 established domains, which were analyzed with a focus on the linguistic competence of the users of English, as well as in terms of the goals that were achieved through the usage of the English language in those contexts of situation.

### **V. Presentation of Data**

#### **Business**

The data collected from the domain of business includes samples of actual business emails in English and samples of actual client-provided instructions for translators and editors in English. The author has collected these samples from her personal business correspondence and her personal experience working as a translator and editor at a Bulgarian translation and localization agency. However, it should be noted that since the samples included some confidential corporate information, as well as some personal names and details, which the author

is not at liberty to disclose, she has purposefully obscured these data – with the exception of her own name. This fact, however, does not hamper in any way the comprehension of the provided texts.

**Business Domain Samples:**

**Sample 1 – English in Emails**

**Email 1:**

Dear P.,

This is B. from [company name]'s Vendor Management Team.

I hope you are well.

I am writing to follow-up on my phone call yesterday with your colleague M. regarding the above for our client [company name].

Find below summary of our call.

Just as we talked, we are pleased to inform you that we are switching from a terminology management based on glossary to an online termbases. The benefits from this switch will be the ability to automate terminology checks while you translate/edit documents.

Considering this, we want to appoint a dedicated Linguistic Consultant for each of countries [company name] translates for [company name] and it has been decided you would be the best choice for Bulgarian.

This opportunity implies that the Linguistic Consultant will be the glossary owner thus maintainer in [online system name], will need to have availability for a client's call review when necessary and ideally, have some availability at weekends in the event of an urgent query. From the feedback I have received, this is not expected to be a very regular undertaking, so it would not take much time; however, it is important to have a designated person who can respond consequently to these needs as a Consultant.

For this purpose we have scheduled 2 [online system name] webinars next week.

Please complete following the link:

[link]

Please briefly reply to this mail confirming availability and let me know when the survey is completed so I can follow-up.

Looking forward to hearing from you.

Kind regards,

B.

**Email 2:**

Dear P.,

I am writing to follow-up on my mail date 30 May.

Please note that we successfully hosted our first webinar this morning.

Should you still be interested in becoming our Linguistic Consultant for Bulgarian, I would need you to please fill in a brief survey at the link provided in the first mail, only for us to track responses.

Looking forward to your reply.

Kind regards,

B.

**Email 3:**

Hi B.,

Please excuse us for the delay. We indeed have a suitable resource and she just signed up for the webinar on Friday. Sorry for missing today's one. Please let me know what would the next step to take be.

Much obliged!

Regards,

D.

**Email 4:**

Hi D.,

Thank you very much for getting back to me.

I see that your resource is Tsvetelina. I will send her the details tomorrow.

Kind regards,

B.

**Email 5:**

Yes, that would be her. Thank you very much for your cooperation, B. If possible, please also put the current alias [email address] in cc, for good measure.

Regards,

D.

**Email 6:**

Dear Tsvetelina and [company name] team,

Once again, thank you very much for your interest in this opportunity.

Following previous conversation, below please find details for tomorrow's webinar.

IMPORTANT: Please make sure you make use of your phones for the teleconference as VoIP is not integrated.

Topic: [topic]

Date: [date]

Time: [time]

Meeting Number: [number]

Meeting Password: (This meeting does not require a password.)

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To join the online meeting  
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1. Go to [link]
2. If requested, enter your name and email address.
3. If a password is required, enter the meeting password: (This meeting does not require a password.)
4. Click "Join".
5. Follow the instructions that appear on your screen.

To view in other time zones or languages, please click the link: [link]

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To join the teleconference  
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To join a conference call:

1. Dial in the regional phone number at [link]  
**NOTE:** If your country is not listed, dial into a neighboring country using the international prefix.
2. Enter the participant passcode: [code]

-----  
For assistance  
-----

1. Go to [link]
2. On the left navigation bar, click "Support".  
I will be off tomorrow Friday and Monday, but I will follow-up on my return.

Kindest regards,

B.

**Email 7:**

Dear B.,

Thanks for the really great opportunity – I found the webinar truly useful. As per your instructions at the end, I hereby confirm my participation in it. I would be grateful if you could send me the relevant materials you mentioned. I would also be interested in receiving notice of any upcoming similar webinars.

Kindest regards,

Tsvetelina Vateva

### **Sample 2: English in Client-Provided Instructions**

#### **Instructions Sample 1:**

##### 1.1. Translation guidelines

##### Translation stages

1. **TRANSLATION:** As per [company name] guidelines, translators have to translate the English content using the source text. More than 1 translator can be involved in the translation stage to cope with tight turn-around deadlines. Translations must flow smoothly as if the text had been originally written in the target language.

**Remember this is Marketing material, and the translation should reflect that. The translation will be made relatively freely and creatively, with the purpose to convey a similar message as the English content, as opposed to a word for word translation.**

2. **EDITING:** Performed by a single experienced translator (different from any of those involved in the translation stage above) to ensure correctness, consistency and style flow. This is a dual step that involves revision (checking source against target) and review (checking target only).

*Translation instructions*

1. **Tools:** [tool name]
2. Use the source text as a guide, but please feel free to make any appropriate stylistic changes to ensure the translation suits the target market.
3. Perform **translation and editing** on all unlocked segments.
4. **Choose correct TMs during localisation: Translation, Review (optional), and Final (mandatory)** see details below. Once uploaded on TMS, the correct TM will be updated automatically. TMS will clean the strings from the delivered file into the TM.
5. Ensure that capitalization and punctuation are used consistently.
6. Run **spelling and grammar** checks on all translated and edited segments.
7. All formatting must be kept as in the current files, do not alter any tags.
8. Please do not localize currency. All currency should be kept as is in the source.
9. **Do not translate URLs, if any.**
10. Please review 100% matches and do NOT review 101% matches.
11. **Leave in ENGLISH:**
  - a) Agreement names, i.e.: [examples]
  - b) The name of tools, i.e.: [examples]
  - c) Name of campaigns: [examples]
  - d) Name of trainings and campaigns, ie: [examples]
  - e) Titles of the exams, assessments, or certifications. The words “Exam”, “Assessment”, “Certifications” can be localized.
  - f) UI items and third party UI references.

**Instructions Sample 2:**

Please perform a full linguistic review on your language. It is very important to report real mistakes only! Preferential changes are out of scope for this review. Please annotate any comments you might have to the PDF. Your comments must contain the following:

- Source sentence
- Back-translation of the original target sentence
- Suggested change
- Back-translation of the target sentence with the suggested change
- Rationale for the change

**Education**

The data collected from the domain of education consists of samples taken from two books in English used in Bulgarian high schools and universities. The goal here was to collect samples from books on similar topics and compare how English is used as a medium of instruction in high school education vs. university education. So the author decided to use an excerpt from a textbook in biology for the 9<sup>th</sup> grade, which is used to teach biology in English to English language high school students, and an excerpt from a textbook used by the students from the English-language program in Medicine offered at the Medical University of Varna.

**Education Domain Samples:**

**“Biology and Health Education (9<sup>th</sup> Grade)” High School Textbook Excerpt:**

**“Cardiovascular System and Health**

Cardiovascular diseases are among the most common diseases in the medical statistics of many countries. Because of their high frequency and negative impact on society, they are called *social diseases*.

Living conditions and lifestyle are crucial for the development of heart diseases. The heart and blood vessels can function in a normal way only in adequate conditions. In order for them to function well, it is of great importance to eliminate all harmful factors – low physical activity, excessive use of fats, carbohydrates, and table salt in food, obesity, smoking, alcohol, and stress. Such factors are the reason for a high pulse rate, high blood pressure, and damage to blood vessels.

The most frequent diseases of the cardiovascular system are hypotension, hypertension, atherosclerosis, myocardial infarction (heart attack), brain insult (stroke), etc.

Arterial pressure is recorded as two figures – systolic (the top number) pressure and diastolic (the bottom number) pressure – e.g. 120/80 mmHg. The normal numbers are between 100-140 mmHg systolic and 60-90 mmHg diastolic blood pressure. A permanent increase in these numbers is a disease called hypertension, while a permanent decrease is another condition called hypotension (Table. 29.1).”

**“Central Nervous System” University Textbook Excerpt:**

**“Spinal Cord**

Surface Morphology

The spinal cord (spinal medulla) is roughly cylindrical in shape, slightly flattened anteroposteriorly. It occupies the upper two thirds of the vertebral canal. It is around 45 cm long and extends from the foramen magnum superiorly to the level of intervertebral disk between L1 and L2 inferiorly. Its lower end is tapered off into the conus medullaris. From the apex of conus medullaris a thin thread – filum terminale, descends to be attached to the posterior surface of the coccyx. Thus the spinal cord is steadily attached at its upper and lower end. It does not completely fill in the vertebral canal, which prevents it from injury during movements of the spine. Protection is also provided by the three meninges – dura mater, arachnoid and pia mater.”

**Advertising, Tourism and Entertainment**

To illustrate the use and influence of Global English in the domain of advertising, tourism and entertainment, the author uses the samples she has collected when carrying out a field research on the streetwise influx of English in her native place. Virtually all the samples she collected from the streets of Varna reflect how English is used for the purposes of advertising, attracting foreign tourists and entertaining the guests of the city.

**Advertising, Tourism and Entertainment Domain Samples from the Streets of Varna:**

**Samples in English only:**

**Sample 1:**

Mary Jane  
Silver filtered vodka  
Triple purified premium vodka  
Carefully crafted superb pure grain alcohol  
Silver purity

**Sample 2:**

BOOKTRADING

**Sample 3:**

ONYX Café Bar

**Sample 4:**

Happy Bar & Grill

**Samples involving code-mixing:**

**Sample 1:**

SKYFALL  
INFINITY POOL & TERRACE  
04.06 DJ TARKAN  
ОТКРИВАНЕ SKYFALL.BG  
INTERNATIONAL  
HOTEL CASINO AND TOWER SUITES

**Sample 2:**

МОРСКО КОНЧЕ PIZZA & GRILL

**Sample 3:**

Кредитна карта The One

**Sample 4:**

КНИЖАРНИЦАТА Bookpoint  
верига книжарници

**Sample 5:**

Български кожени изделия  
ГОЯ  
КОЖИ  
GOIA  
LEATHER  
ДУБЛЕНКИ ГОЯ LEATHER  
ДУБЛЕНКИ  
КОЖЕНИ ОБЛЕКЛА И АКЕСОАРИ  
LEATHER ГОЯ LEATHER

**Sample 6:**

EGO  
BOUTIQUE  
LEATHER  
Абитуриентски рокли 2016

**Sample 7:**

Бутик Кожено царство

Leather Center  
Скидка  
Дубленки Кожа Греческие шубы

**Sample 8:**

My Silver  
Сребърна бижутерия  
направена в България

**Sample 9:**

Polaroid  
Polarized Sunglasses  
Магазини Inkognito  
outlet

**Sample 10:**

Качество на ниски цени  
Lingerie Style Fashion  
БЕЛЪО  
Дамско и мъжко бельо

**Samples involving translations:**

**Sample 1:**

Укротяване на опърничавата  
Уилям Шекспир  
Shakespeare  
The Taming of the Shrew

**Sample 2:**

The two programs of the theatre in Varna, which offer translations of the titles in the original languages the works have been written in, or in English (see the sample pictures).

**Sample 3:**

REFAN  
НАТУРАЛНА КОЗМЕТИКА  
NATURAL COSMETICS  
НАТУРАЛЬНАЯ КОСМЕТИКА

**Samples involving transliterations:**

**Sample 1:**

Cancun  
Jordi Galceran  
Gergana Arnaudova, Stoyan Radev, Plamen Dimitrov, Daniela Viktorova, Bilyana Stoeva – the names of the actors are transliterated

**Sample 2:**

TOKUDA BANK  
ТОКУДА БАНК

**Sample 3:**

Мъпет Маг

**Sample 4:**

ОПТИКА ОПТИКЛЕНС

**Sample 5:**

SILVER  
SWAROVSKI  
WATCHES  
СРЕБРО  
СВАРОВСКИ  
ЧАСОВНИЦИ

**Sample 6:**

БАНКА ПИРЕОС

**Sample 7:**

CHERNO MORE  
HOTEL

**Everyday Online Communication on Social Media**

To illustrate the use and influence of English in the context of everyday online communication on social media, the author collected samples of Bulgarians using English as a lingua franca when commenting on posts on the following 3 social media platforms: Facebook, YouTube and 9gag. These 3 platforms were selected because of the high popularity of each of them among Bulgarians (and among people worldwide, as well). It should also be noted that in order to ease the process of sample collection, the research was targeted at pages and posts connected with Bulgaria because of the higher probability for the presence of suitable samples in such pages and topics.

**Samples from the Domain of Everyday Online Communication on Social Media:**

**SAMPLES OF COMMENTS ON FACEBOOK PAGES:**

**Sample 1:**

**Ljutenica Facebook Page – Comment on a picture of lyutenitsa:**

**Dimitar Zhelyazkov:** I want it! Ohhh deliciouse ljutenica!

**Sample 2:**

**Bulgaria Facebook Page – Comment on an article about young Bulgarian brides for sale:**

**Petia DG:** This young brides, the article talks about, are not Bulgarians and has absolutely nothing to do with the Bulgarian culture and traditions. The people who still follow this "medieval market for virgins" are gipsies who live in Bulgaria. Some may say that if they are born in Bulgaria they are Bulgarians, but to be a Bulgarian it requires much more than just be born in the territory of the country. In Bulgaria we talk a certain language, have certain culture and traditions and religion and even phisical streereotype which are much different than the ones of the gipsies born in Bulgaria. So before you write an article inform yourselves.

**Sample 3:**

**Bulgaria Facebook Page – Comment on an article about a success of the Bulgarian tennis player Tsvetana Pironkova:**

**Kristian Karov:** Tsveti, you can go all the way. We are with you!

**Sample 4:**

**Grigor Dimitrov Facebook Page – Comments on a picture of Grigor Dimitrov:**

**Nadya Dremdzhieva:** The best of the best and sexiast too

**Senka Asenova:** Just do it!

**Maria Petkova:** My favourite shop in Oxford circus!!!

**Katya Nacheva:** Wow! Lovely picture! Bless you!

**Sample 5:**

**Tsvetana Pironkova Facebook Page – Comment on a picture of Tsvetana Pironkova:**

**Stoian Hristov:** Remarkable performance!!! Мисля , че от много време търсиш този форхенд. Винаги специалистите са казвали за теб, че имаш първокласен бекхенд, страхотно движение и никак не лош сервис. Не те бях виждал да удряш така от Сидни 2013. Според мен срещу Радванска стратегията ти ще е същата, а именно агресия и пак агресия. Браво!

**Sample 6:**

**Tsvetana Pironkova Facebook Page – Comment on a post:**

**Konstantin Kurenkov:** Guys who know in what event in April will perform Tsvetana? As for her involvement in the Czech Republic I know.

**Sample 7:**

**Poli Genova Facebook Page – Comment on a picture of Poli Genova:**

**Жопо Жопов:** If love was a crime, you'd have made us all criminals

**Sample 8:**

**Poli Genova Facebook Page – Comment on the song “If Love Was a Crime”:**

**Ekaterina Larsson:** Az sam v Stockholm, i te gledah live na Grand final, i mnogo tanzuvah, i vsichki okolo men tanzuvaha. So good luck amazing girl!

**SAMPLES OF COMMENTS ON YOUTUBE VIDEOS:**

**Sample 1:**

**Comments on Nevena Tsoneva – Dvama (<https://www.youtube.com/watch?v=6797FonHu8g>):**

**Martin Karadzhev:** NEVEROQTNO!! HATERITE DA MUCLHAT MNOGO DOBUR COVER E PO DOBRE NQMA KAK

**Peter Botev:** Please, come to the states!

**Sample 2:**

**Comment on Stefka Sabotnova – Prituri se planinata**

(<https://www.youtube.com/watch?v=wO9BkiDEsGw>):

**Art13bg:**

Стефка Съботнинова - "Притури са планината" (Bulgarian folk song)

Притури са планината,  
че затрупа два овчера,  
че затрупа два овчера,  
два овчера - два другаря.  
Първи моли - пусни мене.  
Мене чака първо любе.  
Втори моли - пусни мене.  
Мене чака стара майка.  
Проговаря планината:  
"Ой ви вази два овчаря,  
любe жали ден до пладне,  
майка жали чак до гроба."  
\* \* \*

Stefka Sabotnova - "The Mountain Darkened"

The mountain darkened, (before severe storm)

and caught two shepherds,  
and caught two shepherds,  
two shepherds - two comrades.

The first shepherd prays –

"Please, let me go! My girlfriend is waiting for me."

The second shepherd prays - "Please, let me go! My old mother is waiting for me."

The mountain answers:

"Ohhh you, two shepherds,  
a girlfriend will mourn for you a couple of days,  
a mother will mourn for you until she dies."

**Sample 3:**

**Comments on Nelly Petkova – Bad** (<https://www.youtube.com/watch?v=teNdn1dXPcQ>):

**Margarita Peteva:** Perfect song, beautiful and talent Nelly

**Teodora Tencheva:** THE BEST SONG!

**Гери Павлова:** Lovley project!

**SAMPLES OF COMMENTS ON 9GAG MEMES:**

**Sample 1:**

**Comment on the meme “Bulgarians right now”** (<http://9gag.com/gag/ay0gmbX>):

**mutafovchavdar:** He was Bulgarian? Well, just like in 'Harry Potter 4' the Bulgarian guy is just there to be the asshole for a couple of minutes, and then killed. At least we are not portrayed as the Russians are in western entertainment, those guys just can't catch a break...

**Sample 2:**

**Comments on the meme “Bulgarians will know”** (<http://9gag.com/gag/am8N9qd>):

**rulnav3:** OK for those who aren't from Bulgaria the thing is that most Bulgarians feel enormous animosity towards the Turks, and will always find a way to badmouth them, basically in every town or village you'll find someone suddenly shouting "I hate these Turks and these Gypsies"

**rulnav3:** Basically to us this is incredibly ironic...

**fullgrym:** The problem is that Turkey are arming the "moderate rebels" (by now does anybody believe they exist?!), and they are actively helping refugees cross their country and our border freely. Currently there are very big problems here where to place and how to feed them. That is excluding the security problems they pose. And that is excluding the fact that when refugees get their status and try to go to western eu they simply send them back to us.

**rulnav3:** [@asajdsak](#) Everything you said is true and we have no valid reason to hate you, but most of us still do. Reason: 500 years Ottoman slavery, and no Bulgarians do not make difference between Turkey and Otto emp.

**Sample 3:**

**Comments on the meme “Because everybody in this site think that Bulgaria have only gypsies, there are some facts about Bulgaria” (<http://9gag.com/gag/am0xzMX>):**

**stefanmarkov1:** [@evil\\_bastard](#) Thanks bro :)

**stefanmarkov1:** [@dualcore](#) yes that's the true but we bulgarians hate to call us like that and for that i do that, to close them mouth's. Thanks for the respect Brother ! :)

**kristianamortem:** Finally a proud bulgarian like me showing some respect to our beautiful amazing but poor country

**plamenabogdano:** I shed a tear. #imbulgarianloudandproud

## VI. Analysis

### Business Domain Samples

As previously mentioned, the author’s business domain samples consist of samples of actual business email correspondence and samples of client-provided instructions for translators and editors. In the analysis of the samples below, the author first provides some background information regarding the users of English who participate in the communication realized through the discussed samples, and then she analyzes their linguistic competence in English. Finally, the author comments on the goals achieved through the use of the English language in these particular contexts of situation.

In the case of the email correspondence sample, the authors of the provided emails are all in all 3 – B., D. and the author of this paper.

As is evident from the first email, B. is a member of the vendor management team at the foreign partner company, with which the Bulgarian translation and localization agency collaborates. It should also be noted that B. is a woman and she is Spanish – which is relevant, because it means that she is a non-native user of English.

As for D. and the author of the paper – they are male and female, respectively, and they are both Bulgarian – which again means that they are both non-native users of English. However, it should be mentioned that both D. and the author of the paper are graduates of Applied Linguistics with English and Japanese and English Philology, respectively. This is relevant, because it accounts for the high competence of English that they both demonstrate.

As far as B.’s competence of English is concerned, her writing is filled with numerous instances of incorrect grammatical forms and syntactic structures (e.g. “an online termbases”, “The benefits from this switch will be the ability...”, “for each of countries [company name] translates for [company name]”, “my mail date 30 May”, “Following previous conversation, below please find details...”, etc.), which undoubtedly suggests that B.’s competence in English does not exceed a working-level proficiency, most probably acquired outside the university level of education.

B.’s lower competence of English, however, does not hamper the successful business communication between the two companies. The collaboration between them is definitely achieved, as are the goals of designating the author of this paper as linguistic consultant for Bulgarian and ensuring her participation in the relevant webinar.

In the case of the client-provided instructions, it should be noted that the conducted communication process between the client and the translator or editor does not involve only 1 person as the instructions author, but a whole team from the respective client company that assigns the task for translation or editing, respectively. Thus, both samples demonstrate a high competence of English, since most probably the team that drafted the instructions included a linguistic expert, who edited the text of the instructions so as to assure their high linguistic quality. Besides this particularity, it should also be noted that the language of instructions is generally clear and direct, which allows for less linguistic mistakes. Both instruction texts definitely achieve their purpose of providing clear and unambiguous guidelines for the translator or editor performing the task.

### Education Domain Samples

The collected education domain samples consist of a sample excerpt from Prosveta’s Biology and Health Education textbook for the 9<sup>th</sup> grade (authored by Rumén Bostandzhiev, Snezhana Tomova, Gergana Komitska and Peter Gogov), which is targeted at English language high school students, and a sample excerpt from Steno Publishing House’s Central Nervous System textbook (authored by Maria Vankova), which is targeted at Medicine or Dentistry university students attending the Medical University of Varna (but also other medical universities in Bulgaria), whose programs are offered in English as language of instruction.

Below the author of the paper again carries out a linguistic competence analysis based on the two excerpts, and she also comments on the goals that are achieved through the usage of English as language of instruction in both situational contexts.

Both samples demonstrate a very high competence of English of their authors, but this is not a surprising fact, because the aim of using English as language of instruction in these textbooks is to develop and enrich the students' competence of English in addition to providing them with knowledge of the subjects, on which the books are written.

Both samples include the respective scientific terminology and both textbooks are written so as to be comprehensible for the targeted students, respectively. However, it should definitely be noted that the high school textbook is written more encyclopedically, so as to correspond to the high school students' level of proficiency in English and present the information in a generally accessible way, whereas the medical university textbook is written in a significantly more specialized way, so as to provide the necessary specialized knowledge to the future doctors, while also providing them with an opportunity to expand their competence of English with the medical terminology they will need in order to conduct professional communication with doctors worldwide or in order to be able to read freely scientific papers and journals written in English later in their career.

The goals achieved through the usage of English as language of instruction in the two situational contexts are, respectively, the following:

High school textbook:

- Enriches the students' general competence of English by introducing them to the scientific terminology related to the subject of biology.
- Enriches the students' knowledge of biology and health education.
- Enables the students to read and discuss further texts on the subject in English without encountering the terminology as an obstacle.

University textbook:

- Enriches the students' knowledge of the studied subject.
- Enriches the students' competence of English by introducing them to the specialized medical terminology the future doctors will need to be familiar with in order to be able to communicate with foreign colleagues, read papers, journals or textbooks originally written in English, or attend international medical conferences later in their career.

#### **Advertising, Tourism and Entertainment Domain Samples**

The samples collected by the author during her field research on the streetwise influx of English in her native place include samples of advertisements, theatre announcements, shop names and restaurant/café bar and hotel names, which demonstrate the influx of English in the domain of advertising, tourism and entertainment in the streets of Varna. Based on the author's field research, she has established that English is embedded in the local culture of Varna in 4 major ways:

- through the use of English as the language of the entire sample;
- through code-mixing of English and Bulgarian in the sample;
- through providing translations – e.g. a Bulgarian title translated in English, or an English title translated in Bulgarian;
- through transliteration of English words into the Cyrillic alphabet, or Bulgarian words into the Latin alphabet.

All presented samples of streetwise English point to the influence of English resulting from the worldwide tendency for globalization of English as an international lingua franca (i.e. the majority of foreigners and tourists visiting the city would usually speak English, so using English as the language of street advertisements and shop names ensures that more foreigners and tourists would be attracted as customers).

Therefore, the primary goal of using English in the streets of Varna seems to be to attract tourists and foreigners to visit the city, to advertise various products so that the tourists would be tempted to become customers of its shops and to prompt the foreigners to attend certain entertainment events.

It should also be mentioned that streetwise English (and other foreign languages, as well) contributes to creating the cosmopolitan identity of the city and reflects the Bulgarians' openness to foreigners and to communicating with the world in general.

#### **Samples of English in the Domain of Everyday Online Communication on Social Media**

The collected samples from the domain of everyday communication on social media include samples of Bulgarians commenting in English on 3 social media platforms: Facebook, YouTube and 9gag. The author of the paper purposefully collected these samples from pages and posts connected with Bulgaria, so as to ensure the availability of suitable examples.

The analysis of the samples below is again focused on the Bulgarians' competence of English and on the goals that are achieved through the usage of the English language as a lingua franca in the particular contexts of situation that are discussed, but the analysis is carried out separately for each of the 3 platforms because of their different designation.

#### **Analysis of Facebook Samples**

The social media platform Facebook is designed as a social network where people create personal profiles, connect with friends and acquaintances and have an opportunity to join different groups and Facebook

pages connected with their interests and hobbies. Such pages are usually joined by people who do not know each other initially and who may come from any country worldwide. Thus, such pages presuppose the need for at least one lingua franca (which is usually English) to ensure the successful communication between the members of those pages.

For the purposes of this study, the author collected samples of Bulgarians using English as a lingua franca on Facebook from the following pages: Ljutenica, Bulgaria, Grigor Dimitrov, Tsvetana Pironkova, and Poli Genova.

Most of the collected comments contain linguistic clues that reveal the Bulgarian identity of their authors apart from their obviously Bulgarian names (most commonly, Bulgarians unknowingly apply Bulgarian syntax to English – e.g. Petia DG’s comment in Sample 2). The Bulgarians’ competence of English varies from fluently proficient to moderately proficient, so as to be able to convey their message despite some grammatical and lexical mistakes they make. Most commonly, Bulgarians make spelling mistakes (e.g. “deliciouse ljutenica”, “phisical”), grammatical mistakes (e.g. “Guys who know in what event in April will perform Tsvetana?”), or they adhere to the Bulgarian syntactic rules when expressing themselves in English (e.g. “This young brides, the article talks about, are not Bulgarians and has absolutely nothing to do with the Bulgarian culture and traditions.”). Some of the examples demonstrate phenomena like Bulgarians using code-mixing (Stoian Hristov’s comment in Sample 5), and some demonstrate Bulgarians writing in Bulgarian using the Latin alphabet and using code-switching and code-mixing (Ekaterina Larsson’s comment in Sample 8).

As far as the achieved goals through the usage of English are concerned, it should definitely be noted that both the Bulgarians who demonstrate fluency in English and the Bulgarians who make grammatical and lexical mistakes ultimately achieve their goal of realizing a successful international and intercultural communication (except for the instances of code-mixing and code-switching).

#### **Analysis of YouTube Samples**

As a social media platform for video-sharing, YouTube contains numerous videos of various types and it offers an opportunity for the viewers of the videos to comment on them. This context of situation again calls for at least one lingua franca (again – usually English) because YouTube videos are being watched by people worldwide.

For the purposes of this study, the author selected several comments of Bulgarians using English as a lingua franca on the YouTube videos of the following Bulgarian songs: Nevena Tsoneva’s cover of “Dvama” (originally performed by Maria Neykova), Stefka Sabotnova’s “Prituri se planinata” and Nelly Petkova’s “Bad”.

The comments on Nevena Tsoneva’s and Nelly Petkova’s songs demonstrate more or less the same tendencies as the collected Facebook samples. Thus, they basically confirm the author’s findings about the most common mistakes Bulgarians make when expressing themselves in English (see the above section). And the demonstrated competence again varies from fluently proficient to moderately proficient with mistakes.

As far as the achieved goals are concerned, international and intercultural communication is again realized regardless of the demonstrated level of proficiency of English (with the exception of Martin Karadzhov’s comment on Nevena Tsoneva’s video, which is actually in Bulgarian, but written using the Latin alphabet).

The comment on Stefka Sabotnova’s song is particularly interesting because it provides an English translation of the Bulgarian text of the song. The demonstrated proficiency of English is remarkably high, which definitely ensures a successful international communication. And what is more – another goal that is achieved in this case is the popularization of Bulgarian folklore on a global scale through the usage of English as a lingua franca.

#### **Analysis of 9gag Samples**

As a platform for sharing humorous memes on various topics, 9gag also offers an opportunity to its members to comment on the posted memes – which is yet another context of situation calling for a lingua franca (usually English) to ensure the successful communication between its worldwide users.

For the purposes of this study, the author selected several 9gag comments in English posted by Bulgarians on memes dealing with the following topics: the participation of Bulgarian actor Zahary Baharov in Game of Thrones; the current situation with refugees from the ISIS regime in Syria; some facts about Bulgaria that foreigners probably do not know.

The demonstrated competence of English by the authors of the comments is again consistent with the findings from the Facebook and YouTube samples.

And the achieved goals through the usage of English as a lingua franca are, again, the same as with the Facebook and YouTube examples: international and intercultural communication is achieved despite the demonstrated proficiency of English.

## **VII. Conclusion**

The general findings from this study can be summarized by pointing out the following main goals that are achieved through the everyday use of English in the 4 described primary domains and summarizing the major influences of the English language on the mentioned 4 aspects of everyday life in Bulgaria in the following way:

In the domain of business in Bulgaria, English is used as a lingua franca for conducting the business communication between many Bulgarian companies and their foreign clients/partners. Thus English influences everyday life in the domain of business by acting as an instrument that ensures the successful business collaboration between Bulgarian and foreign companies, which in many cases results in higher business profits for Bulgaria.

In the domain of education, English is used as a medium of instruction in both the contexts of high school education and university education. In both cases, the primary goal of enriching the students' proficiency of English with the relevant scientific terminology, in addition to providing them with knowledge of the studied subjects, is achieved. The influence of English as a medium of instruction is particularly beneficial to the university students because acquiring the specialized English terminology of their professional field allows them to engage in professional communication with foreign colleagues, read relevant scientific literature originally written in English, write their own scientific works in English, and participate freely in international professional conferences and forums later on in their career.

The influx of English in the domain of tourism, advertising and entertainment as illustrated through the streetwise samples of advertisements, shop names and entertainment announcements in English certainly reflects the ongoing process of globalization of the English language as an international lingua franca. The purposes of attracting foreign tourists to visit Bulgarian cities, shop in Bulgaria and attend various entertainment events is definitely achieved through the embedding of the English language in the streets and local culture of the Bulgarian cities. English also influences the domain of tourism, advertising and entertainment through building the Bulgarian cities' cosmopolitan identity and reflecting the general openness of Bulgarians towards foreigners and the world.

The influx of English as a lingua franca in everyday online communication on social media demonstrates how Bulgarians engage in international and intercultural communication with people from different countries worldwide. Regardless of the level of their competence in English, Bulgarians manage to achieve the purposes of getting across their message and sharing their ideas with the world quite successfully (except if they have insufficient or no competence of English at all). And in some cases some Bulgarians even manage to popularize Bulgarian culture, folklore and traditions through the use of English as a lingua franca.

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