

FOR WHOM THE BELL TOLLS? THE EVOLVING ROLES OF LANGUAGE TEACHERS IN THE 21 CENTURY

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Abstract:

We are living in times of big changes and unprecedented challenges in all sectors – from business, industry, healthcare, and politics to academia. Young people need to be equipped with knowledge, skills, and the right attitudes to be fully capable of participating and contributing to their societies. As a result of this 21 century has brought new challenges to educators. The article provides an insight into the roles relevant to today's English language teachers.

Keywords: English as a foreign language, teachers, role

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Introduction

We are living in times of big changes and unprecedented challenges in all sectors – from business, industry, healthcare, and politics to academia. Education was not spared the Covid-19 pandemic or the national economic crises. Chat GPT and other AI tools have suddenly gone mainstream and nowadays we are wondering if they will disrupt or boost language teaching. Gen Z and Alpha need to be equipped with knowledge, skills, and the right attitudes to be fully capable of participating and contributing to their societies. As a result of this the 21 century has brought new challenges to all educators.

Irrespective of whether it is deplored by some or embraced by others, it is beyond dispute that English is ubiquitous nowadays. It is the language of globalization, a multifaceted phenomenon that has significantly shaped the world over the past few decades. Labor mobility, political interconnectedness, integration of various communities and cultures, and technological innovations are crucial aspects of our century. English is the language of businessmen in world trade, military personnel in international missions, doctors without borders, pilots and air-traffic controllers, multinational crews at sea, tourism, recreation and sport managers, internet users, etc. English has ceased to be only the survival language; it has turned into a mighty tool for cross-cultural collaboration.

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Driven by globalization, technological innovations, and the emergence of a new generation of zoomers, educators find themselves navigating uncharted territory in the realm of language instruction. New skills become in demand as fast as others become extinct and we, language teachers, should be sensitive to all changes in the world around us. In the rapidly evolving landscape of the 21st century, the roles of English language teachers have undergone a profound transformation. This shift requires critical analyses of pedagogical practices and adjustment of professional roles so that they are more in keeping with the principles that underlie the teaching of English as an international language in multicultural societies.

Procedure

Teachers can provide valuable information about their job profile and job-related tasks. They can bring forth insight and data that yields accurate understanding of their own occupation. The specific knowledge, skills, and attitudes, as well as methods and tools required by professionals in order to fulfill their duties well can be best described by members of the profession. That is why for the purpose of this study the focus group method was selected. This study was a part of a larger project that had several objectives connected with materials development and implementation of these materials into the English language classroom. However, the article will address only this particular study while the other stages of the project are out of its scope.

A focus group discussion is a group talk in which members of the group comment on a specific topic. The aim of the study, conducted in 2022, was to summarize the evolving roles of language teachers in the 21 century. Data was collected from 15 EFL teachers from Bulgaria, Romania, Poland, and Spain. There were 13 female and 2 male participants. Their age group was 35-54 years old. All of them had more than 7-year experience in the educational field.

The focus group discussion was opted for due to the following reasons. First, the dynamic exchange of ideas and the relaxed atmosphere during the discussion inspired participants to share thoughts. Second, participants built on the answers of the others in the group. Third, all participants were able to ask and answer questions which could generate more spontaneous ideas than an interview.

In a relatively short period of time the group members had to reach shared understanding on the roles and responsibilities of educators in the field of EFL. It was useful that the participants interacted actively with each other. The moderator, a teacher from Romania, made sure that the debate was purposeful and that it encompassed the point of view of the representatives of all schools.

The research question for this study was as follows: what are the multifaceted roles and responsibilities perceived by teachers in English as a foreign language

in contemporary educational settings, as identified through a focus group study? Two sub-questions were raised: 1. What classifications are put forward by Jeremy Harmer (2007) and Jim Scrivener (2011) regarding the roles of teachers? 2. What are the perceptions of the focus group teachers regarding their evolving roles and responsibilities in English as a foreign language instruction, and how do these align or diverge from the established frameworks proposed by Harmer and Scrivener?

Audio recording equipment was used to capture the entire discussion (beforehand all participants had agreed to be recorded). As technology has already developed to support the transcription process, the recorded discussion was transcribed using automatic transcription software Otter.ai and later edited for accuracy, consistency, punctuation, and linguistic ambiguities.

The transcription of the discussion was analyzed. The focus group transcript was color coded and categorized in twelve common broad themes, which captured the main ideas of the group members. After interpreting these themes, the roles listed below were elucidated. This analysis provided valuable insights into the participants' perspectives on the roles of EFL teachers in the 21st century.

Discussion and results

First, the focus group participants discussed if they could adopt the existing classifications offered by the prominent and influential scholars Jim Scrivener and Jeremy Harmer. Scrivener offers a classification of the roles teachers play which consisted of 3 broad roles – the explainer, the involver and the enabler (2011). Harmer's classification consists of 5 categories – the controller, the prompter, the participant, the resource, and the tutor (2007). However, the focus group opted not to employ either of the ready-made classifications offered by these esteemed figures in language education because they wanted to capture their own authentic and diverse perspectives, unencumbered by preconceived categorizations that may not fully encapsulate the richness and complexity of their experiences. As a result, the focus group developed their own classification while recognizing the valuable contributions of scholars like Scrivener and Harmer.

1. Teachers as resource hubs. Language teachers serve as invaluable resource hubs for their students, acting as the conduit through which knowledge flows, ultimately driving progress in various realms of human endeavor. This is a traditional role which reflects sound educational principles and in its essence it is recognized by both Scrivener and Harmer. One of the focus group members summarized her 21-year experience by the following postulate – “Knowledge brings progress. Knowledge is power. Teachers are the source of that knowledge.” In the classroom they deliver and manage ideas and content, curate and disseminate information, foster a rich and dynamic learning environment

where students can tap into a wealth of knowledge. Their role extends beyond the suggested coursebooks and syllabi; they not only retrieve the necessary information, but also analyze, sort, and evaluate it, provide real-world insights, share practical experiences, and offer nuanced perspectives that coursebooks alone cannot convey. Teachers empower students to navigate the ever-evolving landscape of language, culture, and society, equipping them with the linguistic and communicative tools necessary to excel in a globalized world. In this way, teachers harness the transformative potential of knowledge, reinforcing the old adage that knowledge is indeed power, and they are the catalysts that channel this power to shape a brighter future for their students.

Vocabulary, the repository of words that we have at our disposal, is a cornerstone of effective communication and an essential aspect of language. The importance of a rich and accurate vocabulary cannot be overstated, a belief shared by absolutely all focus group participants. Words are, indeed, powerful tools capable of both positive and negative impacts on our world. They have the potential to wreak havoc when used improperly or irresponsibly, to incite conflict and misunderstanding. In aviation context words can kill or save lives. One of the aviation English teachers in the focus group reinforced that idea by reminding the others about the case of the Chinese Flight 6901. In 1993 “Pull up, pull up” warning triggered by the Ground Proximity Warning System alerted the pilot of an imminent danger but the pilot could not understand the message and failed to correct their excessive rate of descent. While the pilot and co-pilot were discussing in their native language the meaning of “pull up” the airplane crashed killing 12 and injuring 60 people.

The accurate and correct use of words not only enhances our ability to express ideas and emotions precisely but also enables us to engage in meaningful discourse, foster empathy, and build connections with others. A well-developed vocabulary empowers us to articulate complex thoughts, solve problems, and navigate the intricacies of social and professional interactions. It enables us to access a broader range of literature, culture, and knowledge, enriching our personal and intellectual lives. Nevertheless, Harmer mentions that the teacher should be able to admit if necessary “I don’t know the answer to that right now” (2007, p. 110) and not be afraid to lose face. Even if teachers know the answer, it might be a good idea to guide the students to find the relevant information which leads us to the next role.

2. Teachers as facilitators. In order to maintain a stable balance, good teachers should retrieve, analyse, sort, evaluate and finally deliver the necessary information to their students on one hand but on the other hand they should promote student autonomy and active learning. So, another valuable role of language teachers is to be facilitators who guide students in becoming resourceful

and independent in their pursuit of knowledge. This guidance empowers learners to become self-directed and lifelong learners. As Morrison (2014) points out the well-worn cliché “a guide on the side, not a sage on the stage” is a good start for language teachers who wish to make the shift from teacher-centered to student-centered and learning-centered classroom. Encouraging students to use resources like books and internet wisely not only broadens their horizons but also fosters critical thinking and research skills. Furthermore, avoiding over-reliance on the teacher ensures that students navigate challenges and seek solutions independently, ultimately preparing them for the complexities of the real world. Successful language teachers play a pivotal role in cultivating a context where students can practice and refine problem-solving and decision-making skills. They create opportunities for students to engage in thought-provoking discussions, analyze complex problems, and collaborate with peers to find solutions. All of this aligns with the tutor (Harmer, 2007) and the enabler (Scrivener, 2011) i.e. creating an environment which encourages students’ autonomous learning.

In essence, the focus group reached the conclusion that educators who act as facilitators empower students to take ownership of their learning journey, equipping them with the skills and mindset needed to thrive in an information-rich and dynamic 21st-century environment.

3. Teachers as supervisors. One of the focus group participants voiced everybody’s opinion that the role of the language teachers as supervisors reflects a traditional approach to education that emphasizes order and discipline in the classroom. Freedom is easier to give than to take away. We, teachers, are authoritative figures and in some cases we should act like ones. Students are required to focus on the lesson rather than on facebook, instagram, or youtube video clips. This role is very similar to Harmer’s first role – controller, which means teachers are “in charge of the class and of the activity taking place” (Harmer, 2007, p. 108). Teachers do play a crucial role in maintaining a well-managed classroom. This involves setting expectations for behavior, creating a safe and respectful learning environment, and ensuring that students are on task and engaged. Having some level of control is important to prevent disruptions that can hinder learning.

Moreover, educators should provide a structured framework for learning, including clear objectives, schedules, and assessments. This structure can help students understand what is expected of them and what they need to achieve in the language learning process.

However, while teachers are indeed authoritative figures, the balance of authority in modern education has shifted towards shared authority between teachers and students. This approach encourages active student participation and develops critical thinking. Allowing some degree of freedom and autonomy in

the learning process can empower students to take ownership of their education. Gradually, students should be aided to make decisions about their learning, which promotes independence and self-motivation. Obviously, it is essential to strike a balance between maintaining order and fostering a learner-centered and learning-centered empowering environment. Modern pedagogy often seeks to empower students to become active participants in their own learning while still respecting the authority and expertise of the teacher. This approach recognizes that freedom, when used constructively, can be a powerful tool in education.

4. Teachers as competence builders. The role of language teachers as competence builders in language education is a key one, especially in light of the evolving understanding of competence within the field of linguistics and language teaching. The concept of communicative competence, as introduced by Dell Hymes in 1972, marked a significant shift in our understanding of language proficiency. Hymes emphasized that linguistic knowledge alone is insufficient; individuals must also possess the ability to use language effectively in various social contexts. This includes knowing when to speak, what to talk about, and how to interact appropriately with different individuals and in different situations (1986, p. 277).

In the years following Hymes' work, various theoretical frameworks, such as those proposed by Canale and Swain (1980) and Bachman and Palmer (1996), further elaborated on the components of communicative competence. These frameworks highlighted the multifaceted nature of language proficiency, encompassing not only grammatical and vocabulary knowledge but also pragmatic and sociolinguistic aspects. In 2007, Celce-Murcia proposed a comprehensive model that underscored the interrelatedness of the various components of communicative competence (2007, p. 45). This model recognizes that language learners must develop proficiency in multiple dimensions – linguistic competence, sociolinguistic competence, formulaic competence, and interactional competence, all of them supported by discourse competence and interrelated with the strategic competence. Discourse competence refers to the ability to select, combine, and arrange words, sentences and utterances to make a coherent spoken or written text. This model places it in a central position by means of which all other competences intersect and interact with it. Celce-Murcia believes that interactional competence is one of the most useful ones because it ensures that all parties involved comprehend the communicative act. Strategic – cognitive and metacognitive strategies that allow the speaker to negotiate meaning, resolve ambiguities and compensate for deficiencies in the other competences. Celce-Murcia concludes, “the application of the model is relative rather than absolute” (2007, p. 55) and it has to be adapted to the needs of each group of students.

Recognizing the theoretical underpinnings, the focus group members agreed that teachers should adopt the role of competence builders and play a crucial role in helping students develop multifaceted language skills and competences. Their role extends beyond teaching grammar and vocabulary. They create a classroom environment that encourages authentic communication, provides opportunities for students to practice language in context, and guides learners in understanding the nuances of language use in different social settings.

One of the competences, the cultural competence, is a process that develops gradually over an extended period of time. Language and culture are inseparable. As Dimitrova-Gyuzeleva points out “it could safely be argued that today more and more foreign language teachers see themselves as teachers of both language and culture” (2019, p. 15). The role of educators is not to make students accept a particular culture or behave in accordance with its conventions. Students should learn to be aware of the responsibility of being communicators in an international, cross-cultural, and multilingual environment. Cultural relativism refers to not judging a culture to our own standards of what is right or wrong, strange or normal as well as not judging according to the native-speakers’ culture. Instead, we should try to be sensitive to cultural practices of other groups and be aware of their influence on communication. The culture layer may have problematic areas such as stereotypes, power distance, gender equality, organizational issues, etc.

An understanding of cross-cultural differences and similarities is important, pointed out one focus group member and shared how language and cultural barriers may lead to miscommunication. For instance, the scheduled Avianca Flight 052 from Bogota, Colombia to New York on 25 January 1990 is a tragic example of how cultural legacy can lead to disaster. In addition to weather and fuel miscalculations, investigators blamed the crash that led to the death of 8 crew members and 65 passengers on the crew members’ proficiency in English and their culture. According to Hofstede’s scale (2010), Colombia has a high power distance index, and it is a collectivist country. Before the missed-approach procedure, the first officer said to the air traffic controller, “We’re running out of fuel, sir,” when he should have declared an emergency due to a shortage of fuel. After the missed approach, the air traffic controller told Avianca 052 that he was going to “...bring you about 15 miles northeast and then turn you back for the approach. Is that fine for you and your fuel?” The first officer replied, “I guess so, thank you very much.” Actually, instead of this reply, he should have asked for a priority landing – “MayDay MayDay MayDay. 052 declaring an emergency due to lack of fuel. Request priority landing.” However, the first officer was too deferential, too soft and respectful to the air traffic controller because he considered him superior. Due to his culture, he spoke politely, non-directly, non-aggressively and he was reluctant to object to the air traffic controller’s suggestion for a new

route. In high power distance countries, there is hierarchy and all members expect and accept willingly power rankings and inequality. Subordinates never refute the opinion of their commanders directly. The cultural background of the first officer influenced his English and his choice of words. Culture-bound, he never explicitly informed the air traffic controller of their emergency situation although the situation was desperately urgent.

The role of language teachers as competence builders aims at cultivating a deep and holistic understanding of language proficiency, encompassing the ability to communicate effectively in diverse social and cultural contexts. By equipping students with the tools to navigate real-world language use, teachers empower them to become confident and competent communicators in an increasingly interconnected and multicultural world.

5. Teachers as communicators. Effective verbal communication plays a crucial role in helping students acquire and develop their language skills. Language teachers serve as role models - they demonstrate proper pronunciation, intonation, and fluency in the target language. Harmer suggests that they can even actively participate in the students' activities i.e. they can "liven things up from the inside" (Harmer, 2007, p.109). Furthermore, effective language teachers are also active listeners. They understand their students' needs and challenges, as well as provide feedback and support. Verbal communication is central to the teaching process. Language teachers explain clearly grammar rules, vocabulary, and cultural insights. They clarify concepts, provide instructions for assignments and activities, and ensure that students grasp the material being taught.

Even though nonverbal communication may not always be overt, it is an integral part of the communication process and English language teachers should emphasize its role. The focus group participants were from different linguistic-cultural background and they discussed that non-verbal cues may be considered more important in some cultures than others as an aid in the understanding of messages. Nonverbal cues may be used to complement or contradict verbal messages. They may show friendliness, power, neglect, etc. Non-verbal communication encompasses a wide range of cues and signals that are integral to effective communication. Kinesics (movement) is the study of body movements, gestures and facial expressions. In countries like Albania and Bulgaria, the shake of the head is used to say "yes" and the nod means "no." When talking about the death of a relative, a Japanese smile may seem inappropriate to a Westerner. In Asian countries extended eye contact is considered rude. Proxemics is the study of our use of space. In general, people from cold climates use large physical distances when they communicate whereas those from warm climates prefer close distances. Haptics is the study of communication through touch. Muslims avoid touching people of the opposite sex. However, for them it is acceptable for

men to hold hands. Chronemics is the study how people use time. Germans are notorious for being prompt for meetings while some southern nations usually run late for their appointments.

Correctly reading the other party is considered one of the skills an effective negotiator should possess. Some diplomats claim that the first Gulf War could have been avoided had the parties involved been better educated about nonverbal communication patterns. The case is as follows. On January 9, 1991, the foreign minister of Iraq, Tariq Aziz, and the United States Secretary of State, James Baker, met in Geneva to attempt a last-minute compromise that would avoid a war. Seated next to Aziz was the half-brother of Iraq's President, Saddam Hussein. The half-brother kept calling Baghdad to provide Hussein with his evaluation of what was going on. Baker used the verbal channel of communication almost exclusively and said very clearly that the U.S. would attack if Iraq did not move out of Kuwait. The Iraqis, however, paid less attention to what Baker said and most attention to how he said it. Hussein's half-brother reported to Baghdad that „the Americans will not attack. They are weak. They are calm. They are not angry. They are only talking.“ Six days later, the US unleashed Operation Desert Storm ...and Iraq lost close to 175,000 citizens. If Baker had pounded the table, yelled, and shown outward signs of anger to communicate intent nonverbally, the Iraqis may have decoded Baker's message the way he intended and the outcome may have been entirely different. Situations such as these are the focus of intercultural communication research which examines patterns of interaction in order to predict misunderstanding.

6. Teachers as leaders. The language teacher, like any educator, often assumes a leadership role in the classroom and beyond. Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. The teacher is a leader who poses questions, probes for alternative views, draws out of their shells the shy students and tempers the boisterous ones, guides students to become competent in the vital skills for this century, provides support and advice on academic matters, helping students navigate challenges and make informed decisions, creates a safe environment, and ensures that all students have the opportunity to learn.

It is important for educators to lead by example. Everybody is familiar with the old adage “practice what you preach.” Each lesson is an opportunity to use leadership skills — to be in charge, to create and follow a vision, and motivate others toward a common goal. Language teachers are expected to help students become better English language speakers and better people.

7. Teachers as motivators. It has already been mentioned that knowledge brings progress in all areas of human endeavour. Knowledge is power. However,

it is passion that inspires students to acquire that knowledge and it is the teacher who makes them pursue their passion. We, teachers, turn our students' passion into our purpose; it has become our profession and our own passion.

Teachers play a crucial role in inspiring and guiding students on their educational journey. Scrivener suggests teachers should be “involvers” (2011). Markova and Yaneva share, “individual teachers and the way they construct learning experiences are closely linked to their students' motivated behaviour” (2020, p. 22). Beyond just imparting knowledge, teachers have the power to ignite the spark of curiosity and enthusiasm in their students. They can instill a love for learning, encourage self-confidence, and help students realize their full potential. A motivated and passionate teacher can make a significant difference in a student's life, fostering not only academic growth but personal and character development as well. Teachers often serve as mentors and sources of inspiration, which is why their role as motivators is so central to the educational process. Teachers do make a difference in students' lives (Markova and Yaneva, 2020; Stefanova and Zabunov, 2020; Scrivener, 2011; Harmer, 2007).

There are various strategies that educators can employ to enhance student motivation. These strategies encompass the creation of an engaging and inclusive classroom environment, the use of innovative teaching methods, personalizing the learning experience, providing constructive feedback, and demonstrating empathy and care for their students. In the field of English for specific purposes Vicheva and Grozdeva suggest the model of the open language experience task (2020, p. 94) while Stefanova and Zabunov offer techniques such as interactive tasks, project-based learning, visits by experts or visits to relevant business offices (2020, pp. 209-211).

The vocation of the university teacher is to help students undergo their metamorphosis – the transformation of children into knowledgeable and critical-thinking adults. Teachers know that their work is meaningful when they see the sparkle in the students' eyes when they discuss in English the fly-by-wire systems, or cryo-electron microscopy, or when we receive an email from the other end of the world: “Teacher, I'm just coming out of a very successful business meeting in Michigan...” At that particular moment language teachers know that they matter.

8. Teachers as collaborators. The renowned English poet John Donne penned the verses, “No man is an island entire of itself; every man is a piece of the continent, a part of the main”. This still holds true today and it can be applied to educators as well. The focus group itself was such an entity, which strongly believes that cooperation in education has become more vital than ever. Conferences, teacher-training seminars, professional workshops are important events which gather a vibrant community of enterprising educators from different countries. Various methods and tools that promote successful and effective English

as a foreign language learning are discussed during these events; research work and tangible project outputs are shared. Together educators may find solutions to some pressing issues. Professional development programs provide opportunities for teachers to improve their teaching skills. They can learn new pedagogical techniques, classroom management strategies, and assessment methods that benefit both themselves and their students.

International collaboration widens teachers' horizons and strengthens the opportunities for the best practices and methods to enter the language departments in a more critical way. It motivates teachers to reconsider the assumptions, beliefs, and values of their academic environment. In addition to this, collective work is more likely to influence university decision-makers and to bring up positive change at higher institutions.

One focus group participant addresses the issue that collaboration is not only cooperation and communication. It requires active participation. Teachers should be co-learners. They should dedicate time to collaborate with fellow teachers and develop their own skills. Engaging in international collaboration encourages teachers to reflect on their own teaching practices and consider alternative approaches. This reflective process can lead to improvements in teaching effectiveness. Moreover, interacting with educators from diverse backgrounds and experiencing different educational systems can be motivating and inspiring for teachers. It can reignite their passion for teaching and stimulate creativity in the classroom.

9. Teachers as IT specialist. The role of teachers as IT specialists has become increasingly important in modern education, as technology continues to shape the way we teach and learn. Teachers are responsible for effectively integrating technology into the curriculum to enhance the learning experience. This includes selecting and utilizing educational software, apps, and digital resources that align with learning objectives. Teachers promote digital literacy among their students. This involves teaching learners how to use technology responsibly, critically assess online information, and protect their digital identities. Technology allows for personalized learning experiences. Teachers can use data and educational software to tailor instruction to individual student needs, helping students progress at their own pace. Moreover, with the growth of online education, teachers need to facilitate virtual classrooms, create engaging online materials, and support students in adapting to online learning environments. However, as Gavin Dudeney and Nicky Hockly emphasized “whatever you experiment with, be it online, virtual or mobile, you must ensure that equal access is available to all of your students, and that your teaching and your students’ learning is enhanced by the chosen approach” (2007, p. 158).

The role of the teacher as an IT specialist involves harnessing technology to enhance teaching and learning, promoting digital literacy and responsible digital citizenship, and staying current with technological advancements in education. It is a dynamic role that continues to evolve as technology plays an increasingly central role in education.

10. Teachers as ... The focus group participants had three more suggestions for the tenth role of the contemporary language teacher. As no consensus could be reached, we decided that we are going to leave the current classification with the tenth role as a flexible one. It is a subject to individual interpretation based on one's perception of the essential functions, characteristics and attributes associated with the language teacher.

Conclusion

The responsibility of language teachers in the 21st century extends far beyond the classroom walls. They are now entrusted with the crucial mission of preparing the younger generation for a globalized world, where communication transcends borders and cultures. By refraining from rigidly adhering to established classifications, this study acknowledges the contextual specificity inherent in language teaching. The roles assumed by teachers can vary significantly based on factors such as cultural context, technological infrastructure, and pedagogical philosophy. Therefore, adopting a more flexible and inductive approach through the lens of a focus group methodology allows for the emergence of novel insights that might not be readily accommodated within pre-existing frameworks. According to the focus group participants, teachers have nine roles – resource hub, facilitators, supervisors, competence builders, communicators, motivators, leaders, collaborators, IT specialists – and one specific context-dependent. Language educators are, in essence, the custodians of intercultural understanding, promoting tolerance, empathy, and open-mindedness among their students. They are not just educators; they are mentors, cultural ambassadors, and champions of linguistic diversity.

“And therefore never send to know
for whom the bell tolls;
It tolls for thee.” (J. Donne)

The bell tolls for the teachers, for they carry the profound responsibility of shaping the minds and values of the younger generation. They stand as the guardians of a brighter, more connected future, where communication knows no boundaries, and understanding knows no limits. The bell tolls for the teachers, reminding us that they are the linchpin in the educational journey of the 21st-century learners, and their contributions are vital in building a more inclusive, harmonious, and interconnected world.

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