



Languages for Special Purposes in a Multilingual, Transcultural World

Proceedings of the 19th European Symposium on Languages for Special Purposes, 8-10 July 2013, Vienna, Austria

<http://lsp2013.univie.ac.at/proceedings>

On the specifics of International Baccalaureate terminology

Svetlana Mishlanova; Anastasia Gureeva

Cite as: Mishlanova, S. & Gureeva A. (2014). On the specifics of International Baccalaureate terminology. In G. Budin & V. Lušický (eds.), *Languages for Special Purposes in a Multilingual, Transcultural World, Proceedings of the 19th European Symposium on Languages for Special Purposes, 8-10 July 2013, Vienna, Austria*. Vienna: University of Vienna, 45-48.

Publication date: July 2014

ISBN: 978-3-200-03674-1

License: This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/>. This license permits any non-commercial use, distribution and reproduction, provided the original authors and source are credited.



On the specifics of International Baccalaureate terminology

Svetlana Mishlanova; Anastasia Gureeva
Perm State National Research University
Russia

Correspondence to: mishlanovas@mail.ru

Abstract. The problems of education reforms and modernization are in the focus of the present research interest. International Baccalaureate (IB) programs are actively integrating into the national educational systems that cause some terminological problems. Sometimes IB terminology is in the contradiction with the national pedagogical systems, which leads to communication misunderstanding even among the professionals. Therefore, the necessity to regulate and standardize IB terminology explains the actuality of the given research. The aim of the paper is to study terminological variation in British and Russian educational discourse applying the modelling method and to present the diversity of variation models representing the term International Baccalaureate. The existing terminological variants classifications (Averbukh K., Grinyov S., Kazarina S., Leichik V., Nenadic, G., Slozhenikina Yu., and others) have been improved and adapted to the researched terminology, and some criteria of terminological variations have been worked out. The first criterion deals with the number of the components, the second one reveals whether there are any abbreviations, ellipses or apocopies. The third criterion allows revealing whether the components belong to the same or different parts of speech, and the fourth one considers whether the components of the model belong to one or different languages. As the result, 34 variation models have been developed and similarities and differences in British and Russian educational discourse representation have been revealed. The application of modelling method to the term International Baccalaureate allowed observing the whole diversity of terminological variants and systematizing them with the perspective of developing a glossary.

Keywords. Terminological variation, educational discourse, variation models.

The contemporary anthropocentric paradigm considers the language in its interaction with the humans and their activity. The demonstration of such collaboration could be viewed even more distinctly when dynamic objects, functioning in discourse, are examined. Among such objects International Baccalaureate can be named.

International Baccalaureate (IB) has become one of the modern realities of global education process. On the one hand, it presents three educational programmes for international schools working worldwide. On the other hand, it is also terminology, which is necessary to study. What is more, IB programmes are very much discussed in the media, which leads to the development of terminological variation.

The study has been conducted in the frames of Cognitive Linguistics, which denotes concept as one of its basic notions. Cognitive Linguistics studies languages in their interaction with humans and their activity, the processes of thinking and perception, or, in other words, in cognitive-discourse aspect. One of the main theses of Cognitive Linguistics is that language is connected with the ways of how information is presented in discourse (Mishlanova S., Gureeva A., 2009).

In the given paper concept is viewed as the implication of all kinds of knowledge on the definite problem and is formed in discourse, which is, according to professors L. Alekseeva and S. Mishlanova, verbally-mediated activity in special sphere (Alekseeva, Mishlanova, 2002). The processes of conceptualisation are connected with the type of discourse, that is why every concept has its own peculiarities, which are reflected in the ways of concept representation on mental and verbal levels.

The objective of the study is to research the peculiarities of International Baccalaureate terminology in British and Russian educational discourse using variation models.

The specific of International Baccalaureate concept depends on the integration of international school programmes into the national systems of education. International Baccalaureate programmes compete with national school programmes and are characterised by perfected principles of educational curriculum: extra educational activities; a possibility to enter a university without any entrance exams, etc.

However, all these IB features show that International Baccalaureate has specific pedagogical management, while all three IB programmes have traditional subjects as their bases. That is why one part of the concept was called “Educational”, and the other – “IB”. The concept specific is reflected in cognitive terminological model, which is the mental way of the concept representation. This cognitive terminological model also has the two parts – “Educational” and “IB”, and correlates with terminology on the verbal level.

The concept as special knowledge is verbalized in discourse in the form of terminology, which is a whole lot of terminological units. Terminology is structured by variation models, which are a kind of general scheme of terminological units’ actualization. Terminological units are a way of terminology representation and are organized into variation models. This is the bases of identifying the types of variation and revealing the peculiarities of terminology. Variation is viewed as a terminology modeling by variation models on the definite criteria.

The materials of the research are articles about the International Baccalaureate from British and Russian newspapers published from 1993 to 2009 and presenting 2366 contexts: 2000 from the British newspapers and 366 from Russian. The fact of greater number of articles about the International Baccalaureate in British discourse is caused by historical reasons. Schools in the UK started working on the programmes of the International Baccalaureate in 1978, and the first articles about the IB appeared in the British newspapers in 1971. In the Russian Federation the IB programmes were first launched in 1996, and the information about the IB appeared in the Russian press in 1993. Thus, the reasonableness of the sampling presented in the research is quite obvious and could be explained by historical factor.

To research the terminology of International Baccalaureate, a special strategy has been worked out, which includes the following stages. First, the modeling method has been used and the variation models developed. Second, the semantic-cognitive analyses have been applied to the variation models followed by their semantic-frame analysis. And finally, the whole concept International Baccalaureate has been studied by frame analysis.

On the modeling stage, the variation models have been developed according to certain criteria. The criteria have been worked out on the bases of different classifications of terminological variants, created by terminologists S. Grinyov (Grinyov S.,1993), G. Nenadic (Nenadic G., Ananiadou S., McNaught J., 2004), and others. The criteria of these classifications were modified and adapted to the researched terminology and include, firstly, if there are any abbreviations or ellipses. According to this criterion, the models are called “Abbreviation” or “Elliptical”. In case there is neither of these phenomena, the model is called “Simple”. The second criterion is whether the components of the model belong to one or different languages. If the model is actualized by terminological unit, which has the components expressed in English and Russian, it is called “Poly-language”. In case English-language component is used in the Russian context, such models are called “Foreign language”. The third criterion allows revealing whether there are any prepositions and if there are some, the model is called “Prepositional”. The final forth criterion reveals the number of the components of the variation models.

Each variation model has a certain combination of the criteria, which is reflected in its nomination, for example:

The IB learner profile wants pupils to be enquirers, thinkers and risk-takers [The Guardian April 1, 2008].

The example illustrates three component abbreviation variation model, actualized by terminological unit *IB learner profile*.

As the result of modeling stage, 34 variation models have been created. The research reveals that variation models are differently actualized in British and Russian educational discourses. The most frequently used are two-component models, then come three- and four component models, as well as one component ones in the English language. Many-component models that are the models of five and six components are the least represented. In the Russian language, one-component models are on the third place.

Moreover, abbreviation and simple models are also dominating, then come elliptical and abbreviation-elliptical models, and the least actualized are prepositional models. Foreign language and poly-language models are represented only in Russian educational discourse.

Semantic-cognitive analyses as the second stage of the research allowed revealing the contextual definitions of terminological units. The components of the definitions were correlated with the components of cognitive terminological model. The results show that in all variation models the two parts of cognitive terminological model are reflected, for example:

*The **baccalaureate** is a more difficult exam than A-level in that you have to perform well across six subjects [The Sunday Times. 2008. 13 July].*

In the given example, the terminological unit *baccalaureate* is actualizing one-component elliptical variation model. The contextual definition of the terminological unit is «International Baccalaureate examination». The definition component *examination* correlates with the part of cognitive terminological model “Educational”, and the component *International baccalaureate* correlates with the part “IB”. Therefore, even in one-component variation models the two-part structure of cognitive terminological model is reflected. According to the research results, all variation models of International Baccalaureate terminology have these two parts.

At the next stage of the research – semantic-frame analyses and applying the cognitive model of the definition, the components of contextual definitions of terminological units were correlated with the frame slots. Frame in the given study is considered as the concept structure. Let us assume that the contextual definition of terminological unit is “International Baccalaureate examination”, so using the definition model, the definition component *examination* correlates with the slot “Examination”.

To sum up, the semantic-cognitive and semantic-frame analyses allowed to conclude that all variation models are characterised by their two-part structure, and to correlate them with the components of the frame, or slots.

The final research stage was dedicated to the frame analyses of the concept International baccalaureate. As the result, 4-level frame was constructed with the following basic slots – “Education”, “Organisation”, and “Participants”. All these three basic slots are divided into the sub-slots of the second, third, and fourth levels.

Therefore, the research of specifics of International Baccalaureate terminology has led to the following results:

1. The concept is being formed in discourse, and is represented on mental and verbal levels. To study the International Baccalaureate terminology a special strategy has been worked out, including modeling method and development of variation models, semantic-cognitive and semantic-frame analyses of variation models, and frame analysis of the concept International Baccalaureate.
2. International Baccalaureate terminology consists of the whole lot of terminological units and is characterised by two-part structure. It is also viewed as a kind of concept verbal representation.

I. Domain-specific languages

S. Mishlanova, A. Gureeva

3. The terminology specific depends on the specifics of conceptualization in educational discourse and is represented by cognitive terminological model.
4. Variation models allow structuralizing terminology and reflecting the variation of terminological units.
5. Frame is a mental representation of International Baccalaureate concept and reflects its differences in British and Russian educational discourses. Each frame slot correlates with a set of variation models and has different qualitative and quantitative characteristics.

References

Alekseyeva L., Mishlanova S. (2002). *Medical Discourse: Theoretical bases and the main principles of the analyses*, Perm State University Press.

Grinyov S. (1993). *Introduction to Terminology*, Moscow.

Nenadic G., Ananiadou S., McNaught J. (2004). *Enhancing Automatic Term Recognition through Variation*, COLING'04.

Mishlanova S., Gureeva A. (2009) *Professional and Non-Professional Knowledge in Educational Discourse*. – Book of Abstracts / XVII European Symposium on Languages for Specific Purposes. Aarhus, Denmark 2009 P. 96.