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АКАДЕМІЧНА АНГЛІЙСЬКА МОВА У ЄВРОПЕЙСЬКОМУ СОЮЗІ: КОГНІТИВНО-ЛІНГВІСТИНИЙ АСПЕКТ

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Науковий керівник:
професор, доктор філологічних наук,
завідувач кафедри прикладної лінгвістики
Біскуб Ірина Павлівна

РЕКОМЕНДОВАНА ДО ЗАХИСТУ

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проф. Біскуб Ірина Павлівна

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Research supervisor:
Professor Iryna Biskub

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INTRODUCTION

At the present stage of the development of linguistics, a wide range of issues concerning the relationship between man and language within the anthropocentric paradigm of knowledge is considered. The main topics cover the structure of the linguistic system and its interaction with the consciousness of an individual, his culture, spiritual life and speech behavior. Special attention is given to the notion of concept, linguistic conceptualisation and a linguistic picture of the world. The key and most relevant unit of research is the concept-mental essence, an element of reflection of the spiritual culture of people, the depth of understanding of the surrounding world, as well as the picture of the world, and more narrowly, the national picture of the world, reflecting social norms, views, values that are similar to most people of the world, but become different and special when it comes to an individual ethnic group.

These questions and concepts are discussed in the fundamental works of cognitive linguistics (A. Verzhbytska, S. G. Vorkachov, I. O. Golubovskaya, O. V. Gorodetska, J. Zinken, V. I. Ivashchenko, V. I. Karasik, A. P. Martynyuk, V. A. Maslova, V. V. Mikhailenko, A. M. Prikhodko, I. S. Shevchenko and others.) but still there exist topics that require special attention.

Taking into consideration the peculiarities of academic English on the one hand, and the European Union as a socio-political phenomenon, on the other hand, there is a need for further study of linguistic and cultural concepts. Such are the concepts EUROPE, UNION, DIVERSITY, and EQUALITY, verbalized in the English language with a help of specific language means.

The topicality of this research is predetermined by 1) the features of the formation of the concepts within the European community; 2) the necessity to expand and deepen the knowledge about the linguistic representation of lingual-cultural concepts EUROPE, UNION, DIVERSITY, and EQUALITY in building a model of European mentality that helps to identify the ways of interaction between the verbal and cultural codes of the nation; 3) the importance of linguistic and cultural understanding of mental entities in official publications.

The aim of the research presupposes shedding light to the key concepts and their meaning in the scope of the European Union academic discourse. Specific topics of interest are:

1. To establish the linguistic and cultural specifications of the concepts EUROPE, UNION, DIVERSITY, and EQUALITY on the material of EU publications.

2. To determine the influence of linguistic diversity on academic English language.

3. To explain the linguistic and cultural components of the concepts within the current period of the EU development.

4. To determine the representation of the verbalization means of the key concepts functioning in the EU academic discourse.

The scientific novelty is exemplified by the fact that the present research explores, for the first time, the verbal means of linguistic and cultural EU concept actualization as well as their significance in the consciousness of the member of the European community, based on the official publications of the European Union.

The object of the research is the concepts EUROPE, UNION, DIVERSITY, EQUALITY and verbal means of their expressions in the EU academic discourse.

The subject matter investigates the factors that determine the linguistic and cultural characteristics of concepts in the European Union, which are verbalised in the publications of the EU.

The material for research is presented by the publications of the European Union, taken from the official website. It includes documentation, council conclusions, charters, symposium papers, strategic plans, official journals and reports. The total amount of research material is 2,000 pages.

The methods of research. While analyzing the key concepts of the European Union, we use several methods from the field of linguistics and psycholinguistics, such as content analysis, distributional analysis, the method of word definitions analysis. As to the psycholinguistic approach, the elements of the psycholinguistic description of the meanings of the concepts will be applied.

The structure of the Master Degree thesis. The Master Paper consists of the introduction, two main chapters, conclusions and references. In the content of our research, there are also language material references with links to the EU publications, two tables and one chart of frequency of the concepts. The total amount of work is 80 pages.

CHAPTER 1.

THE EUROPEAN UNION AS SOCIO-POLITICAL PHENOMENON

The integration of the European Union develops in three major directions: legal, political and economical. Despite being a stable political organisation, the EU takes into deep consideration several studies with regard to the connection between the quality of democratic institutions and the level of social trust in the populations.

European integration was caused by a number of reasons – cultural-historical, economic, and political. In the completely new geopolitical conditions that have developed in Europe since the Second World War, the role of the latter has noticeably dominated. Among the political causes of Western European integration could be noted the unifying impulse, based on the Marshall Plan, which covered 16 European countries.

For the first time, social issues have found a place in the text of the "Treaty of Rome" of 1957 on the establishment of the EEC. In this document, social progress was seen as the natural continuation of economic progress, and the solution to social problems remained largely within the competence of the Member States (Articles 117, 123 of the Treaty). The purpose of social strategy in the most general sense was proclaimed improvement of living conditions, labour, and employment of workers [1].

The authors of the Treaty distinguished those sectors of social policy that was to be regulated at the Community level. These included the issue of the free movement of labour, the social insurance of migrants, and the equal pay for equal work between men and women. The creation of the European Social Fund, which was envisaged by the Treaty, should have facilitated the geographical and professional mobility of the labor force, smoothing out the imbalances in the united labor market. These measures, it is easy to understand, aligned the conditions of competition between the countries of the Union.

The general approach of the authors of the "Treaty of Rome" to the solution of social problems, apparently, was most clearly formulated in the 100th article of the document. It stated that the Council, acting on a proposal by the Commission, could

unanimously adopt directives designed to bring the laws of the Member States closer to each other, which had a direct impact on the establishment and functioning of the common market [1]. It is this article of the 1957 treaty that was the starting point for the further formation of the appropriate legislative framework and the establishment of a communitarian social policy.

It should also be noted the adoption in 1961 by the Council of Europe in Turin of the "European Social Charter." It should have become a kind of annex to the earlier "European Convention on Human Rights". However, due to the lack of any control mechanisms in the field of social rights, the implementation of this document was complicated.

A prominent event in the history of Western European integration was the Paris Summit, which took place in October 1972. The country-integrators set the ambitious goal of the transforming the EEC up to the end of the decade into the European Union, and social policy, apparently for the first time, was recognized by the Summit as an independent trend in activities of the EEC. The leaders of the "nine" countries came to the understanding that economic development should be accompanied by active social reforms.

The program of social action adopted in the development of decisions of the Paris Summit meeting on July 21, 1974 envisaged solving of three main tasks: achievement of full employment; improving the lives and work of workers; strengthening the participation of social partners, both in the management of enterprises, and in the adoption of socioeconomic decisions at the European level.

Social issues also took its place in the text of the Maastricht Treaty on the Establishment of the European Union, signed in 1992. The Treaty and its thematic annexes – the Protocol on Social Policy (based on the Agreement between the European Social Partners, concluded in October 1991) and the Agreement on social policy (based on the text of the Charter of 1989) were not limited to a declaration of principles, but provided for the creation of legal mechanisms for the implementation of the planned social policy [3]. Although Britain did not sign either the Agreement or the Protocol, while continuing the boycott of communist social policy, the 11 signatory

countries were able to expand the number of issues that could be decided upon by a qualified majority.

Particularly noteworthy is the White Book of 1994, the purpose of which, according to the authors, was to "outline the approach of the Commission to the next phase of social policy in the last years of the twentieth century (1995 – 1999)" [3]. The introduction to the book spoke about the need to take into account the connection of economic growth with social problems. A peculiar answer to the neoliberals advocating for the removal of all restrictions on the regulation of the labor market was the idea that "the introduction of high standards of social protection should be seen not only as an additional cost but as a key element of competitiveness. That is precisely why, – the authors of the book argued, – the social policy of the Union cannot play a secondary role in comparison with economic development or functioning of the internal market" [2]. Apparently, for the first time in the program documents of the Society, the characteristics of the European social model were given.

A new stage in the development of social Europe was made at the Lisbon Council in March 2000. It set the Community a new strategic goal for the next decade: "to build a knowledge-based economy, the most competitive and dynamic in the world, capable of sustainable economic growth with high-quality partners and the quantitative improvement of employment and the great social unity of society" [19].

The European social program (Agenda social European) played a special role in shaping the social policy of United Europe. Approved in Nice, the program was innovative. This document was, in fact, a detailed strategy of the Community's social policy for the medium term – the next five years.

Thus, the evolution of the EU's social policy, the consistent enrichment of its legal basis, has become one of the key instruments of integration and contributed to the formation of a new type of social and political civilization based on democracy of the European model, a socially oriented market economy, and a legal and social state.

1.1   Language policy in the European Union

The meaning that language has in life as an individual, and society as a whole, also determines the role of language in politics. Even in a society where one language prevails, its existence often becomes the subject of struggle for supporters of various variants of its spelling or the normalization by the state of various aspects of the language functioning.

In societies where two or more languages coexist, linguistic politics is an indispensable component of domestic political life. After all, on the one hand, the situation of multilingualism requires the regulation of linguistic processes, the regulation of the status of languages and their areas of operation, ensuring the guarantees of preservation of languages and the observance of the rights of their carriers – that is, state policy. On the other hand, the coexistence of languages involves questions of identity (group and individual), language guidance and language, loss and acquisition of languages, as well as the need to protect their rights by carriers of different languages, and hence the representation of those interests by certain individuals or organizations – all these issues become an important component of the political life of society. One of these challenges for the European Union has been its linguistic diversity.

At the same time, despite the high relevance of this issue, the state language policy remains to be scarcely investigated. Therefore, it is necessary to study the aspects of the problem that were still out of the attention of scholars, namely, the analysis of the European Union's experience in solving multilingual problems, generalizing the available results to obtain a systematic picture of the problem, and also implementing this experience on the territory of Ukrainian society.

Language is one of the key characteristics of cultural identity. The processes of globalization, the formation of interstate and supra-state formations create a new situation in the field of language policy. In this context, the European Union proposes and implements a complex and non-typical model of language construction for the world, namely, "unity in diversity". It is the linguistic diversity that determines the essence of the EU cultural space, its special national wealth, unique personality,

novelty in the contemporary world space. The motto of the European Union "Unity in Diversity" is the reflection of multilingualism that lies at the heart of the European Union. Under the slogan "unity in diversity," the European Union has always considered its multilingualism as a valuable contribution, not a burden.

Citizens who speak foreign languages can take advantage of the free movement of the European Union and more easily accustomed to life in another country. Language competence is one of the most important conditions for successful employment and career building.

At present, the European Union has 27 member countries and 24 official languages. Each member state, when joining the Union, determines which language or languages it declares as the official languages of the European Union. In the theoretical and practical activities of the main organs and institutions of the EU, in determining the "official" nature of the potential language of each new people, this organization is guided by the principle "one country –one language".

The EU develops and supports, at the supranational level, regional languages, languages of national minorities and languages that have practically disappeared from use. At the same time, other languages are regional, as well as languages of national minorities, the language of emigrants, the number of which in the EU is constantly growing, do not claim or can not qualify for official status.

Since the creation of the single market in 1993, multilingualism is essential if citizens and businesses want to take full advantage of the opportunities that it provides. Language skills have become a key factor in employment, mobility, and success factors in business.

At the Lisbon and Barcelona Summits (2000 and 2002, respectively), the Heads of State and Government identified "improving the learning of foreign languages" as one of the 13 goals of the Lisbon Strategy [28]. Thus, the importance of studying and learning foreign languages has been recognized at the highest level. The meeting of the Council of Ministers in Barcelona in 2002 set an ambitious goal – "native language plus two foreign languages for each citizen". This led to an active policy of promoting

language learning and learning through a variety of European curricula and language training programs.

In 2003, the Commission adopted the Action Plan "Promoting Language Learning and Linguistic Diversity" (2004–2006). The action plan proposed three categories of language learning activities: language learning throughout life, the quality of language learning and the creation of a supportive language environment. The Action Plan proposed 47 specific proposals for EC actions during 2004–2006. According to it, pan-European scientific studies, conferences, seminars and information campaigns on language problems were held, student visits to language courses were sponsored, grants to foreign language teachers were provided, etc. The language portal "Europe" was reconstructed. In order to promote the study of foreign languages, Socrates and Leonardo's programs have been expanded significantly. About 150 million euros were invested in their implementation, which is 66% more than in 2000–2002. Language policy has become one of the priorities in the new EU programs for 2007–2013.

The Action Plan has become an impetus for concrete steps towards reforming the educational systems of the EU member states in order to introduce the principle of the educational process "mother tongue plus two foreign". Of course, not all countries have these measures taken with the same intensity. For example, the study of foreign languages has become an integral part of the reform of the national educational system adopted by the Bulgarian Parliament in 2006. Changes in the educational system in line with the European integration policy are planned in Finland. The Government of Hungary has introduced a comprehensive strategy for teaching and learning foreign languages under the title "World Languages". Activities within the framework of this program include multiple increases in funding for studying foreign languages at school, the introduction of a year of intensive study of a foreign language in compulsory education, a new exam after school, an increase of at least 40% of study time devoted to the study of foreign languages, etc. Since 2003, the national language strategy has been implemented in the UK. It involves the study of foreign languages by all age categories of citizens, adult education and language learning at universities. In schools,

"European sections" are introduced, in which students study more foreign languages. Some of these initiatives are in the form of pilot projects that will eventually be implemented in the educational system. In Germany, the Netherlands, France, Finland and Austria, a Certilingwa Certificate is introduced, which defines the language competence of the student. It will supplement the school certificate.

In 2004, the number of official EU languages grew approximately twice –from 11 to 20, and in two years – to 23. In order to maintain equal access to European legislation for all residents of Europe, all Community laws are being prepared in all twenty-three official languages. On average, about EUR 1.1 billion is spent annually on transfers within the institutions of the European Union and costs EUR 2 per year for each EU citizen per year.

The language policy of the European Union shows the crucial importance of language learning in integration processes. An increase in the weight of language policy has also affected the structure of the European Commission. Previously, she was in charge of the EU Commissioner for Education, Training, Culture, and Multilingualism, then on January 1, 2007, a separate EU Commissioner for multilingualism was created. In 2007, Leonardo Orban was appointed Commissioner of the European Commission on multilingualism. The main purpose of his activity was to resolve the issues of coexistence of the 23 official EU languages, stimulate citizens to study foreign languages in the European Union member states, protect and support regional languages, in particular, the languages of national minorities, as well as the languages of emigrants. Such a policy, of course, concerns the official languages of the European Union, their use in the EU institutions. It spreads within the public field of the functioning of each language spoken by the peoples of the interstate community [30]. Leonardo Orban is headed by the Directorate-General for Translation of the European Commission, the Directorate-General for Interpretation and the Office for Official Publications of the European Communities. Leonardo Orban also manages the Division of Multilingualism in the Directorate General for Education and Culture. Under his authority, there are 3,400 employees, representing 15% of all staff of the European Commission [18].

The year 2008 was proclaimed the European Year of Intercultural Dialogue, in which European Union language policy has become very important.

The main purpose of the work program of education and training for 2010 is the ability to communicate in foreign languages.

The European Union's activities in this area have received a concentrated expression in the concept of multilingualism, which is both a political slogan and an EU action program. It is declared that the purpose of EU language policy is to preserve the linguistic diversity of the community and promote the acquisition of EU citizens by foreign languages.

The issue of language policy in the EU countries, especially those relating to the provision of multilingualism, is directly attributed to the governments of the EU Member States (national, regional, local). The main role of European Union supra-national institutions in this area is to develop a policy that ensures cooperation between the Member States in the area of linguistic construction. In order not to lose their uniqueness, uniqueness, colorfulness, for citizens of the EU states conditions are created that enable them to improve their knowledge of their native language, to study at least two foreign languages, which increases their competitiveness on the world labor market, enriches them intellectually.

The language policy of the European Union has three components:

- encouraging the study of languages and the promotion of linguistic diversity in society;

- promotion of a multilingual economy;

- promotion of social integration through improving knowledge of languages.

The legal basis for establishing a common language policy of the European Union is determined by the following documents:

1. Communication from the Commission on the Promotion of Language Learning and Linguistic Diversity: Action Plan 2004–2006, which set strategic goals and priorities for the effective study of a large number of languages from an early age;

2. Commission's 2005 Communication "A New Basic Strategy for Multilingualism", which confirmed the value of linguistic diversity and opened up the need for a broader multilingualism policy;

3. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on multilingualism: value for Europe and a common commitment that raises the values and opportunities of linguistic diversity in the EU and promotes the removal of barriers to intercultural dialogue;

4. By Decision No. 1934/2000 / EEC of 17.07.2000 of the European Parliament and Council on the European Year of Languages 2001;

5. Council Decision No. 14/02/2002 / EEC on the promotion of linguistic diversity and language learning in the implementation of the objectives of the European Year of Languages 2001;

6. European Parliament Decision 2002 / C 50/2001 on Regional and Lesser Used European Languages.

Promoting the learning of foreign languages has long since become a special focus of the European Commission's work, called Language Learning Policy.

In general, fewer and fewer EU Member States with more than one state language have shown greater levels of multilingualism. This is more typical of countries with less use of their native language or "language exchange". Only in six EU member states among the population is dominated by linguists. According to 2006, it is: Ireland (58% of the population that does not speak other languages than its own), Great Britain (62%), Italy (59%), Hungary (58%), Portugal (58%), Spain (56%).

Only a small percentage of Europeans, namely 8%, according to 2006, consider learning languages as an unimportant aspect of their lives. This indicator showed a slight increase compared to 2001 when the data accounted for 7% of such citizens.

The European Commission and EU member states have been working on a large number of initiatives in the field of education and training policies since 2000. The overall concept of European co-operation in education and practice, adopted in May 2009, has set four strategic goals:

- study and mobility;

- improving the quality and efficiency of education and practice;

- promotion of equality, social cohesion and active citizenship;

- increasing creativity and initiative at all levels of education and practice.

The EU provides special language support in the following sectors:

- language teaching;

- school education - joint class projects in different countries (Comenius program). There is also EU financial support for teacher mobility;

- vocational education under the Leonardo program supports methods and materials for language learning and methods for evaluating language skills in the professional field;

- higher education is the Erasmus program, which includes preparatory courses for the intensive study of the languages of students wishing to study abroad;

- adult learning through the Grundtvig program, which enables the European Commission to help them increase their competence, including language skills, which makes it easier to adapt to changes in the labor market and in society.

The European Union implements linguistic policies through a variety of student and teacher funding programs.

The prospect of the domination of English in community communication has already forced European intellectuals to talk about the need to encourage European citizens to learn a second language that is not the language of international communication. They proposed a concept, the essence of which is that each person studied an easy-to-learn foreign language. This second language should be close to your native language. In fact, the concept of the second mother tongue is introduced, the study of which should begin at school and continue at a higher educational institution. The study of this language should be accompanied by the study of the history, culture and literature of the people who speak the language.

Every year, on September 26, the European Union celebrates the European Day, which, according to the European Commission, seeks to promote multilingualism

through the study of EU citizenship of foreign languages throughout life and non-governmental cooperation.

Together with such concepts as respect for personality, tolerance, openness to other cultures, the linguistic diversity of peoples within the EU is one of its key values. Therefore, the actions of the Community of the Member States of the European Union are aimed at encouraging and supporting multilingualism of all EU citizens. With EU enlargement, linguistic diversity has become a new challenge in the functioning of the EU.

Thus, the evolution of the EU's social policy, the consistent enrichment of its legal basis, has become one of the key instruments of integration and contributed to the formation of a new type of social and political civilization based on democracy of the European model, a socially oriented market economy, and a legal and social state.

The overcoming of multilingualism is being realized through the implementation of various programs to stimulate language learning, relevant reforms of the educational systems of the EU member states. The language policy of the European Union demonstrates the crucial importance of language learning in integration processes. The growth of the weight of language policy has affected even the structure of the European Commission.

The issue of language policy in the EU states, especially those relating to the provision of multilingualism, is directly attributed to the governments of the EU Member States (national, regional, local). The main role of European Union supranational institutions in this area is to develop a policy that ensures cooperation between the Member States in the area of linguistic construction. In order not to lose their uniqueness, uniqueness, colorfulness for the citizens of the EU states, conditions are created that enable them to improve their knowledge of their native language, to study at least two foreign languages, which enhances their competitiveness on the world labor market, enriches them intellectually.

1.2 Linguistic diversity

Our world is not only culturally diverse; it is linguistically diverse. Today there are 7,000 recognised languages spoken by a global community of more than seven billion people. Interestingly, about 30% of languages are spoken by 1,000 people or less. The meaning that speaks in life as an individual, and society as a whole, also determines the role of language in politics. Even in a society where one language prevails, its existence often becomes the subject of struggle for supporters of various variants of its spelling or the normalization by the state of various aspects of the functioning of the language. In societies where two or more languages co-exist, linguistic politics acts as an indispensable component of intra-political life. After all, on the one hand, the situation of multilingualism requires the regulation of linguistic processes, the regulation of the status of languages and their areas of operation, ensuring the guarantees of preservation of languages and the observance of the rights of their carriers – that is, state policy. On the other hand, the coexistence of languages involves questions of identity (group and individual), language guidance and language, loss and acquisition of languages, as well as the need to protect their rights by carriers of different languages, and hence the representation of those interests by certain individuals or organizations – all these issues become an important component of the political life of society. One of these challenges for the European Union has been its linguistic diversity.

In this rapidly globalised world, the notion of internationality and diversity is mostly associated with language and communication, as understanding each other is becoming more and more important. The ability to set up good market connections, knowledge sharing, intercultural awareness would be simply impossible without one component – understanding of language. It is the main key to discovering humanity, its existence and development.

Language offers new insights into our history, cultural differences, migration, and the way in which our brain processes information. The variety of studies connected with language-involved methods cannot but surprise. This knowledge can, in turn, help us understand what it means to be human, as well as opening the way to many practical

applications. In order to realise these goals, applied linguistics works closely together with disciplines, such as biology, psychology, archaeology and history and many others. Moreover, beyond our linguistically-diverse world as a whole, particular countries show evidence of a varied linguistic landscape that are important when considering target audiences and expanding your global footprint.

The worth-mentioning fact is that supporting linguistic diversity can literally save our lives. Publishing basic healthcare information in a native language, for example, can give people the knowledge they need to stay alive. Therefore, a language should not be a barrier when it comes to accessing quality information in any share of human being. Translation and localisation remove those constraints and brings us closer together. Only when we understand and embrace our different cultures and languages, can we then truly communicate. The linguistic diversity in the world is a positive reminder of our different personal identities coinciding together.

The word diversity itself covers a lot of meaning, according to the Cambridge dictionary, it is 1) the fact of many different types of things or people being included in something; a range of different things or people; 2) the condition or fact of being different or varied; 3) the fact of there being people of many different groups in society, within an organization, etc. [17] However the notion of diversity, from the point of view of the European community, comprises all the meanings reflected on the researches in different areas of EU objectives

Empirically oriented research on linguistic diversity has taken place in two main areas. First, it has been concerned with how immigrants and their children cope with linguistic demands and expectations of the host society and, in the case of immigrant children, with bilingualism. Second, it has focused on the challenges which nation-states and their legal and public institutions face in regard to increasing linguistic diversity. Bauböck suggests several principles as guidelines for public policy in various national contexts: linguistic liberty, assimilation, accommodation, and recognition. [11, p. 24] Regarding linguistic liberty Bauböck states that liberal democracies must guarantee the right for immigrants to use their own languages in both the private and public sphere. Immigrants should not only have the right to use their languages for

shop signs, advertising, private print or audiovisual media but also as a medium of instruction in private schools [12, p. 67].

Whereas these liberal principles do not oblige the state to actively promote minority languages, accommodation and assimilation refer to the state's tasks and responsibilities. According to Bauböck, especially for newly arriving immigrants, accommodation of linguistic difference is often more appropriate than assimilation into one of the official languages. Especially in institutional environments that are experienced as stressful, such as hospitals or police stations, communication between immigrants and institutions should be fostered by providing translation and interpreter services, bilingual forms and ballots and information in immigrant languages [12, p. 67-69].

1.2.1 EU official languages

The European Union is a territory with a wide cultural and linguistic diversity. In total, more than 200 languages are spoken in the EU countries. However, only 24 of those languages are officially recognised within the European Union. There are also more than 60 indigenous regional and minority languages, as well as numerous non-indigenous languages spoken by migrant communities. That makes a total of 552 possible language combinations since each official language can be translated into 23 others.

Language is one of the key characteristics of cultural identity. The processes of globalisation, the formation of interstate and supra-state formations create a new situation in the field of language policy. In this context, the European Union proposes and implements a complex and non-typical model of language construction for the world, namely, "unity in diversity". It is the linguistic diversity that determines the essence of the EU cultural space, its special national wealth, unique personality, novelty in the contemporary world space. The motto of the European Union "Unity in Diversity" is the reflection of multilingualism that lies at the heart of the European Union. Under the slogan "unity in diversity," the European Union has always considered its multilingualism as a valuable contribution, not a burden [32, p.20].

Citizens who speak foreign languages can take advantage of the free movement of the European Union and are more easily accustomed to life in another country. Language competence is one of the most important conditions for successful employment and career building. At present, the European Union has 27 member countries speaking 24 languages, as it was mentioned before. Each member state, when joining the Union, determines which language or language it declares as the official languages of the European Union. In the theoretical and practical activities of the main organs and institutions of the EU, in determining the "official" nature of the potential language of each new people, this organization is guided by the principle "one country – one language". The status of official languages in the EU institutions is provided in 24 languages. This applies in particular to Bulgarian, Czech, Danish, German, English, Estonian, Finnish, French, Dutch, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish language [1, p.17].

The European Union is showing the largest linguistic diversity among the state and interstate communities, serving as a common home for nearly 500 million citizens from 27 member states [2]. Significant mobility of Europeans currently stands at around 10 million citizens working in other countries (in their member countries: there are now 175 nationalities within the borders of the EU [3]. The number of languages spoken on the European continent, from the Atlantic to the Ural Mountains, except for the Caucasian Mountains, is about seventy (not counting the dialects of the deaf people and languages used by the new Europeans who come from all over the world in daily life). Therefore, language skills and the unified European language policy of the European Union are of paramount importance for the effectiveness of the functioning of the European Union as a unified system of the community [19, p.33].

The first directive of the European Community, which revealed the official languages, was adopted in 1958 (Regulation No. 1/58). It identified Danish, French, German, and Italian as the first official and working languages of the EU. Since then, with the enlargement of the member countries of the association, the number of official and working languages has increased. Today, the EU has fewer official languages (23)

than member states (27), which is due to the uniformity of the official languages. Before joining, each candidate country determines which of the official languages, if there are several, will be communicated with the EU institutions. Consent on this issue is noted between the EU and each country in the Accession Act. The development of multilingual democracy, which today is the EU, and the need for communication in a multilingual environment, has led to the definition of certain principles and rules. Language issues in the 1990s have become a separate area of activity for the European Union, known as the EU Language Policy (EU language policy) [28, p.20].

The problem of multilingualism has created the need for certain multilingualism management and the creation of an EU language regime. The language regime concerns legal, political, cultural, functional and budgetary issues. The emphasis on various components of the language regime determines different possible scenarios for addressing the language problem. At the level of theory, researchers identified seven possible linguistic regimes in the EU, the essence of which varies from the use of one language, both official and working, to the use of all official languages without managerial adjustments (monolingualism, nationalization, limited multilingualism, asymmetric systems, controlled monolingualism, controlled multilingualism, full multi-lingualism managerial adjustments, unlimited multilingualism) [3, p.143].

The EU language policy in terms of spheres of influence is divided into external (outside the EU) and internal (within the EU), and according to the levels of implementation - to supranational, national and regional. Taking into account the multi-levelness, EU language policy is developing at different speeds and in different directions. The EU has a multilingual strategy in the language sphere.

It is declared that the EU's objective in the language sphere is to preserve linguistic diversity and promote the acquisition of foreign languages by EU citizens. Created in 2008 by the European Commission, the High-Level Group on Multilingualism (Commissions High-Level Group on Multilingualism) has defined the concept of multilingualism:

- coexistence of different language communities within a geographic or geopolitical zone or political community;

- the ability of societies, institutions, groups, and individuals to communicate regularly in more than one language [30, p.19]. Legislation and important or interesting from a social point of view documents are translated into all 24 languages.

Other documents (for example, communication with national governments, decisions that directly affect individual individuals or groups, correspondence) are translated only into the languages that are required by the situation. There is a different linguistic regime within the EU institutions. For example, the European Commission for internal use uses three languages - English, French, and German. English is a working language within the European Central Bank. Members of the European Parliament need to translate many documents into their native languages, so its work is from the very beginning multilingual. The communication of the representatives of the Member States to the Council of Ministers is hypothetical in its own language with the provision of translation, but only the English and French languages are used within the framework of the Common Foreign and Security Policy (CFSP). Representatives of the French-speaking states, especially France, within the framework of the CFSP, should be expressed in French and, accordingly, documents prepared by France exist only in the French original. Since May 1, 2004, a reform of the linguistic regime of the Council took place, which led to the use of united communication by united groups (according to the usual practice of the CFSP, French ,and English).

Prague, August 16, 2001 – Among the numerous economic, financial and administrative problems of the European Union there was another problem that caused serious discussions among the leading members of the EU. It is about the official language or rather the language that all members of the Union should use in conducting documentation and meetings [19, p.24].

The language issue in the EU, as seen from the recent discussions, is far from secondary. Over the next five years, the number of member states of the European Union will increase from the current 15 to 25 or more. With the addition of new members – the Czech Republic, Poland, Hungary, Malta and others – an army of translators in the EU structures will grow. For the current 11 members, there are 55 different combinations of translations from one language to another. With the addition

of several subsequent members of the combination will increase. So far the leading and competing EU languages remain French and English. Since the 95th year, when Sweden, which prefers English to join the European Union, has joined the European Union, and Jacques Delors, the president of the European Commission, has slowly pushed French into the use of the Brussels bureaucracy [29, p.33].

Every year there was 3 percent more common EU documents in English. Today, approximately 60 percent of the documents are in English and only 40 in French. And this imbalance deepens. The President of the European Commission, Romano Prodi, proposed to leave most of the documents in the language they were prepared. As a whole, most new EU members will support English for official communication. This perspective has troubled France. French Foreign Minister Euber Verdin has protested against such an uncontrolled situation, and his German counterpart Joschka Fischer has supported this protest, but with the thought of spreading and consolidating the German language, which is the third official in the structures of the European Union. In this case, rationalism did not work [13, p.22].

Arguments about linguistic unification, which will bring convenience and save time, and also reduce the enormous costs of translation activities, do not suit the leading members of the European Union, which binds their national dignity and weight to the official language in the EU. And what then remains the smaller members of the EU? – Ironically asked by observers who are following a linguistic dispute. The smaller members of the union will have to swallow their ambitions. The Financial Times newspaper, in the article "Let the Differences live," gives an example of Romano Prodi, who used the French or German language rather than the Italian to answer his criticisms sensibly. And it is precisely this, as the newspaper emphasises, that the essence of the linguistic compromise lies.

1.2.2 EU regional and minority languages

The discriminatory nature of people who speak minority or regional language is not isolated cases. However, it is difficult to draw clear conclusions about the protection of linguistic rights, like human rights, from these specific cases. But it

should be noted that the number of applications for the protection of linguistic rights in the Court is constantly increasing. This indicates that this problem is relevant and requires more attention.

In order to fulfil the conditions for recognition and observance of the basic principles, States must at least ratify several fundamental international legal instruments adopted within the framework of the Council of Europe. One of such documents – approved by the Committee of Ministers of the Council of Europe on November 10, 1994, opened for signature on February 1, 1995 and the Framework Convention for the Protection of National Minorities (NM), which was in force on February 1, 1998, was opened for signature [45, p.29].

The Republic of Kazakhstan is the first effective special multilateral highly effective international legal instrument devoted to the protection of the rights of national minorities in general, which emphasises that such protection is an integral part of international human rights protection.

The purpose of the convention, as Mitsik V.V. notes, is to define European standards, legal principles that they would undertake to respect for the protection of national minorities. The framework convention is named precisely because it contains mostly non-specific norms, and the program's provisions, along with the definition of the goals that they commit to reaching the parties. States Parties are legally obliged to bring their national laws and practices into line with these guidelines. But these guidelines are not directly applicable in the states, they only give them a certain opportunity to act on their own accord in fulfilling their obligations, that is, in such a way allow them to take into account different national circumstances [24, p. 2-11].

The provisions of the Convention relating to the right of a person belonging to a national minority to the free and unrestricted use of the native language are specified in art. 10, also emphasise the right to communicate in this language among themselves, as well as with the administrative authorities in the areas of the traditional settlement of a minority. Significant place in the Framework Convention is devoted to the study of culture, history, language, religions of national minorities and the majority of the population, the development of educational systems, education in educational

institutions in the language of the minority – with a reservation: without prejudice to the study of the official language, which are fixed in Art. 12, 13

Another article provides for the right of every person belonging to a national minority to study the language of his minority. And in areas where people belonging to national minorities traditionally live or where they make up a significant proportion of the population, if the party is sufficiently concerned, the parties, without undermining their ability to study the official language or teaching that language, endeavour to ensure, whenever possible and within their educational systems, appropriate conditions for teaching the language of the minority concerned or for teaching that language (Article 14).

Important is the provision of Art. 11 on the obligation of the parties to recognise for every person belonging to a national minority the right to use his or her last name (which, according to the legislation of most countries, is given to the child from the moment of birth by his father's name) and the name in the language of the national minority, and the disclosure of private information in that language.

In areas where traditional national minorities are traditionally resident or where they form a large part of the population, the parties have agreed to use the traditional names of settlements and streets and other toponyms for general use as well as the language of the minority if this is sufficiently needed. These are the linguistic rights of national minorities that are protected by the Republic of Kazakhstan [28, p. 198-215].

The emphasis on different components of the language regime identified various possible scenarios for solving the language problem. Particularly, the EU's linguistic policy attaches great importance to protecting the rights of national minorities. November 10, 1994

The Committee of Ministers of the Council of Europe adopted the Framework Convention for the Protection of National Minorities, which came into force after it was ratified by 12 member States of the Council of Europe. This first multilateral document on the protection of national minorities sets out provisions for various areas.

These provisions have the form of a program that defines the specific tasks that the participating states undertake to implement through the introduction of relevant

laws and government policies at the national level. The document supplementing the Framework Convention is the European Charter for Regional Languages and National Minorities, which was adopted in 1992. The Charter recognises the inalienable right to use both in private life and in public regional languages and languages of national minorities [21, p.24].

It defines the tasks and principles that the state must adhere to and proposes concrete measures for their implementation in the fields of education, justice, public administration, culture, economic and social life. In particular, Germany has introduced seven languages under the protection of the Charter: Lower German, Serbian (Upper Luzhitsky and L.Lusatia), Frisian (North Frisian and Saterfryz), Danish, and Roma (German Sinti and Roma, also known as Gypsy).

Moreover, lower German is taught as regional, while others are minority languages. The languages of national minorities and other traditionally indigenous peoples in Germany are protected by the Framework Convention of the Council of Europe.

The languages of minorities here are regarded as attributes of minorities (although the Charter refers to minorities by the number of representatives and not the minority languages) [24, p.133]. In general, European experience defines a clear legal definition of the conditions and mechanisms of the decision-making process concerning national minorities within the framework of the Council of Europe.

The peculiarity of this approach lies in the fact that the problems of protecting national minorities are not considered separately, independently, but only in the context of general cooperation between states within the framework of the already established effective mechanism for the protection of human rights in Europe.

Analysis of the constitutions and legislation of foreign countries gives grounds for the conclusion that there are three typical models for resolving the issue of an official (state) language. The first model involves the unconditional recognition of the official (state) solely one language. The second model provides for the possibility of existence, along with one official (state) language, which is used throughout the state, other official languages in certain parts of the state. The third model implies the

existence of several official (state) languages in the state [18, p. 12]. The second model is used in the states, in certain parts of the territory of which there are compact representatives of autochthonous ethnic groups different from the titular nation.

Such states are, for example, Spain, Macedonia, Slovenia, Croatia, Russia. In particular, Article 3 of the Spanish Constitution states that "the Castile language is the official Spanish language of the state," and recognises that "other Spanish languages will also be official in the autonomous communities concerned in accordance with their Statutes" [21, p.27].

Today, official languages in certain provinces and regions of Spain, along with Spanish (Castilian), are Basque, Catalan, Galician, and Valencian. Within the framework of the third model (official multilingualism), it is first of all to highlight the linguistic legislation of the states within whose territories there are more or less clear ethnic boundaries between autochthonous ethnic groups. Such is, for example, Switzerland.

The Constitution of this country, which is a federal state and consists of 26 cantons, distinguishes four languages: German, French, Italian and Romansh, as national (Article 4) and three languages as official: German, French and Italian (Article 70) [32, p.28].

It should also be noted that the constitutional and legal regulation of languages in foreign countries is not limited only to the problem of the legal regime of the state (official) language, but also concerns the issues of guarantees of the rights of national minorities in the sphere of national-language relations. The experience of legal protection of national minorities, which is being conducted by Canada, Italy, Germany, France, deserves considerable attention.

Particularly tolerant, with respect to the guarantees of the rights of national minorities, we have a language policy in Finland. Although this country is in fact mono-ethnic, since 93.6% of its population are Finns, the Constitution of the Republic of Finland of June 11, 1999 (§17) proclaimed Finnish and Swedish as the national languages of Finland [6, p.14].

Considering different models, strategies and methods of implementing language policy, it should be taken into account that the issue of linguistic affiliation is directly related to the ethnic, cultural and religious identity of citizens, and the language serves as a tool of politics.

It is positive for Ukraine to use the experience of those countries which, through the legislative consolidation of the state language, ensure the functioning of the state language, and the creation of a number of state administration bodies that promote its dissemination, study, and increase the effectiveness of language policy. Undoubtedly, it would be ideal to achieve a harmonious balance of the linguistic rights of the nation (state) and the linguistic rights of the individual (citizen).

However, such a parity, unfortunately, the world experience cannot yet demonstrate. After all, the implementation of language policy aimed at preserving or changing the status of a single language always implies simultaneous influence on other languages, the scope of which, as a rule, narrows. It should also be remembered that universal and ideal schemes for the provision of language policy do not exist, but the developed and verified practice of valuing landmarks provides an opportunity to optimally ensure the legal basis for such a policy. As far as they are adequate and effective for our state will show the practice of their implementation.

Of course, summing up the implementation of European directives on language issues is very important, and the results of the study on the analysed countries are an invaluable database. Therefore, it would be appropriate to make this database accessible to the general public in the form of an "interactive" index, such as the OECD's Better Life Index, for example [44, p.20].

In developing the strategy and implementation of the state language policy in Ukraine, both positive and negative experience of constitutional regulation of linguistic relations in foreign countries should be taken into account. First of all, one should take into account the experience of constitutional and legal regulation of language relations of countries such as Spain, Italy, France, Finland, Canada, Belgium, Switzerland, etc. For this purpose, a comprehensive and thorough legal examination of foreign language

legislation should be carried out, and specialists should make forecasts of the possible use of such experience in our country.

The other, the most important European international legal instrument in the field of protection of regional or minority languages aimed at eliminating these deficiencies, which is aimed at establishing European standards and principles of a special nature, was adopted within the framework of the Council of Europe on November 5, 1992, the European Charter of Regional language or language of minorities, which came into force on March 1, 1998 (the Charter is abbreviated, ECMM).

As of May 1, 2013, during the 15 years of the Charter's validity, of 25 Council of Europe members ratified 25 European countries (Austria, Armenia, Bosnia and Herzegovina, Croatia, Cyprus, Czech Republic, Denmark, Finland, Germany, Hungary, Liechtenstein, Luxembourg, Montenegro, Netherlands, Norway, Poland, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine and the United Kingdom). Eight countries signed but did not ratify the document (Azerbaijan, Iceland, Italy, Malta, Moldova, former Yugoslav Republic of Macedonia, Russia, France).

Fourteen countries did not sign and ratify the treaty (Albania, Andorra, Belgium, Bulgaria, Georgia, Greece, Ireland, Estonia, Latvia, Lithuania, Monaco, Portugal, San Marino, Turkey) [30, p.20].

Ukraine ratified the Charter of 19.09.2005, which came into force for it on 01.01.2006. Based on the provisions of the Charter, a state that is not a member of the Council of Europe may also be a party to it.

However, the Charter is not a new document; it has come into being long before it actually came into force. As the Explanatory Report to the Charter states [32], over the years, various Council of Europe bodies have expressed concern over the situation of regional or minority languages.

Indeed, Article 14 of the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950 establishes the principle of non-discrimination, in particular, declares outside the law, at least in relation to the enjoyment of the rights and freedoms guaranteed by this Convention, any

discrimination based on such features as language or communication with a national minority. However, despite all its importance, it only gives individuals the right not to be discriminated against but does not create a system of strong protection for the languages of the minorities and communities that they use, as indicated by the Consultative Assembly in 1957 in its Resolution 136.

In Recommendation 285 of 1961, the Parliamentary Assembly of the Council of Europe called for the European Convention to be supplemented by a safeguard mechanism aimed at providing minorities with the right to have their own culture, use their own language, create their own schools, etc. [39, p.20].

The main purpose of the Charter is cultural development. The Charter does not refer to national minorities or their protection, there is not even a term used there, protection of minority languages is directly related to the existence of linguistic minorities. The Charter must protect and promote the development of regional or minority languages that are at risk as European cultural heritage.

This objective is reflected in the Preamble, which proclaims: "The member States of the Council of Europe signatory to this Charter, Aware that the protection and development of regional or minority languages in different countries and regions of Europe is an important contribution to the development of a Europe based on the principles of democracy and cultural diversity within the framework of national sovereignty and territorial integrity, believe that the protection of historical regional or minority languages of Europe, some of which are endangered, contributes to the preservation and development of the cultural wealth and traditions of Europe "[33, p. 175-196].

In view of these tasks, it not only contains anti-discrimination clauses but also provides for real measures aimed at the active support of such languages. The purpose of the Charter is, as far as the conditions allow, ensure the use of regional or minority languages in the education and media sectors, in courts and administrative institutions, in economic, social and cultural activities. Only in this way, these languages can receive compensation where necessary, because of the unfavourable conditions of their existence in the past, only so they can be preserved and evolve as a living side of

European cultural identity. The Charter does not solve the problems of the current immigration situation that arise in connection with the existence of groups that speak a foreign language in the country of immigration or, sometimes, in the country of origin in the event of their return. The Charter also has nothing to do with the situation with non-European groups that have recently immigrated to Europe and have acquired the citizenship of European countries [45, p.26].

The Charter covers only "historical" languages, communication that has been carried out for a long time, being in danger (paragraph 10 of the Report). Most of the member states of the Charter thus perceive these provisions. For example, in Norway, these languages recognise the Sami language (four of its varieties) and the language of the queens (which is really in critical condition). The recognised minority languages in Sweden are Sami, Finnish, Meyankili (Finnish Tornedal).

In the UK: Welsh, Scottish-Galician, Irish. However, taking into account the provisions of paragraph 21 of the Explanatory Note, which stresses that "the Charter does not specify which European languages correspond to the concept of" regional or minority languages ", the list of regional or minority languages remains largely the right of each of the Parties. There are countries that pay attention not only to the languages that are in critical condition but also to the languages of neighbouring countries that obviously do not threaten the threat of disappearance, at least in the near future.

Conclusions to chapter 1

Together with such concepts as respect for personality, tolerance, openness to other cultures, the linguistic diversity of peoples within the EU is one of its key values. Therefore, the actions of the Community of the Member States of the European Union are aimed at encouraging and supporting multilingualism of all EU citizens. With EU enlargement, linguistic diversity has become a new challenge in the functioning of the EU.

The overcoming of multilingualism is being realized through the implementation of various programs to stimulate language learning, relevant reforms of the educational systems of the EU member states. The language policy of the European Union demonstrates the crucial importance of language learning in integration processes. The growth of the weight of language policy has affected even the structure of the European Commission. The issue of language policy in the EU states, especially those relating to the provision of multilingualism, is directly attributed to the governments of the EU Member States (national, regional, local).

The main role of European Union supranational institutions in this area is to develop a policy that ensures cooperation between the Member States in the area of linguistic construction. In order not to lose their uniqueness, uniqueness, colourfulness for the citizens of the EU states, conditions are created that give the opportunity to improve the command of the native language, to study at least two foreign languages, which increases their competitiveness on the world labour market, enriches them intellectually.

Obviously, language policy in Ukraine should be conducted precisely in view of the prospect of European integration. Evidently, our state will be able to become a full member of united Europe under the appropriate conditions. When Ukrainian citizens will have access to EU documentation and reliable information about the European Union. Therefore, as in the European Union, the relevant policy in the field of translation must be implemented in our country. The need for a powerful translation centre for European documentation has long been over. Secondly, an identical European foreign language teaching policy must be implemented, since it is difficult

to imagine being a member of a community with whom you can not speak the same language. Integration of Ukraine into the European Union will also contribute to the implementation of the EU language policy.

Taking of democracy and European integration aspirations of Ukraine require the solution of language issues and the implementation of tolerant, legal methods for resolving linguistic conflicts. Revitalization of work in this area is a prerequisite for the consolidation of modern Ukrainian society since many aspects of language use are not yet regulated at the state level.

CHAPTER 2.

KEY CONCEPTS OF THE EU ACADEMIC DISCOURSE

Academic discourse, which is historically grounded, includes all lingual activities associated with academia, the output of research being perhaps the most important. The typicality of academic discourse is derived from the (unique) distinction-making activity which is associated with the analytical or logical mode of experience. Therefore, there is no strict definition of the notion of discourse. We can presume the fact that it may differ merely by specialist topic and terminology that is used. Consequently, academic discourse varies across disciplines and fields. It is also important that these various disciplines have their own specific "culture" of regulation of the standard writing, unique rhetorical context, and policy.

However, there must be some common features, applied to all types of academic discourse, that make the text to be perceived as typically academic. The commentators such as Flower (1990) [23], Suomela-Salmi and Dervin (2009), Gunnarsson, (2009), Hyland (2011) and Livnat (2012) [16, p. 24] identify the "critical" features of the challenge of finding a generally acceptable definition of discourse.

Academic discourse is more than grammar; it has functions like exposition, clarification, and conclusion, requiring us to do things with language like explain, define, compare, contrast, classify, agree, disagree, illustrate, elaborate, make claims, see implications, infer, exemplify, anticipate, and conclude. In addition, imbued as it is with cognitive as well as analytical processing, competence in handling academic language is far more than the 'skills' of listening, speaking, reading, and writing [35].

The ability to handle this complex kind of language has at its centre the idea of using language in a logically qualified way: to make theoretical distinctions and for the purposes of analysis. Therefore, the measurement of the ability must encompass many sub-components, to do justice to the complexity of the language ability being assessed. The same method would be applied to language courses to develop academic literacy, as the ability to handle academic discourse is usually termed. The academic literacy itself, according to Albert Weidman comprises several features such as: be

aware of the logical development of (an academic) text, via introductions to conclusions, and know how to use language that serves to make the different parts of a text hang together; interpret, use and produce information presented in graphics or visual format; make distinctions between essential and non-essential information, fact and opinion, propositions and arguments; distinguish between cause and effect, classify, categorise and handle data that make comparisons, etc. [47]. The most common method of assessing the academic literacy level accurately is to analyse the academic writing samples. This kind of writing is an inevitable part of academic language behaviour in a discourse community. English for Academic Purposes that is used in researches of discourse community, enables teaching/learning, not only in universities in native-speaker cultures but also in universities where English is used as an international language or *lingua franca* at levels of international cooperation, where researchers, as well as teachers and students, are non-native speakers of English [4].

Within this, we find a necessity to identify key components fulfilling the standard of the academic writing community.

Features of academic writing

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform the reader. As well as this is in the standard written form of the language. There are ten main features of academic writing that are often discussed: complex, formality, objectivity, explicitness, hedging, and responsibility. It uses language precisely and accurately, being well organised and planned properly at the same time.

Complexity. Written academic language has longer words, it is lexically denser and it has a more varied vocabulary. It uses noun-based phrases rather than verb-based phrases; thus nominalisation is prioritised. Texts are shorter and the language has more grammatical complexity, including more subordinate clauses, and more passives. (Biber, 1988; Biber, Johansson, Leech, Conrad & Finegan, 1999; Chafe, 1982; Cook, 1997; Halliday,1989). The following features are common in academic written texts:

- noun-based phrases,

- subordinate clauses/embedding,
- complement clauses,
- sequences of prepositional phrases,
- participles,
- passive verbs,
- lexical density,
- lexical complexity,
- nominalisation,
- attributive adjectives,
- adjectival groups as complements.

Formality. Academic writing is relatively formal. In general, this means that in an essay you should avoid colloquial words and expressions (colloquial words and expressions; ""stuff", "a lot of", "thing", "sort of", abbreviated forms: "can't", "doesn't", "shouldn't"; two word verbs: "put off", "bring up"; sub-headings, numbering and bullet-points in formal essays - but use them in reports; asking questions).

Precision. In academic writing you need to be precise when you use information, dates or figures. Do not use "a lot of people" when you can say "50 million people".

Objectivity. Written language is in general objective rather than personal. It, therefore. has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs). This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. This is related to the basic nature of the academic study and academic writing, in particular. The thoughts and beliefs should be based on your lectures, reading, discussion and research and it is important to make this clear.

Explicitness. Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signalling words.

Accuracy. Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; general English does not.

Hedging. In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

Responsibility. In academic writing the author is responsible for demonstrating an understanding of any source texts they use, and a lot of attention is paid on plagiarism.

Organisation. Academic writing is well organised. It flows easily from one section to the next in a logical way. Once the author has decided on the genre, the structure is easily determined.

Planning. Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan. [47].

It is universally acknowledged that English is the vehicular language among citizens in Europe, so that, acquiring or learning it as a second (L2) or foreign language (FL) has become a need in our globalised society. Among the several uses, speakers make of this language, the one that concerns the present case study is its role as lingua franca in European environments, especially in academic and professional settings. English is also used as an official language of the European Union. This means that all the official documents, journals, strategic plan publications, plenary sessions summaries are written and published in EAP language (English for Academic Purposes). Thus, the academic language behaviour in EU documentation could be defined as narrow-domain academic writing due to the number of reasons. As far, as we know, discussions of academic language usage have been seen as part of ELT (English Language Teaching), or TESOL (Teaching English to Speakers of Other

Languages) and TEFL (Teaching English as a Foreign Language). Today these concepts are seen in a more general way, so that we get acronyms like EAL (English as an Additional Language), EIL (English as an International Language), ELF (English as a Lingua Franca), ESP (English for Special Purposes, or English for Specific Purposes), etc. However, the main EAP (English for Academic Purposes) researches showed up great results in creating a general theoretical framework to practical use. It is now spread to governmental institutions, like universities (in native as well as non-native countries). Furthermore, this framework is widely used in professional writing in the domains of law (e.g. legal correspondence), journalism (e.g. reportage), engineering (e.g. technical reports), marketing (e.g. advertisements), etc.

The EAP includes, at least, three levels of communities, and thus we distinguish three types of EAP in academic discourse:

- Student English: It is typical for teaching/learning at secondary schools. This type of writing is characterized by the ability to independent searches for appropriate information, its assessment and media-supported oral presentation.

- Doctoral English: Doctoral students have to develop their own ideas in writing sophisticated innovative Ph.D. works. It is supposed to do some major contribution to science or other projects.

- Research (International) English: Here we take into consideration international scholarly articles, that have a standardised structure and are accompanied by peer-review procedures, corresponding discussions of subject- and genre-specific conventions [16, p.3].

The purpose of the present paper is to analyse the key concepts functioning in the academic discourse. Thus we have to dwell upon the approaches to defining concepts in linguistics. In our practical part, we will analyse different types of documentation published by the European Union. These are academic texts on variable topics, written mostly in International (or research) English language. It means that all the publications have strict and standardise structure, with features of professional

writing (style, vocabulary, sentence patterns, etc.).

2.1 The notion of concept in linguistics

We have already discussed the notion of academic discourse and its characteristics; however, any humanitarian knowledge put forward a problem of analysing the ultimate elements of language – concepts. The word concept comes from the Latin "conceptus", which in translation means "thought, idea, notion" and was originally used as the term of logic and philosophy. Nowadays this term is widely used in linguistics, among Ukrainian scholars, who describe a concept, we can name N. Arutyunova, N. Ryabtsev, B. Borukhov, R. Rosin, O. Kubryakova, S. Nikitin, T. Radziyevskaya, V.Teliya, and others. The linguistic concept may be understood as the semantic category that operates in the system of logical relations and represents the verbalized expression of a certain cultural context. It can indicate the content of the linguistic sign, missing its traditional sense and meaning, and which can combine some logical-psychological relations and fall into some linguistic categories. Moreover, the concept has a dynamic essence, it is capable of replenishing, changing and reflecting human experience. The concept has an internal organization and complex structure. At the core of the concept lies the initial, prototype model of the main meaning of the word. The main value is the basis for the formation of derivative values. In the structure of the concept, this is reflected in the fact that it has a central and peripheral zone. Moreover, the latter is capable of divergence, that is, it causes the "remoteness" of new derivative values from the central zone [37, p.41].

As to the notion of concept in the European Union, we should identify the vector of the concept study. Here, O. Prykhodko differentiates two perspectives – mono – and polylingual. Both approaches are of utmost importance for understanding the general picture of cultural and linguistic values inherent in a particular society. According to our objectives in the present paper, analyzing the European Union key concepts, we will use the monolingual approach of studying. This method enables the possibility of a comprehensive and deep analysis of a particular conceptual sphere in general [23, p.30].

2.1.1 Psycholinguistic aspects of studying concepts

The representation of knowledge that forms the cognitive space of an individual is carried out through language. The study of an implementation of cognitive processes in the human mind through the prism of its use of language and linguistic units led to the emergence of cognitive linguistics (English "cognition" – "knowledge, knowledge"). It is the trend in linguistics, where language is considered as a means of obtaining, storing, and processing knowledge, directed to study of conceptualization and categorization in a certain language. The role of language in this study is crucial because it verbalises all mentioned processes. The meaning of the concept in cognitive science reflects an abstract idea or a mental symbol sometimes defined as a "unit of knowledge". In the field of psycholinguistics the notion of concept corresponds to those senses, that is operated in the thinking and learning processes. Scientists believe that the concepts originate in the process of the perception of the world, they are created in the acts of knowledge gathering, reflecting and summarizing all human experience and meaningful reality in different types of activities with an environment. In each concept, you can notice the essence of important knowledge of the world. Moreover, the concept is related to the verbal means of expression. Analysing works of language does not form concepts but serves as a means of verbalisation. The verbal form could be expressed by individual words and phrases that exist in the real mentality of the speaker's cognition.

In linguistic science, the notion of "concept" was intensified in connection with the thesaurus study of lexemes and the definition of the principles of making ideographic dictionaries. Semantic researches on the search for means for establishing the correspondence between the deep-syntactic and surface-semantic levels of the representation of the semantic component of the analysis of system-reproducing signs of the model of the world, presented in the works of Y. Apresyan, N.Arubnokova, T.Bushgin, O. Paduchevoy, G.Kolshansky, O Seliverstvo, have created a scientific basis for parallel perspectives of studying the problem of the generalized unit of the content side of the language [31, p.20].

According to Y. Stepanov, the concept has a "layered" structure, like a result of different epochs. He stated that the concept possesses both main and additional features plus the inner form. The inner form is the key layer, on which other meanings are built. [4, p.14]. There are also other points of view on the concept, but all of them have the commonality in its global meaning – the idea of something. Comparing some definition from dictionaries we get the following table.

Table 2.1 The definition of concept

Dictionary	Definition
Dante database	an abstract idea; mental construct
Cambridge dictionary	a principle or idea
Macmillan dictionary	an idea of something that exists
Collins dictionary	an idea or abstract principle
Longman dictionary	an idea of how something is, or how something should be done

With its methods, psycholinguistics "allows us to identify the peripheral, deep semantic components of the words, which are implemented not in all the uses of one or another lexical unit, but form the peripheral zone of the semantics of the word. The peripheral zone itself is nothing more than a sign of the concept; words that are actualized in special conditions of use, in the form of peripheral semantic components". For a psycholinguistic description of meanings, these components will be components of the psychologically true meaning of the word, while all of them are a reflection of the representation of the corresponding conceptual features. However, the psycholinguistic true meaning of the word in the aggregate of nuclear and peripheral components is not a description of the concept, but only a description of its part, the given lexical unit, which is represented, and obtained through the "appeal" of the psycholinguist to this lexeme as one of the verbal presenters of a particular concept [27, p.25].

The essence of psycholinguistics as a science of the laws is the generation and perception of language means of communication. It studies the processes of creation, as well as the perception and formation of speech in their correlated with the system of

language. In relation to the subject of research psycholinguistics is close to linguistics, and according to the methods of research (especially the notion of the concept) to psychology.

One of the essential features of linguistic science is the application of a conceptual approach to the language phenomena and structures being investigated. A peculiar fashion for the term "concept" in scientific and artistic literature appeared at the end of the twentieth and early XXI century, nevertheless there has not been created a clear universal definition of this term. Numerous approaches can be identified with regard to understanding the term "concept".

Based on numerous studies, it can be argued that concepts are formed in human consciousness. For the effective creation of the concept in the human mind, and for the completeness of its formation in the language, it is necessary to involve of the so-called experience (it is better to see once than to hear for a hundred times). A complete concept can be formed only in such a combination of different types of perception in consciousness.

The apparent basis of the concept has an individual-sensory character since it is formed on the basis of personal experience of a person. The empirical image that underlies is similar to the performance. These images are concrete and, in general, they often reflect the first impression of a particular phenomenon, or are formed on the experience of interaction with the world, which has received a person at some moment of his life.

For example, the concept of love is codified by one person as the image of a loved one for another person, it is a pain that she once survived. The third is associated with a kiss, the fourth with the case or situation, during which a person first said about his feelings, and so on [26, p.16].

The image, as a component of the universal visual code, may be insignificant to the concept because of its purely personal individual nature, but it performs sign functions for the concept as a whole. Many images that underlie the corresponding units of universal visual code are found in associative experiments.

Example: love – a girl, beauty, wedding; affection – habit, strong feeling, person. Same paradigmatic answers – the image encoding the concept reflects individual experience. Despite the universal characteristics of love and the universal symbols by which they are described, different cultures conceptualize love in very different ways.

The formation of the concept in ontogenesis goes from figurative-sensual images to more abstract ones. The concept that is just formed is usually equal to a specific sensory image. Psychologists pay great attention to the study of the problem of processing of acquired knowledge obtained through the sensorimotor perception of the world through the senses, based on experience, speech interpretation and reinterpretation of a person from childhood to death.

2.2 Key concepts of the European Union Academic discourse

In a sociological perspective, the study of Europe faces a number of contradictions associated with the essence of this research object. At the same time, we all have our own associations about the European Union in this or that way. The European Union's motto is 'Unity in Diversity', or 'United in Diversity'. Both versions refer to Europe, its culture, values, religion, and human rights. Having analysed a number of articles and documentation, we found out that the concepts of UNITY and DIVERSITY are the most common among the other values appreciated by EU philosophy. However, we cannot but mention the increasing trend of the concept EQUALITY, since it is one of the most topical notion that occurs in different spheres of social life (law, gender, language, etc.) of the European Union. We also would like to point out the concept EUROPE, as it has changed over time and also creates a mental map in our minds, that influences the overall worldview.

In order to get a detailed description of all the concepts mentioned above, we have taken the publications from the official website of the European Union europa.eu. There are official documents, council conclusions, charters, symposium papers, and report. They serve as a vivid example of the academic style of the English language. The analysis of the documentation will be carried out with a help of such methods: content analysis, distributional analysis, the analysis of dictionary definitions.

The content analysis is a method for summarizing any form of content by gathering quantitative data. We will create charts of the most frequently-used concept according to the selective data. Since this approach refers to quantitative techniques, we will count the number of lexical units (concepts) including derivative words to specify their occurrence. Distributional analysis presupposes the position which concept unit verbaliser may occupy in the sentence. It will help us to identify the word's meaning in different patterns, and different context environment. This is a reason for us to take publications from various branches, such as legal services, regional policy, language matter, gender equality, etc. It will enable us to get a more profound picture of how these concepts could be described precisely.

The comparative analysis of word definition is to represent the variety of meanings according to the different lexical databases and dictionaries. Being focused on official documentation, we should also take into consideration pure linguistic sources to compare the concepts within the academic discourse and their uses in other styles.

The table below displays the definitions frequently occurring in English online dictionaries. We have taken such well-known dictionaries as Collins Dictionary [2], Longman Dictionary of Contemporary English [3], Cambridge and Macmillan Dictionaries [4] and Dante Lexical database [1]. Only primary definitions have been extracted. Having analysed the gathered data, one can notice the distinct resemblance between these dictionaries.

Table 2.2 Definitions of words *Europe, Equality, Union, Diversity*

Concept Dictionary	*Europe*	*Equality*	*Union*	*Diversity*
Dante database	the actual country or region	the state of being equal, especially in rights, status and opportunities	an organisation which represents workers, an organised group of states or countries, an organisation for people with a mutual interest or aim	the fact that very different cultural, racial, ethnic, etc people/aspec

|				ts co-exist within a group
Collins	the second smallest continent, forming the W extension of Eurasia	the same status, rights, and responsibilities for all the members of a society, group, or family.	a workers' organization which represents its members and which aims to improve things such as their working conditions and pay.	the fact that it contains many very different elements.
Longman	the continent that is north of the Mediterranean and goes as far east as the Ural Mountains in Russia	a situation in which people have the same rights, advantages etc	1.an organization formed by workers to protect their rights 2.the act of joining two or more things together, or the state of being joined together	1.the fact of including many different types of people or things 2.a range of different people, things, or ideas
Cambridge	the continent that is to the east of the Atlantic Ocean, to the north of the Mediterranean, and to the west of Asia	the right of different groups of people to have a similar social position and receive the same treatment	the act or the state of being joined together	the fact of many different types of things or people being included in something; a range of different things or people
Macmillan	the large area of land that is between Asia and the Atlantic Ocean. It is one of the six continents of the world. 2. the whole of Europe apart from the UK	the state of being equal, especially in having the same rights, status, and opportunities	an organization or club for people or groups that share an interest or aim, for example protecting the rights of particular groups 3.a group of states or countries that join together	the fact that very different people or things exist within a group or place

The concepts described in the Table 2 seemed to be the most frequent. Using the quantitative approach to language units, such as EUROPE, UNION, EQUALITY, and DIVERSITY we can compare the quantitative occurrence of each concept and its derivatives. The language material reference for our research constitutes about 2,000 pages of official documents and publications of the EU.

The numbers of word frequency of our concepts are the following: EUROPE – 293, UNION – 441, EQUALITY – 435, DIVERSITY – 358. Those are the numbers, not taking into account derivational forms. The chart below represents the quantitative indicators of the concepts found within the analysed documentation.

It is noticeable that the concepts UNION and EQUALITY are predominant, but the difference is not dramatic, so that we may reach a conclusion, that all four concepts are of utmost importance from the EU philosophy perspective and significant in determining the principles of European society in general.

Chart 2.1 the word frequency
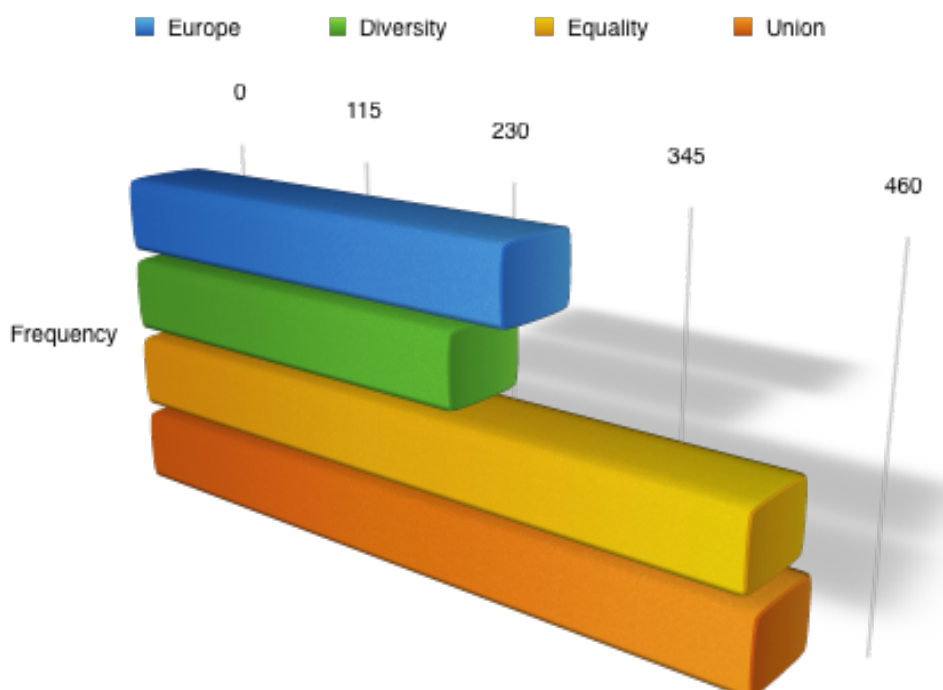
2.2.1 Europe

We have chosen a concept EUROPE because of the problem of its duality and also as one that is considered to be the most common when it comes to the discourse of the European Union. Starting from the issue of duality, we should mention that, the primary conceptual and methodological task of the researcher of European identity is the distinction between Europe as a historical and cultural entity. This is the result of long-term, unplanned and unpredictable processes, and the new united Europe represented by the European Union (EU) as the newest entity that is the result of its subjects to the construction of new social institutions.

Before analysing the concept EUROPE in the discourse of academic English, based on the numerous official documents, we need to point out some general features of the very word *Europe*. Taking into consideration the most commonly used collocations from Dante Lexical database, we can distinguish the following structures.

• *Europe* as the actual country or region, with people living there (*inhabitant, farmer, representative*), goods that are produced there (*wool, lace, china*) and things originating there (*accent, custom, music, arts*). For example, such collocation as European territories and European citizens in the sentences:

"Whereas according to UNESCO there are languages in all European countries, in European territories overseas, and within the EU's traveler communities, that are only transmitted orally from generation to generation and should be regarded as being endangered." [1]

"Calls on the Commission to support research on the acquisition and revitalisation of endangered languages and on the cognitive and societal benefits of bilingual and multilingual European citizens." [1]

• Europe as European Union. *Today, Europe stands first among the global community of states in advocating global solidarity and stewardship.*

These types of collocations have been also found occurring in the publications of the EU as the most frequent ones. For example:

"Whereas the objective of safeguarding and promoting each and every facet of

the European Union's cultural and linguistic heritage has been bolstered under the Lisbon Treaty." [1]

"Whereas the notion of linguistic diversity in the European Union embraces not only official languages, but also co- official languages, regional languages, and languages that are not officially recognised within the Member States." [1]

"Every citizen of the Union has the right to vote and to stand as a candidate at elections to the European Parliament in the Member State in which he or she resides, under the same conditions as nationals of that State." [2]

"Any citizen of the Union and any natural or legal person residing or having its registered office in a Member State has the right to refer to the European Ombudsman cases of maladministration in the activities of the institutions, bodies, offices or agencies of the Union, with the exception of the Court of Justice of the European Union acting in its judicial role." [2]

It should be noted that the idea of Europe has had a special impact just when this idea has gained wider cultural significance. Despite the apparent diversity of the interpretations of this idea in history, indicating its versatility, the very idea of Europe as a historically formed common cultural space or civilization continues to show its discursive potential. The essence of such an interpretation of this idea lies in the fact that Europe is associated with a single European cultural tradition, which is often called "high culture". Proponents of this idea of Europe also proclaim the existence of a "common European heritage", the components of which include the classical Greco-Roman tradition, Christianity, humanism and individualism of the Renaissance, the ideas of Enlightenment, rationalism, science, the protection of human rights and democracy. Consequently, the discourse of Europe, which has evolved over the centuries, produces the image of the "old" Europe as a historically formed unified culture and identity [41, p.26].

At the same time, in today's discourse of Europe, there is another image – the image of a "new" Europe, which is born within the framework of an institutional project of European Union integration. An important component of this project is the formation of a new European identity, characteristic of the modern period of the

formation of supranational and global unions. This identity is no longer regarded as a certain historical and cultural data, but is perceived as an "invention" that is constructed, first of all, by the efforts of political elites. Hence, frequent complaints about the artificiality and elitism of the European identity, which can be found in many works of modern researchers [25, p.25].

The European identity can also be analysed as a central concept within the EU philosophy. To ensure that identity is modernised with the flow of time, we have found these examples.

"Whereas all languages, including those which are endangered, reflect historical, social and cultural knowledge and skills, and a mentality and a style of creativity, that form part of the richness and diversity of the European Union and the basis of the European identity." [1]

"Calls on the governments of the Member States to condemn practices which, by means of linguistic discrimination or enforced or concealed assimilation, have in the past been — or are now — directed against the identity and language use of endangered linguistic communities or their cultural institutions." [1]

"In the introduction Salvador Cardús reviewed the foreseeable reticence towards a proposal put forward to forge a European cultural identity among the founder members of the Union: the nation-states, among which are some that have laboured for more than two centuries to construct a single cultural identity among their inhabitants."

"...the construction of a European identity, a common feeling of belonging, inevitably involves the politicisation of culture, resistance by national cultures to any possible European politicisation is due to a fear of any possible weakening of particular national identities."

"The Internet has the potential to strengthen the European cultural identity while at the same time reinforcing the expressions of Europe's cultural diversity."

"While being a factor of European identity and citizenship, multilingualism is at the same time a cornerstone of the knowledge-based society." [16]

This examples demonstrate not only the importance of the European identity by

itself, but also the notion of European cultural identity. It should be noted that in today's "new" Europe (united countries) a necessary focus is made on the study of the phenomenon of European identity and cultural diversity. British scholar Vivien Orchard notes in this regard: "Whatever the meaning of the past in Europe meant the idea of a European political alliance, it created a clear gap between the new European community and Europe as a historical and cultural reality" [41, p. 29]. Indeed, today European identity is most often spoken in terms of its design within the framework of the European Union. Obviously, this is due to the fact that the EU as a political entity needs its citizen's commitment and active identification with a united Europe, and not simply the "automatic" or passive awareness of Europeans of the commonality of their cultural roots. One can say that the "new" Europe, which is being constructed today in close connection with the development of the EU, needs a new European identity.

In general, the term "European identity" may be introduced as a way of feeling European. As a concept, it represents the assessment of something towards specific (European) ideas, the reference of peoples' behaviour to "European" rules and traditions.

In favour of analytical delineation of two ideas about EUROPE, another researcher - Norwegian sociologist Peter Bjorjes speaks. In his view, the "simplified model "Europe-EU" is unsuitable for a full-fledged analysis, because in it the" institutional matrix "of the European Union will be determined from the very beginning as identical to Europe in the sense of socio-cultural and material reality" [43, p. 49]. Recognizing the powerful potential of Europe as a historical reality, the author emphasizes that such an identification reduces the relevance of the question of the legitimacy and identity of the EU. Therefore, only through the delineation of the two Europeans, he stresses, there is a space between them, in which there is an opportunity to speak about the new European identity and legitimacy of the EU as a new institutional projection of Europe.

The danger of re-identification of European identity and its conceptualization by overcoming the dichotomy of the "old" and "new" Europe.

We emphasize that the emergence of a "new" Europe in the EU format, which is currently in a state of constant development, is a key factor in updating the problems of European identity. At the same time, it must be realized that the analytical delineation of the "old" and "new" Europe should not be brought to their rigid dichotomy. In addition, such a dichotomy (Europe vs. EUrope) creates a threat to the re-establishment of European identity [34, p.26].

The bright example of the current development of Europe, as an organisation can be observed in the following examples, which gives proves of continuous progress of legal services and gender equality in EU.

"Where the Commission tests the limits of the application of Union Law, a number of cases will be unsuccessful, but the impact of those cases won may allow for the development of Union Law on novel points that are in the interest of the Union." [3]

"The Legal Service is also looking into the roles of the assistants which have changed over the years with technical developments and reflecting on how to offer further career development for this category of staff." [12]

"The Quality of Legislation, InfoDoc and IT teams in the Legal Service will work on the development of standardised documents and letters in all official languages for communication with the court." [11]

"EIGE's Gender Equality Index demonstrates a positive trend of development in the domain of employment, reacting the EU's focus on economic and labour market policy." [11]

"The study demonstrates that there is a clear need to intro- duce gender equality measures as soon as possible, in the key policy areas of education and employment, in order to achieve sustainable socioeconomic development and growth. The study forecasts an improvement on employment rates as early as 2020, and the strongest impact on labour market participation and GDP per capita across the EU in the medium (2030) and long term (2050)." [11]

"It describes the present policy framework and recent developments and assesses the goals of Europe 2020 in the light of economic bene ts of gender equality in the medium and long term." [17]

Consequently, on the one hand, the theoretical emphasis on Europe as a EU is extremely relevant to the issue of European identity, because the discourse of European identity today gives the importance of the mobilization factor and the instrument of legitimizing the entire process of building a "new" Europe. This is supported by the position of Brussels, which officially promotes the promotion of European identity as a legitimate factor for the European Union. A significant number of researchers also sees a growing interest in the subject of European identity as a way out of the crisis of legitimacy that the international community is currently experiencing. According to some of them, modern theories of integration consider the European identity as a "*prerequisite for a viable European political system*" [14, p.258]. Others point out that "*the emergence of a*" rich "*European identity, which many believe as a premise of a working democratic European political*" [15, p. 145-146]. Sociologists R. Brubaker and F. Cooper call such a rich (identity) identity in a "strong sense" and rightly criticize this concept for what it means "too much" [25, p. 1].

On the other hand, the argument in favour of a new "strong" European identity, which is used in modern academic discourse, actually shows a significant methodological flaw. The problem lies in the fact that the European identity in this context turns out to be rephrased. The role of the concept itself is exaggerated by the erroneous identification of the European identity and legitimacy of the EU.

Accordingly, the lack of collective identity of EU citizens in scientific literature is often viewed as the main obstacle to European integration as a "missing link", which is the main cause of the integration process [26]. At the same time, as Marco Antonich of the University of Birmingham rightly points out, supporters of such a vision fall into a peculiarly theoretical "enchanted circle". On the one hand, their "new" Europe can not develop without the formation of a common identity among its citizens. On the other hand, hoping that European identity and European demos can be created, mainly through the development of European institutions, they recognize that European identity can only be formed as a result of the progress of European integration [27, p. 506].

Therefore, it becomes apparent that a seemingly attractive argument about the special importance and urgent need for a strong European identity actually jeopardizes the theoretical value of the concept itself. After all, the rotation in this closed circle only leads to a pessimistic view among scholars that the European identity is theoretically desirable but practically inaccessible, therefore, it will always remain an empty form filled with different content, but without its own. In order not to nourish this pessimism, the analysis of European identity must be deprived of this theoretical trap of the enchanted circle. To do this, you must abandon the reification of the European identity and unjustified exaggeration of its significance. In other words, it is a question of recognizing the conceptual falsity of the justification of European identity as a "missing link" in the successful European integration and the preconditions for the legitimation of a "new Europe".

The falsity of the appeal to a "strong" European identity as a remedy against the EU's lack of legitimacy and the preconditions for its further integration is increasingly referred to in recent years on issues of European identity. The position of the German explorer Kathleen Kantner is quite expressive in this regard. In her view, the vision of European identity as a functional precondition for legitimizing EU policies is a consequence of the reappraisal of this concept [31, p.502]. The researcher proposes to break the closed theoretical circle, namely: the assertion that without the existence of a European identity, the EU can not succeed successfully, and without the successful integration within the EU, it is impossible to form a European identity. K. Kantner stresses that the lack of a European identity can no longer serve as a justification of the shortcomings in the development of the EU as a political and institutional system.

It is difficult to disagree with the criticism of Kantner on the conceptual weakness of the concept of "European identity", if used, in its expression, by self-appointed "constructors of identity" to make citizens "more European", to impose an artificial identity on them and to form something similar to "Homo Europaeicus". This weakness is largely due to the operation of the concept of identity in the "strong sense", that is, the reification of European identity. K. Kantner rightly stresses that in reality the "strong sense" of European identity is born in discourses in which various

communities simultaneously participate in discussing important pan-European problems [31, p. 516].

From our point of view, the conceptualization of the concept of "European identity" in the context of the discourse-constructivist approach is manifested in a way that avoids the theoretical traces previously mentioned. At the same time, it breaks a closed circle blocking the interdependence between the new European identity and the new, integrated and legitimate Europe. If we are no longer fascinated by the pseudo-domination of European identity in EU integration, then we are less threatened with the same unthinkable disappointment in this concept and complaining about its theoretical weakness and inappropriateness. Using the Durkheim opposition of the sacred and profane, this can be explained in this way: without resorting to the false sacralisation of European identity, we prevent further degradation of this concept when European identity turns into something unnecessary or even harmful.

Therefore, in spite of the temptation to rectify the European identity, which arises in connection with its actualization in the discourse of the "new" Europe, it must first of all be recognized that the concept of European identity as a whole has certain limitations in its application. As a useful reminder of this and the warnings of exaggeration, its value should be pointed out by the acute critical assessments of some modern theorists. For example, according to J. Baudrillard, "the true European identity was an idea, even a dream, a utopia," which has little value and "to which they seek as salvation when they rely no longer" [41, p. 52]. He says that modern problems are not reduced to identity, and where there is a sense of strength and glory in the heart of society, there is no need for identity at all. This statement resembles the position of A. Turin, who observes that little is taken into account by identity in those countries where there is a strong sense of this identity, such as in America. A certain conservatism of the French sociologist on European identity is evidenced by his dismay at the fact that Western Europe and its citizens are an exception to their lack of interest in the future of their nations, because they are convinced that their national identity belongs to the past [40, p. 398].

Thus, given the criticisms and reservations of these and other theorists, we believe that the concept of European identity has certain limits for its application. Thus, the aggravation of the problem of identity indirectly may indicate that this society is experiencing times of crisis. Identity "adherents" often and mistakenly see the reasons for this in the absence of identity, and therefore promote its construction as a way to overcome the crisis. As an example of European identity, this approach, as we have seen, leads to its interpretation in the "strong sense" as a mobilizing factor; to identify the European identity with the precondition for EU legitimation; to its recognition as a "missing link" in the successful integration of a new Europe. However, such an exaggeration in reality only devalues the concept of European identity.

By rejecting excessive and unjustified ambition for European identity, we can better understand the theoretical value and the role of this concept in explaining the modern processes in Europe and see the real problems of conceptualizing the phenomenon. We emphasize that the "strong sense" of the European identity is actually revealed not in its reification, but in the analysis of the discursive field, within which there is a discussion of the real problems of the European community.

In the context of a critical rethinking of the concept of European identity, there is a need to turn to the question of two Europe and the role of these images in constructing a modern European identity. We have already emphasized that we share the position of those who distinguish between Europe and the European Union and, accordingly, link the European identity as a supranational phenomenon with a new institutional project of a united Europe. However, the danger of creating an artificial dichotomy Europe vs. EUrope should be avoided. The production of such dualism is another drawback to the position of supporters of the "strong" reified European identity. Above, we argued P. Bjorjes, for which only the separation from Europe as a socio-cultural material reality and its established identity makes it possible to speak of the European identity and legitimacy of the EU as an institutional model of Europe. However, such a dualistic logic, when the conceptualization of European identity involves the rigid opposition of the "new" Europe to the "old" Europe, also seems to us to be an unjustified exaggeration. Another mistake is the attribution of this logic to

representatives of the constructivist approach to the study of European identity, which allegedly in its understanding of identity as a discursive construct, formed within the framework of EU discourse, must necessarily separate from the identity that Europe has gained during the previous historical and cultural development. In fact, such a dichotomy in the vision of Europe threatens the conceptual value of a European identity no less than the appeal to a "strong" identity that goes beyond the role of the concept of European identity in contemporary European integration [13, p.25].

Speaking about the peculiarities of the conceptualization of modern European identity, in the end it is necessary to indicate a number of fundamental principles. First, given the prevalence of a simplified model for identifying Europe and the EU, it is methodologically important to distinguish between these concepts. On the one hand, Europe is perceived as a common cultural space or civilization, resulting from historically long, uncontrollable and unpredictable consequences of the process. On the other hand, Europe as the European Union appears as a result of the common will of Europeans to build new supranational institutions. However, the modern conceptualization of European identity is being actualized in the context of the "new" European image associated with the EU institutions and its new identity, which is constructed in our eyes.

Secondly, the actualization of the problems of European identity in the context of the formation of a "new" Europe should not be brought to the level of the reification of this concept and exaggerated its role as a "missing link" of European integration. Such an outward appeal to a "strong" European identity as a drug against the EU's legitimacy deficit actually makes researchers hostage to the enchanted theoretical circle, in which, without European identity, the EU can not succeed, and without the successful European integration it is impossible to form a European identity. Only by refusing to exaggerate the importance of European identity and recognizing the theoretical limits of the use of this concept can avoid this theoretical trap. The main thesis of the discourse-constructivist approach is that a true "strong" European identity is not a rigged concept, but a product of competition in various discourses of identity.

The third conclusion is that the relationship between the two Europeans should not be interpreted in the sense of the rigid dichotomy "Europe vs. EUrope". By analysing the distinction between "old" and "new" Europe, we simultaneously proceed from the need to prevent two equally unjustified extremes. On the one hand, we avoid the widespread identification of Europe and the EU in the scientific discourse. On the other hand, we attest to the false attempts to completely cut off the modern Europe, the symbol of which has become the EU, from all previous history of the development of the European subcontinent. Consequently, the conceptualization of European identity in the context of its design in a "new" Europe should also be linked to the close relationship between the contemporary EU project and Europe as a historical and cultural reality.

Taking into account the wide range of meaning, the concept possesses, we would like to present the scheme of verbalizers of EUROPE.
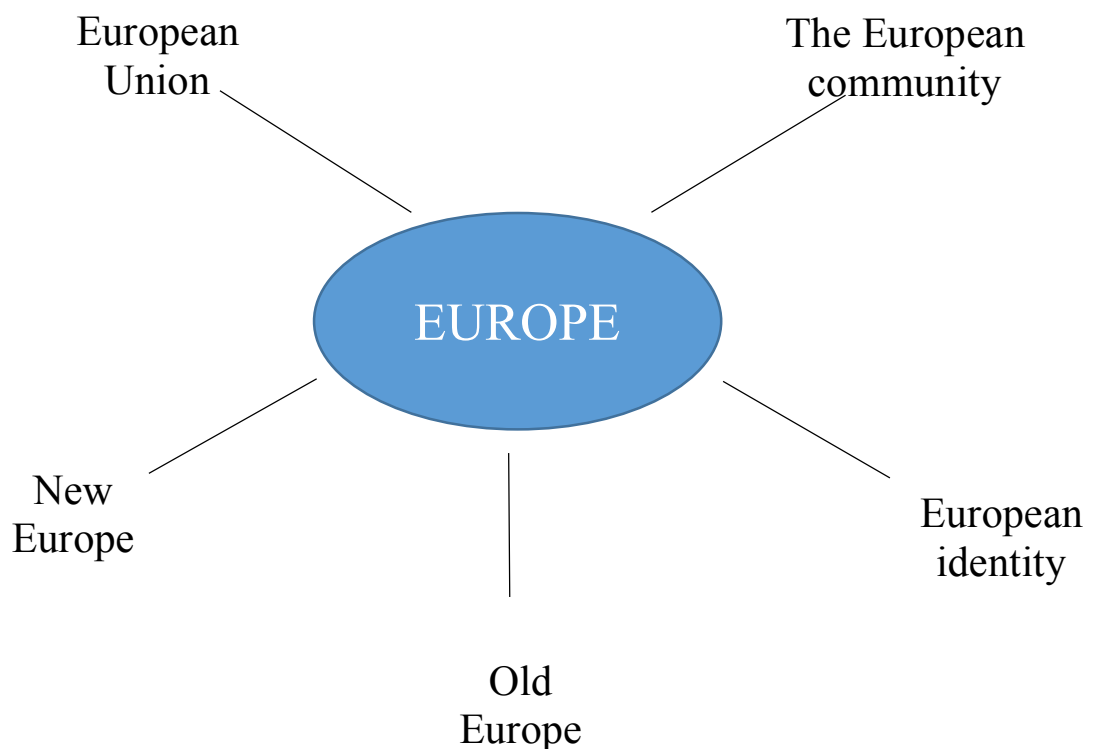
Scheme 2.1

2.2.2. Diversity

The concept DIVERSITY might be considered as the most complicated phenomenon. In today's multicultural Europe, a unique diversity situation has emerged on different levels: ethnic, racial, socioeconomic, political, religious and linguistic. The enlargement of the EU relates to the grows of the global market, new trade contracts, education, and globalization in general. This is the reason for new contacts and relations between cultures, religions, ethnic groups and languages to be set up. Therefore, the duty of the European Union is to grant equal recognition of all its citizens.

Before we analyse the features of diversity in the academic discourse, there is a need to define in what way the word *diversity* can collocate with other words, within any context, in order to make a relevant comparison. As to this, we pointed out some examples of the most common word combinations.

Dante Lexical database provides the following examples of collocations with the word *diversity*:

• type of nature (cultural, ethnic, linguistic, religious, social and racial) meaning people and aspects of co-existing within a group. In these variations the structure adjective + noun (diversity) is used. For example: *The first was to defend cultural diversity against domination by any one language, and thus promote French. Linguistic diversity is a valuable asset. We will only have benefits from our religious diversity.*

As to this point, collocating with adjectives, we have found a lot of examples.

"...having regard to its resolution of 14 January 2004 on preserving and promoting cultural diversity: the role of the European regions and international organisations such as UNESCO and the Council of Europe, and to its resolution of 4 September 2003 on European regional and lesser-used languages — the languages of minorities in the EU — in the context of enlargement and cultural diversity." [19]

"Whereas linguistic and cultural diversity is one of the fundamental principles of the European Union, as enshrined in Article 22 of the Charter of Fundamental Rights, which reads: 'The Union shall respect cultural, religious and linguistic

diversity." [19]

"Thus the linguistic diversity and the presence of endangered languages within a country should be seen as an asset instead of burden, and so should be supported and promoted." [16]

"The 2005 UNESCO Convention on cultural diversity allows parties to take appropriate measures to protect cultural activities, goods, and services, including measures concerning the languages…" [15]

"Article 167 of the Lisbon Treaty clearly states that 'the Union shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity." [1]

"Takes the view that the Union should support linguistic diversity in its relations with third countries, in particular those wishing to join the EU." [1]

"…to commit wholeheartedly to the protection and promotion of the unique diversity of the Union's linguistic and cultural heritage…" [1]

- *forms of recognition and support (collocates with verbs celebrate, increase, value, encourage*). Here two possible structures can be used*: verb + diversity + of; verb + diversity + within; or verb + diversity + in*. For example: *It is a day to celebrate the diversity of cultures that has become the European Union. We will continue to respect and value diversity within the community of staff and students to promote equality of opportunity. Legislation already exists to promote diversity in the workplace. Correspondingly, the growing student diversity in the schools will also require general educators to teach them.*

Examples from the publications:

"…in order to foster diversity in terms of cultural expressions, both within the territory of parties to the Convention and under international agreements." [4]

"…the diversity of European languages and cultures is part of the living heritage that is vital for the sustainable development of our societies, and whereas they should therefore be safeguarded and protected against any risks of extinction." [6]

"…that form part of the richness and diversity of the European Union and the

basis of the European identity." [4]

- expressing scale (occasionally hyperbolic) with such words as *rich, sheer, enormous, vast*. This one is used mostly in scientific styles. For example: *The startling achievement is to show so vividly the vast diversity of the human experience.*
- Expressing type of nature, collocates with such words as *biological, genetic, ecological, geographical*. The most common structure is *adjective + diversity (of). This extraordinary biological diversity is critically threatened by rampant destructive logging. This identified a great diversity of opinion, both among the membership of the BFS and in society at large.*

The European Union, while upholding the principle of equal opportunities, focuses on the new gender concept: from the principle of equal treatment, which provides equal rights and opportunities for all citizens, to a positive action strategy. This strategy involves shifting the emphasis on ensuring equal opportunities to ensure appropriate social conditions that contribute to the establishment of actual gender equality. That is why, the gender diversity is on the same level of frequency, as cultural or linguistic diversity.

"However, there are a few studies looking at the effect of gender diversity in leadership positions from an EU perspective." [10]

"However, this study considers equality from a broad perspective, and is not only focused on gender diversity but also diversity on other grounds." [17]

"In future, it may be of interest to examine the economic impacts of gender equality and diversity specifically (rather than diversity on a wide range of grounds)." [17]

According to the language policy in the EU, as we have mention above, there is a fast-moving tendency in establishing the EU language regime. Since the Union encompasses a growing number of nationalities and language minorities, from the very beginning of the EU formation there was a problem for many languages to coexist together. Due to this fact the issue of multilingualism management emerged. In order

to discover the concept of language diversity, we want to present following examples.

"The EU recognises close ties between culture, language, identity and ideology, which is why the EU supports developing language policy which respects the diversity of languages, promotes multilingualism and protect communities having an endangered language." [16]

"Although the Council of Europe strongly promotes plurilingualism and linguistic diversity, it uses only two official languages for practical reasons." [13]
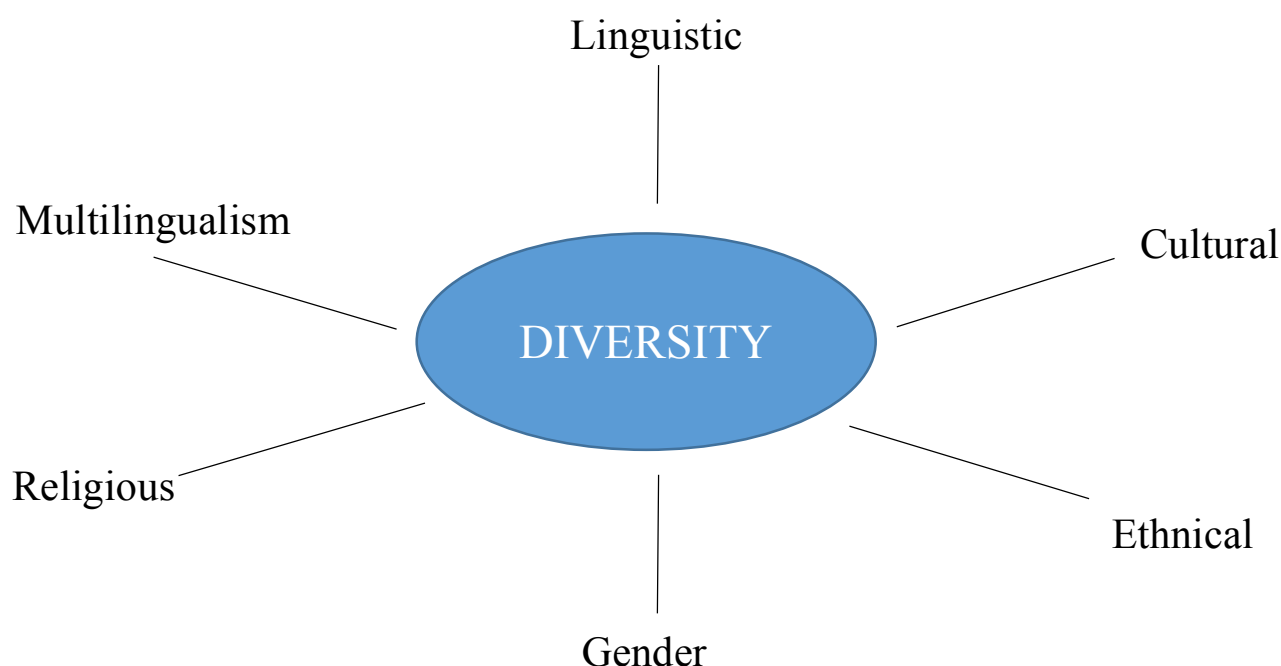
"Although his main priority was to promote linguistic diversity (Extra & Gorter, 2008), he realised that linguistic diversity complicated political dialogue and the exchange of ideas in a community that could not communicate (Kjaer & Adamo, 2011)." [19]

"Linguistic diversity is formally provided for in the Union: according to the text of the regulation in effect at the end of 2004, there were twenty official and working languages in the Union, and, as of 1 January, 2007, there are twenty-three;" [19]

"True enough, the Council finally rejected the amendments the European Parliament proposed which would have expressly stressed the maintenance of European linguistic diversity as an organic part of the protection of cultural heritage, and they would have also declared that the cultural and social aspects of information society are just as significant as the economic ones." [19]

From this abstract we conclude, that the European Union is highly interested in improving the language policy system in society and do support the linguistic variety, as it is a part of national identity, its culture and traditions.

The following scheme represents the linguistic verbalizers for the concept of DIVERSITY (see next page).

```
                    Linguistic
                        |
                        |
Multilingualism                          Cultural
         \                              /
          \                            /
           \      ⬭ DIVERSITY ⬭      /
           /                          \
          /                            \
Religious                               Ethnical
                        |
                        |
                     Gender
```

Scheme 2.2

2.2.3. Union

The concept UNION is mostly distributed within a collocation *the European Union.* However, there are some other variations of usage this very concept in different linguistic environment. Dante lexical database offers the following definitions:

- Union as an organisation which represents workers. For example: *We met with representatives from the union a couple of weeks ago to discuss several issues.*

- In collocation with verbs *join* and *form. Workers in factories were fired for trying to form unions.* Also possible to form such phrases: *to be a member of the union, to ne in the union, to work for the union.*

- According to the type of union, we get collocation structure *union + noun.* With words *dock workers, rail workers, public workers, teachers, students*. *At last year's union conferences, a whole series of union agreed to review or cut back their funding of New Labour.*

- As to the type of people in a union (*leader, member, representative, official, activist*), and nouns related to a union (movement, membership, activity, branch, card) the following collocations are possible. *Paul Robinson, a member of*

UNISON, the largest public service union in Europe, went along to support the railway workers.

- The words related to the type of union, such as trade, rail, public sector, labour , also create collocation structures as *adjective + Union + of, or adjective + Union + for.* For example: *The National Union of Students are organizing a 'shut down' on Tuesday 1ˢᵗ March. The impact of a union for woman staff goes beyond reducing income differentials.*

- Union as an organised group of states or countries. Here the structure Union + of can occur. *Our successes as a country are drawn from the fact we are a union of nations. He will hold Union's rotating presidency for four years under a new constitution approved in a referendum in December that gives each island broad autonomy.*

- Union is an organization for people with a mutual interest or aim. For example: *We are a political union. Every year tens of thousands hear the gospel, thousands join small groups and hundreds come to faith through Christian Unions.*

- Union may be also used as uncountable noun and means the process of being joined together. It collocates with words political, monetary, economic. *There are two big fundamental economic reasons why the Left should be opposed to monetary union.*

The structures Union + with, or Union + between are demonstrated in the following examples: *But the party which wished for union with Greece was rapidly growing in vigor and voice. The value of a strong union between Ukraine and Europe should not be underestimated.*

- Union may be used as a proper name for national flag of the United Kingdom.

Inside, a circular table draped with the Union Flag was placed in the entrance hall.

Examples from the publications:

"Whereas the objective of safeguarding and promoting each and every facet of the European Union's cultural and linguistic heritage has been bolstered under the

Lisbon Treaty." [1]

"Whereas linguistic diversity is acknowledged as a citizen's right in Articles 21 and 22 of the Charter of Fundamental Rights, which means that trying to establish the exclusivity of a language is a restriction and a violation of the fundamental values of the Union." [1]

"... classified as endangered languages, are experiencing, and to commit wholeheartedly to the protection and promotion of the unique diversity of the Union's linguistic and cultural heritage..." [1]

"Calls on the Union authorities to include effective respect for linguistic diversity..." [1]

"Takes the view that the Union should support linguistic diversity in its relations with third countries, in particular those wishing to join the EU." [1]

"The peoples of Europe, in creating an ever closer union among them, are resolved to share a peaceful future based on common values." [1]

"Conscious of its spiritual and moral heritage, the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity." [5]

"The Union contributes to the preservation and to the development of these common values." [5]

"The Union therefore recognises the rights, freedoms and principles set out hereafter." [7]

"Everyone has the right to freedom of peaceful assembly and to freedom of association at all levels, in particular in political, trade union and civic matters, which implies the right of everyone to form and to join trade unions for the protection of his or her interests." [8]

"The Union shall respect cultural, religious and linguistic diversity." [8]

"Everyone residing and moving legally within the European Union is entitled to social security benefits and social advantages in accordance with Union law and national laws and practices" [10]

"Union policies shall ensure a high level of consumer protection." [10]

"Every person has the right to have the Union make good any damage caused

by its institutions…"

"The Charter does not extend the field of application of Union law beyond the powers of the Union or establish any new power or task for the Union, or modify powers and tasks as defined in the Treaties." [2]

"This is significant in that the transition of Spain from being a highly centralised state to one of the most devolved political system within the Union has been rapid and relevant" [4].

According to our research, we can state that frequency of collocations with the word *Union,* used metaphorically is rather high. It is because of the metonymy of meaning. Usually it is used to replace the proper name *European Union,* sometimes – to represent people, who involved in governmental process or simple citizens. Let us analyse the following examples.

"In these Communications the European Union sets out a strategic approach for achieving sustainable development in Europe and around the world." [19]

"Following on its present effort, the European Union will make a full and substantial economic contribution to peace-building in the region…" [19]

"The European Union advocates regional integration as an effective means of achieving prosperity, peace and security" [13]

"With regards to the question of the people's participation in the Union's political life, it is to be noted that the EU tries to engage in communication." [9]

In these sentences the *European Union* is used to replace the word "authorities" or "government" of the Union, who is responsible for strategy and development.

"The European Union condemns the manner in which the elections were organised by the Government of Zimbabwe." [15]

"The European Union congratulates the people of Zimbabwe on the civil and democratic will shown during the voting in the presidential election." [15]

"The European Union expresses its concern about ongoing threats to the civil and political rights of senior members of the opposition party in Zimbabwe…"[15]

"The European Union remains convinced that, in order to be durable, peace in

the Middle East must be comprehensive." [12]

"In this perspective, the European Union stands ready to contribute to the reconstruction of the Palestinian economy as an integral part of regional development" [1].

"The Union shall seek to develop relations and build partnerships with third countries, and international, regional or global organisations which share the principles referred to above." [2]

In the sentences above, there are two possible connotations, either people who live in the territory of the EU, its citizens, or the governmental apparatus, ministers, high officials.

"The new Union will be home to 450 million Europeans from diverse ethnic, cultural and linguistic backgrounds." [18]

In this very context, we should understand the word *Union*, as a place, region or territory providing place to live.

Taking into consideration all the meaning applied to the concept EUROPE, we can state that there is a big ambiguity derived from the picture of the real world, where Union is not only a unique economic and political organisation but the abstract notion for cooperation and collaboration of nations. We would like to present the following scheme that represents the verbalizers network for the concept of UNION.

(see next page)

Country

People

Organisation

UNION

The European
Union

Political union

Government/
authorities
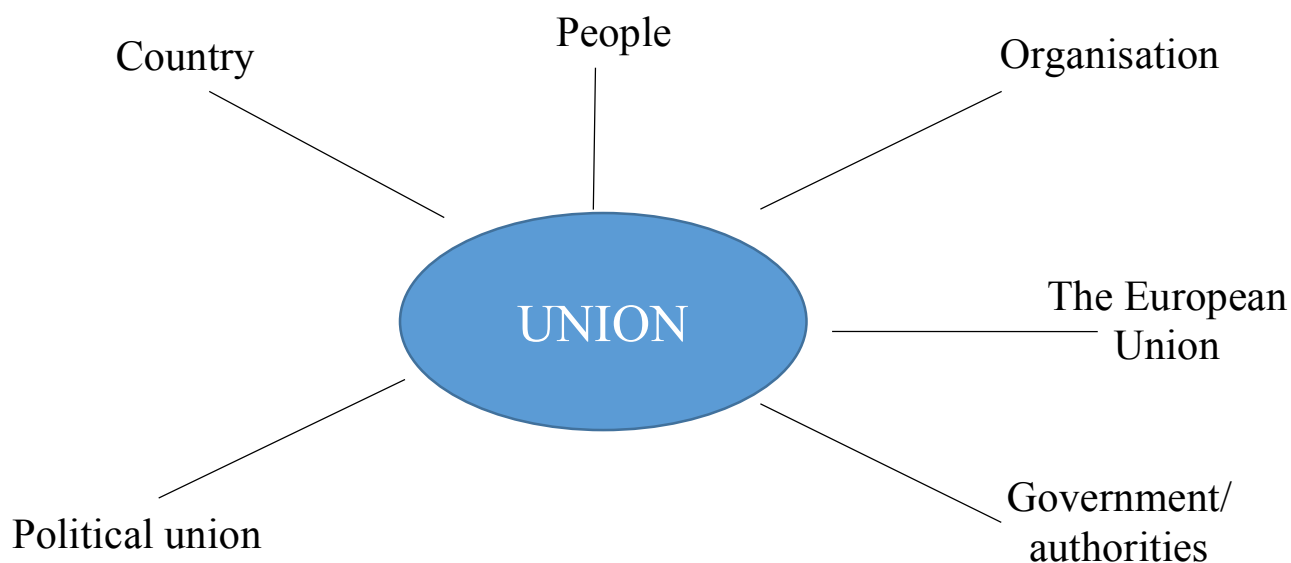
Scheme 2.3

2.2.4. Equality

The notion of equality is considered to be the most debatable nowadays. This is because both economic and gender equality are set as a major aim worldwide. In the European Union, equality between men and women is an intrinsic value. In 1957 the principle of equal pay for equal work became part of the modern EU's founding Treaty – the Treaty of Rome. During the next decades, up to now, the EU has been a driving force for equal education, fairer labour markets and female empowerment. However, before interpreting the concept equality in the academic discourse of European publication, it is essential first, to compare the collocation from lexical database [1].

- State of being equal, especially in rights, status and opportunities, can be represented in collocation with words racial, social, sexual, political. For example: *Instead of fighting for social equality, they dreamt of founding a new aristocracy: the technocracy.*

"That slogan has gone down well in Europe because it offers a neat solution to the dilemma: are we heading for equality (uniformity, with the cultural impoverishment that involves) …"

"Conscious of its spiritual and moral heritage, the Union is founded on the indivisible, universal values of human dignity, freedom, equality and solidarity"

"The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex." [2]

- The collocation structures such as *equality + between*, or *equality + of* are frequent. *We have a long way to go before we have equality between women and men. Equality of political rights will not compensate for the denial of the right to the bounty of nature.*

"...for all the European language communities with a language made official by the Union enjoy formal equality, not even in such cases do they necessarily have the same future prospects."

"We hope this report will inspire and motivate all of you to continue to pursue the goal of gender equality."

The structure *equality + between* is represented mostly in the context of gender equality. For example: *"Equality between women and men is a fundamental value of the European Union and one that has been enshrined in the Treaty…"*

"The principle of equality between women and men has been enshrined in the EU treaties already since 1957."

"Equality between women and men must be ensured in all areas, including employment, work and pay."

- Collocations *equality + noun* (*issue, legislation, training, awareness*). *This anti-harassment policy is underpinned by equality legislation, in particular the Employment Equality Act 1998.*

- Equality on the basis of something (race, gender, disability, employment). *Agenda 2010 is the city's plan of action to improve race equality. The Commission work to bring about employment equality between persons of different religious beliefs.*

"…the language concerned is treated proportionately on the basis of equality and in the interest of diversity." [1]

"...a desire to stimulate equality in the promotion of culture, it does have its problems."

• Proper meaning in the phrase *Equality and Human Rights Commission* – an independent body working to eliminate discrimination, reduce inequality, protect human rights and build good relations.

"EIGE's Gender Equality Index demonstrates a positive trend of development in the domain of employment, reflecting the EU's focus on economic and labour market policy.*"*

"European Institute for Gender Equality (EIGE) (2014), Estimating the costs of gender-based violence in the European Union, report ..."

Some other examples include following sentences, have a different structure of collocations with verbs.

"...is expressed in the famous Aristotelian dictum according to which equality consists of treating equally what is equal and unequally what is unequal ..." [3]

"We can reach equality, but only if we all realize that nothing is irreversible and at the same time that nothing is inevitable..." [3]

Inequality

One of the today's trends is a paradox of inequality increase among global society. In spite of the long-running struggle of governments, global and regional organisations with manifestation of inequalities, we still face this problem nowadays. Inequalities generate and support numerous negative processes, promote the "culture of poverty", contribute to the increase of diseases, including the mental ones, affect the growth or crime, reduce social mobility, provoke political protests, rebellions, and, thus, reduce the stability of any society.

Inequality can be viewed as a subcategory of concept EQUALITY, not only as its derivative. The presence of negative prefix reverses the meaning of the concept completely, by changing the conceptual perception in human minds. That is why it is important to differentiate it from EQUALITY.

Dante Lexical database offers the following ways of usage this word:

- Difference or lack of equal. For example: *Marxists, for example, argue that economic inequality is at the heart of all societies.*

- In collocation with words *health, income, gender, class, wage*.

- In collocations with words power, access, wealth, opportunity, health, access, distribution. But analysing the material, we found out, that the most occurring collocation is "gender inequality".

The concept of INEQUALITY is represented within the publications in the following way:

"The term 'pathway' refers to a certain gender inequality, for which at least a theoretical link to macroeconomic performance has been established in literature." [5]

"Loss in output per worker due to gender inequality in labour market participation (– 40 % when all women are excluded from labour market." [5]

"Furthermore, the gender wage gaps are often highlighted as another example of gender inequality, which has material economic implications." [5]

"In the context of persistent economic inequality and rising intolerance – both online and in the public sphere …" [17]

"Due to the income inequality, women are more exposed to housing di culties, in particular, to housing cost overburden." [17]

"When we consider the location of the minority language groups within the EU by reference to the spatial dimension of economic inequality…" [17]

"In the context of persistent economic inequality and rising intolerance – both online and in the public sphere …"

"This joint e ort will help to prevent and combating the most brutal manifestations of inequality between women and men." [5]

As a derivational form of *equality*, the adjective *unequal* is very frequent. E.g.:

"He furthermore stated that taxation helps reduce the unequal wage distribution by about 30 %." [16]

"it accounts for both unequal pay for equal work and unequal pay for work of equal value in different sectors." [5]

"...he results showed a wide- spread labour market discrimination against women, either due to pregnancy or to unequal distribution of childcare be- tween women and men" [18]

"...these statistics illustrate the tendencies of unequal distribution of resources along gender lines, for example monetary and credit spheres, unequal distribution of resources in foreign investment, gaps be- tween income and paid taxes" [19]

"These analysed studies suggest that unequal opportunities for women and men contribute to women's lower employment." [19]

Talking about concept EQUALITY, the European Union does not denote it as something specific, rather than an abstract related notion. One more interesting point is that equality does not stand for absolute value. The meaning is always vague and dependent from the very context. The European Union underlines the importance and value of liberty and equality rights within the European society.

At the same time the concept of INEQUALITY implies the meaning of negative privileges and facilities that could possibly be available to some classes or specific group pf people. It also stands for the abolition of all man-made inequalities and discriminations.

Due to the wide network of EQUALITY verbalizers, we would like to present the following scheme on the concept.

Scheme 2.4 (see next page)

Social

Sexual

Gender

EQUALITY

Political

Racial

Freedom/
liberty
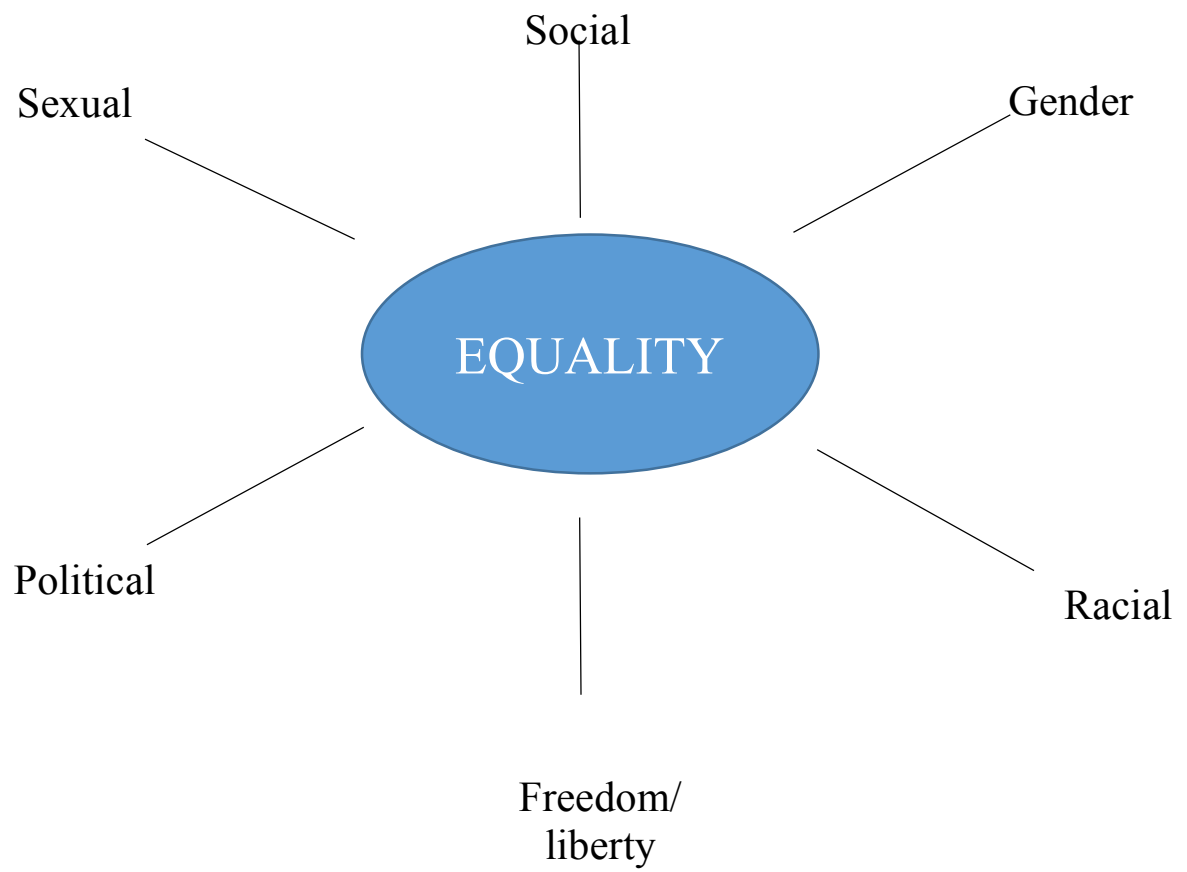
A Concept is a fragment of knowledge, an experience of the person, part of its conceptual system, that is, the system of knowledge, methods of their processing, processing, and use. Concepts are born in acts of knowledge, reflect and summarize human experience and meaningful in different types of activity reality.

The purpose of the current study was to determine the key concepts used in the European Union Academic discourse. The most obvious finding to emerge from our research is that there are four main concepts: EUROPE, UNION, DIVERSITY, and EQUALITY. The content of these concepts within the European Union academic discourse may always be the issue of a competitive struggle for hegemony between different discursive strategies, each of which defends its right to define this content. Thanks to the conceptualization of European diversity and identity as discursive phenomena that is (re) constructed in the context of modern Europe, we discover the strengths and significance of the concept as the fields of competition of conflicting interpretations, in which the factors of power and culture are closely intertwined.

The European Union's motto is 'Unity in Diversity', or 'United in Diversity'. Both versions refer to Europe, its culture, values, religion, and human rights. Having analysed a number of articles and documentation, we found out that the concepts of UNITY and DIVERSITY are the most common among the other values appreciated by EU philosophy. However, we cannot but mention the increasing trend of the concept EQUALITY, since it is one of the most topical notion that occurs in different spheres of social life (law, gender, language, etc.) of the European Union. We also would like to point out the concept EUROPE, as it has changed over time and also creates a mental map in our minds, that influences the overall worldview.

As to the concept of EUROPE, the conceptualization of European identity in the context of its design in a "new" Europe should also be linked to the close relationship between the contemporary EU project and Europe as a historical and cultural reality.

The concept of DIVERSITY might be considered as the most complicated phenomenon. In today's multicultural Europe, a unique diversity situation has emerged on different levels: ethnic, racial, socioeconomic, political, religious and linguistic. The

enlargement of the EU relates to the grows of the global market, new trade contracts, education, and globalization in general.

Taking into consideration all the meaning applied to the concept EUROPE, we can state that there is a big ambiguity derived from the picture of the real world, where Union is not only an organisation, but the abstract notion for cooperation and collaboration of nations.

EQUALITY does not stand for absolute equality, it implies the system of equal and adequate opportunities for all the people in the European Union. As a part of the political context, we connect EQUALITY with the equal opportunities for participation of all in the political process, that is the grant of equal political rights.

CONCLUSIONS

Today, scrolling through the pages of collections of scientific articles, works or other publications of linguistic direction, it is almost impossible not to fall into the terms "concept" and "concept sphere", which have long been established in modern linguistic science. However, as evidenced by the review of the relevant literature, neither a single understanding of these terms nor a single methodology for their study of science has not yet been made. Despite this, judging by the huge number of publications devoted to this particular problem, modelling concepts has become one of the most urgent areas of contemporary philological science.

This research is the first comprehensive investigation of the key concepts of the European Union Academic discourse, such as UNION, EUROPE, DIVERSITY, and EQUALITY. We found out that the most frequent one is UNION, however, the concept of EQUALITY is one of the most debatable. Since there are topical discussions within the European community about gender equality, this paper also contributed to the identification of EQUALITY from the linguistic point of view. We have also established the linguistic and cultural specifications of those concepts within the Academic discourse, and explained the components of the concepts within the current period of the EU development.

The application of a distributional and empirical approach to the conceptual analysis shows that there are four main concepts: EUROPE, UNION, DIVERSITY, and EQUALITY. The content of these concepts within the European Union academic discourse may always be the issue of a competitive struggle for hegemony between different discursive strategies, each of which defends its right to define this content. Thanks to the conceptualization of European diversity and identity as discursive phenomena that is (re) constructed in the context of modern Europe, we discover the strengths and significance of the concept as the fields of competition of conflicting interpretations, in which the factors of power and culture are closely intertwined.

Our research also shed the light to the influence of linguistic diversity on Academic English. The relevance of linguistic diversity is clearly supported by the current findings, like the one that identifies the ethno-cultural background of European

citizens. As we know, the motto of the European Union "Unity in Diversity" is the reflection of multilingualism that lies at the heart of the European Union and is a predetermined point in conceptualising the picture of the world.

The identification the European concepts represent its broad historical and cultural interpretation, and also leads to its rethinking in the context of modern processes of integration of the "new" Europe. Taken together, these results suggest that the key concepts (EUROPE, UNION, DIVERSITY, EQUALITY) are highly appreciated among European community, and determine the core values, stated not only subconsciously, but officially. The research of the general peculiarities in academic English deepens our knowledge of lingual-cultural perception of the world by the European Community.

One more important outcome is the fact that official publications of the European Union are clearly understood to the community, despite being written in formal academic style. It is meant that the EU enables the direct involvement of citizens into the socio-political life of the EU.

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АНОТАЦІЯ

Семенюк С.С. Академічна англійська мова у Європейському Союзі: когнітивно-лінгвістичний аспект. – Кваліфікаційна наукова праця на правах рукопису.

Кваліфікаційна робота на здобуття ступеня магістра прикладної лінгвістики. – Східноєвропейський національний університет імені Лесі Українки. – Луцьк, 2019.

Об'єктом дослідження даної праці є концепти ЄВРОПА, СОЮЗ, РІВНІСТЬ, РІЗНОМАНІТТЯ, предметом – їхні вербалізатори в академічному дискурсі Європейського Союзу.

У ході дослідження виокремлено чотири основні концепти (ЄВРОПА, СОЮЗ, РІВНІСТЬ, РІЗНОМАНІТТЯ) в академічному дискурсі Європейського Союзу й розглянуто їх лінгвістичні та культурні особливості. Окреслено мовні та культурні складові концептів на етапі сучасного розвитку ЄС. Використовуючи метод контент аналізу, виконано кількісні підрахунки частотності концептів та визначено відстокове співвідношення концептів ЄВРОПА, СОЮЗ, РІВНІСТЬ, РІЗНОМАНІТТЯ в офіційних документах і публікаціях Європейського Союзу. Базуючись на вибірці офіційних документів та публікацій ЄС, сформовано авторські системи вербалізаторів концептів. Визначено вплив мовної різноманітності на академічну англійську мову, враховуючи проблему лінгвістичного різноманіття. Окреслено основні фактори політичного впливу на уніфікацію мови та конфлікт мов у Європейському Союзі.

Ключові слова*: Європейський Союз, академічний дискурс, концепт, лінгвістичне різноманіття, мова.

ABSTRACT

Svitlana Semeniuk. Academic English in the European Union: cognitive linguistic aspects. Lessya Ukrainka Eastern European national university. ‒ Lutsk, 2019.

The object of the research is the concepts EUROPE, UNION, DIVERSITY, EQUALITY and verbal means of their expressions in the EU academic discourse.

In this research, we describe four key concepts and their meaning in the scope of the European Union academic discourse. They are EUROPE, UNION, DIVERSITY, and EQUALITY. We also establish the linguistic and cultural specifications and explain the linguistic and cultural components of the concepts within the current period of the EU development. According to the content analysis, and quantitative calculations, the frequency of the concepts is determined. We have also created the authorized system for concept verbalization, based on the example from official publications of the European Union.

This paper also provides the information on the problem of linguistic diversity in European Union, the issue of political aspect in language unification and the conflict of language problems for EU society. The importance of language regime and its functions in addressing language problems.

Key words*: the European Union, academic discourse, concept, linguistic diversity, language.*

ZUSAMMENFASSUNG

Semenjuk S. S. Akademisches Englisch in der Europäischen Union: kognitiv-sprachlicher Aspekt. – Qualifizierende wissenschaftliche Arbeit als Manuskript.

Qualifizierende Arbeit zur Erlangung des Mastergrades in angewandter Linguistik. – Osteuropäische Nationale Lessja-Ukrainka-Universität. – Luzk, 2019.

Objekt der Forschung bilden Konzepte EUROPA, UNION, GLEICHHEIT, VIELFALT, Gegenstand ist ihre Verbalisierung im akademischen Diskurs der Europäischen Union.

In der Arbeit sind vier Hauptkonzepte (EUROPA, UNION, GLEICHHEIT, VIELFALT) im akademischen Diskurs der Europäischen Union herausgesondert und ihre linguistisch-kulturellen Besonderheiten betrachtet. Die sprachlichen und kulturellen Komponenten der Konzepte sind auf der Etappe der modernen Entwicklung der Europäischen Union erforscht. Mit Hilfe der Content-Analyse sind quantitative Berechnungen der Häufigkeit von Konzepten durchgeführt und die prozentuale Verteilung der Konzepte EUROPA, UNION, GLEICHHEIT, VIELFALT in den offiziellen Dokumenten und Veröffentlichungen der Europäischen Union bestimmt. Basierend auf einer Auswahl offizieller Dokumente und Veröffentlichungen der EU sind eigene Systeme der Verbalisatoren von Konzepten gebildet. Der Einfluss der sprachlichen Vielfalt auf das akademische Englisch ist unter Berücksichtigung des Problems der sprachlichen Vielfalt bestimmt. Die Hauptfaktoren des politischen Einflusses auf die Sprachvereinigung und den Sprachkonflikt in der Europäischen Union sind beschrieben.

Schlüsselwörter: die Europäische Union, der akademische Diskurs, das Konzept, die sprachliche Vielfalt, die Sprache.