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РАЗВИТИЕ НАВЫКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ЮРИДИЧЕСКИ-ОРИЕНТИРОВАННОМ КУРСЕ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация

В статье рассматриваются актуальные проблемы формирования межкультурной компетенции в юридически-ориентированном курсе английского языка.

Студенты, у которых первый или родной язык является армянский, очень часто не в состоянии общаться с англоязычными коллегами в должной мере, особенно на профессиональном уровне.

Решение на общенаучном, обыденном, профессиональном уровнях проблемы формирования межкультурных коммуникативных навыков требует учета педагогических условий обучения английскому правовому подязыку, современных технологий, методов, приемов обучения иностранным языкам, когнитивных и профессиональных потребностей будущих юристов, а также тот позитивный опыт, который накоплен за последние годы в странах, имеющих богатые методические традиции.

Целью исследования является разработка методической системы развития межкультурной и коммуникативной компетенции у будущих юристов на профессиональном уровне.

Научная новизна исследования. Разработана методическая система развития межкультурных и коммуникативных умений и навыков в процессе обучения иноязычному юридически-ориентированного подязыка, в основе которого лежат принципы развития коммуникативного подхода, изучения английского языка для специальных целей (ESP), межкультурной компетенции.

Ключевые слова: *английский юридический подязык, межкультурные и коммуникативные умения и навыки, концепт, методическая система.*

ՄԻՋՄՇԱԿՈՒԹԱՅԻՆ ՀԱՂՈՂԱԿՑԱԿԱՆ ՀՄՏՈՒԹՅՈՒՆՆԵՐԻ ԶԱՐԳԱՑՈՒՄԸ ԻՐԱՎԱԳԻՏՈՒԹՅԱՆ ԱՆԳԼԵՐԵՆԻ ԴԱՄԸՆԹԱՑՈՒՄ

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Ամփոփում

Հոդվածը քննության առարկա է դարձրել իրավագիտության անգլերենի դասընթացում միջմշակութային հաղորդակցական հմտությունների զարգացման խնդիրների դիտարկումը ուսուցանվող և մայրենի լեզվի իրավական մշակույթների հենքային կոնտեքստում: Մասնագիտական մակարդակում հայալեզու և լեզվակիր իրավաբանների կամ ուսանողների հաղորդակցությունը բարելավման կարիք ունի, առ այն, որ հայալեզու իրավաբանները, շատ դեպքերում ունենալով բավականին լավ լեզվական կարողություններ, չեն կարողանում անկաշկանդ հաղորդակցվել իրենց անգլալեզու գործընկերների հետ:

Ակնհայտ է, որ պահանջվող մակարդակում հաղորդակցվելու համար անհրաժեշտ է ոչ միայն օտար լեզվի, այլև այդ լեզվով հաղորդակցվողների մշակույթի իմացություն: Մասնագիտական մակարդակում խնդիր է դրվում յուրացնել ոչ միայն անգլալեզու իրավաբանների լեզուն և մշակույթը, այլև նրանց մասնագիտական շփման մշակույթը:

Հետազոտության նպատակն է մշակել մասնագիտական մակարդակում ապագա իրավաբանների միջմշակութային և հաղորդակցական իրազեկությունը զարգացնող մեթոդական համակարգ:

Մասնագիտական մակարդակում միջմշակութային հաղորդակցական հմտությունների զարգացման համար անհրաժեշտ է հաշվի առնել անգլերեն իրավական ենթալեզվի ուսուցման մանկավարժական պայմանները (օր.՝ խիստ սահմանափակ ժամաքանակ), օտար լեզուների ուսուցման ժամանակակից տեխնոլոգիաները, մեթոդները, հնարները, ապագա իրավաբանների ճանաչողական, մասնագիտական պահանջմունքները, այն դրական փորձը, որ կուտակվել է վերջին տարիներին զարգացած մեթոդական ավանդույթներ ունեցող երկրներում:

Գիտական նորույթն է մշակել անգլերեն իրավաբանական ենթալեզվի ուսուցման գործընթացում միջմշակութային հաղորդակցման հմտությունների զարգացման մեթոդական համակարգ, որի հիմքում ընկած են հաղորդակցական և հասկացութային մոտեցումներ, անգլերենը՝ հատուկ նպատակներով, միջմշակութային իրազեկության զարգացման սկզբունքները:

Բանալի բառեր՝ *իրավագիտության անգլերեն, հասկացություն, լակունա, իրավական մշակույթ, միջմշակութային հաղորդակցություն:*

THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION SKILLS IN ESP LAW COURSE

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Summary

This paper targets the vital issues of forming intercultural competence in the legally oriented English course. Nonnative law students whose first or native language is Armenian often find it challenging to

communicate with their native English-speaking colleagues on legal topics. So, it is essential to develop the methodological system of forming intercultural and communicative skills in teaching legally oriented sublanguage based on the principles of the communicative approach, ESP, and intercultural competence. However, the solution of promoting intercultural communication skills on the general scientific, colloquial, and professional levels is multilayered, covering: 1. pedagogical conditions of learning English legal sublanguage; 2. The availability of modern technologies; 3. workable methods of teaching foreign languages; 4. Cognitive and professional needs of future lawyers/ to learn professional English for occupational purposes- to join the job market; 5. the positive experience gained in recent years in countries with great methodological traditions.

The aim of the research is to state and substantiate the necessity of developing intercultural communicative skills in legal English courses to raise professional legal English competency.

The novelty of the research is to develop the methodological system of forming intercultural and communicative skills in teaching legally oriented sublanguage based on the communicative, conceptual approaches, ESP, and intercultural competence principles.

The conclusion: The conducted experiment confirmed that the applied materials, teaching strategies, and communicative methods, and conceptual approaches might be a better way to teach legal English while developing intercultural and communicative competencies, as well as raising common and legal culture awareness.

Keywords: *Legal English, culture, concepts, intercultural, communicative skills, methodology.*

Analysis of current research and publications related to the problem.

In modern ESP teaching, the importance and relevance of teaching culture-based legal English is widely recognized in developing intercultural communication and successful professional dialogue between native and non-native lawyers, students, etc. ESP teachers, educators, and researchers addressed the issues of culture-based legal English teaching in their works. The papers devoted to the study of the cultural background of legal concepts (Г.В.Кусов, В.И. Жельвис, Вендлер, К.М.Шилихина, И.А.Стернин), the survey of ESP and its nature, the link between ESP and different disciplines (R.Bolitho, T.Dudley-Evans, T.Hutchinson, C.Kennedy, P.Master, J.Munby, A.Waters), the issues of the development of intercultural communication skills (М.М.Бахтин, С.Г. Тер-Минасова), the study of the methodology of teaching legal English sublanguage (С.П.Хижняк, D.Z.Kielar, J.Nikkila, D.Riley), contributed to the solution of the issues concerned.

These papers provided a solid academic theoretical and methodological basis for the research. The theories stated in these papers are related to ESP, culture, culture-bound concepts, lacunae, teaching methodologies, and strategies, thus guiding teachers to shift how English is taught in today's classroom.

The aim of the research:

- To state and substantiate the necessity of developing intercultural communicative skills in legal English courses to raise professional legal English competency.

The research covers several objectives:

- to explore and study linguistic, culture-based, and methodological reference sources on training legal sublanguage, vocabulary, and concepts;
- to study the cultural background of legal concepts;
- to systematize foreign language legally-oriented vocabulary as well as create a methodological system of acquiring legal terms, concepts, and lacunae;
- to identify the features of teaching English legal sublanguage in terms of intercultural and communicative skills;
- to elaborate a constantly developing methodological system of formulating intercultural and communicative skills.

The novelty of the research.

The research develops the methodological system of forming intercultural and communicative skills in teaching legally oriented sublanguage based on the communicative approach, ESP, and intercultural competence principles. In legal English teaching, the conceptual approach is highlighted, assisting the students in communicating in legal semantic fields in cultural settings. Legal knowledge is obtained based on a cultural understanding of legal concepts, which

enables the students to develop academic dialogue and interaction with native-speaking law students and lawyers.

The main body of the article.

Within the ranges of globalization, culture has no boundaries. The world society is developing on the background of expanding cultural interconnection and interaction of numerous countries and their peoples. This process covers almost all the areas of the social life of the nations. In education, teaching intercultural communication in University ESP programs may lead to developing intercultural competencies, providing a solid background of having academic dialogues and interaction among the professionals in the fields. Intercultural communication covers interpersonal and intercultural cooperation while exchanging information, professional experience, and knowledge. To promote cultural understanding and emphasize the role of cultural awareness in building professional careers/lawyers' careers, for example, in Armenian reality, I have included a topic on high and low context cultures developed by anthropologist Ed. Hall in my legal English syllabus.

American anthropologist and cross-cultural researcher worked for the United States State Department at the Foreign Service Institute teaching intercultural communications skills to foreign service personnel, developed the concept of high-context culture and low-context culture, and wrote several popular practical books on dealing with cross-cultural issues. He is considered a founding father of intercultural communication as an academic study area.

Instead of focusing on a single culture at a time or cross-cultural comparison, Hall responded to the needs of the Foreign Service Institute of the Department of State students to help them understand interactions between members of different cultures. A critical factor in his theory is context- the awareness and understanding of which helps avoid misunderstandings and build relationships on trust as the first step to any business or legal transaction.

(http://www.marin.edu/buscom/index_files/Page605.)

The topic on high and low context cultures developed by Ed. Hall became a part of my law class syllabus. It gave rise to classroom brainstorming and discussions. My 1st year law students were trying to place Armenian culture in one of the contexts. There was no consensus on which culture Armenians belong to, high or low context culture. There were many follow-ups in the form of preparing reports and making presentations on culture and its role in legal discourse.

Meanwhile, the students unanimously agreed that culture varies from society to society and that common culture is the basis of legal culture. Moreover, legal culture also varies from society to society. Many examples taken from real life and book examples show the link between common culture and legal culture. E.g., in the USA, the concept of the house refers to privacy. This idea is reflected in law. A search warrant is mandatory for the police to enter the house to search. Meanwhile, the car is viewed as public. So, no search warrant is needed to search the car. If the house is on wheels, it can't be searched- it is within the range of privacy. So, the common idea of privacy determines some legal regulations supporting the point that legal culture addresses the peculiarities of common culture.

The concepts of, for example, jury, honor system, violation of honor system, oral agreements, etc., vary from culture to culture. Let's consider the concept of the jury. In Armenia, there is no jury. We usually have a lengthy discussion on the jury's role in our Legal English classes. Our students explain that we don't need a jury system for many reasons: we are a small nation and probably know each other. How could the jury verdict be impartial if one of the jurors knows the defendant? So, the difference between the two legal cultures goes back to the realities of common culture.

For Law school students, teaching culture-based legal English includes but is not limited to studying the history of native-speaking lawyers' professional area, the customs and stereotypes, and legal English vocabulary -terms, concepts, lacunas, etc.

The study of lacunas is paid attention to within the ranges of intercultural communication development. Lacunas are observed in legal intercultural communication to analyze authentic legal texts and to translate from English into Armenian. Lacuna (pl. lacunae or lacunas) is culturally specific information missing in another language and is difficult to understand by non-members of the given culture. /Here, background should be learned./ In legal English, a lacuna can be

explained as a lexical gap- when the English legal word does not have a corresponding lexical equivalent in Armenian. So, the students find it challenging to understand or translate it correctly. For, the English phrase “pocket veto” is an exciting example of how a lacuna, or lexical gap, emerges during translation into Armenian; the literal translation is զրպանի վէտո, which means that the students translate the words and not the meaning as the cultural background of the phrase should be understood to be translated. According to the Oxford Advanced Learner’s Dictionary (2006), the phrase “pocket veto” is a method by which the President can stop a new law from being introduced by not signing it and keeping it until a session of Congress has finished.

So, as we see, we can translate the words but not the meaning without understanding their cultural background. Moreover, there is no “one word” or one phrase translation of it into Armenian: the students have to use sentences to express their meaning.

Teaching legal English in ESP through law concepts is another way to raise cultural awareness and develop intercultural communication skills.

According to Pesina S. and Solonchak T., the core layer of the concept is the language of schemes and images having a national and cultural background. Throughout time, the concept changes, and a better understanding of the concepts comes through language, as concepts represent thought and language together. It’s a mental matter around the word’s meaning, creating many other layers. Pesina states that a concept represents an abstract unit a person uses in the thinking process- the person makes a logically interconnected conceptual system. According to Stepanov, the concept is the accumulation of culture in the person’s consciousness through which culture penetrates the person’s mental world; it is a holistic unity of images, associations, and emotions accompanying the given word. On the one hand, a person enters into the culture through concept; on the other hand, a person affects the culture through concept. Slide small then big circles, Armenian govern.

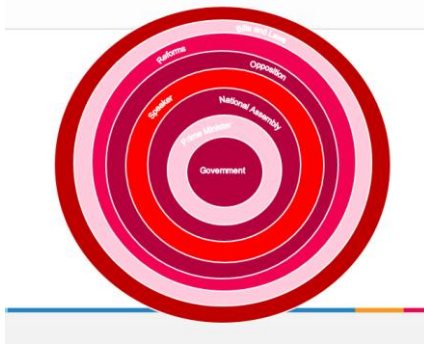
For example, let’s view the law concept of “government.” The students state the denotative or explicit meaning of the word ‘government’ as 1. a group of people who are responsible for controlling a country or a state; 2. a particular system or method of controlling a country, then connotative meanings follow(I have to say that the connotative meanings stated by the students were based on the unit “Government and Politics in the USA” covered by them). It ran like this: “suspicion of strong government,” as there was an opinion that strong government is the natural enemy of freedom. Europeans settled in the USA were afraid that by a strong government, the monarchy would benefit. The historical background gave rise to another concept called “separation of powers,” which means that the US government was divided into three parts: legislative, executive, and judiciary, not to have an accumulation of power within one body- the president. This, in turn, gave rise to the next concept called “checks and balances,” which means that each branch of government is responsible for the activities of the other two branches.

So, the students developed this concept map. Working in a pair, they learned to think, discuss, argue, and reach a consensus. They tried to justify their word choices while representing the map to the class. An interesting remark: the concept map of the word government for Armenia was different in both near and remote peripheries. So culture matters.

The map of the concept of the US Government:



The map of the concept of the Armenian Government:



Professional legal English dialogues, authentic legal texts based on legal English subculture, and culture-bound or culture-specific legal vocabulary are part of legal English classes. In legal English studies, both Armenian and English legal language peculiarities are considered on the background of common and legal culture to boost professional, interpersonal, and cultural communication among native and non-native lawyers and law school students. The students enrich their background knowledge of law based on their cultural understanding of legal issues discussed in their ESP classrooms.

Reading detective fiction can contribute to forming and developing the student's background knowledge of the law, as detective fiction is abundant with legal terms, native speech patterns, collocations, etc. Moreover, the students enjoy reading detective fiction. It also helps them overcome national, cultural, legal, and psychological stereotypes. Studying different sub-genres of detective fiction enlarges students' scope of knowledge, forming a professional reading culture. The students learn to recognize legal and non-legal literature non-equivalent vocabulary, search for the appropriate information via the Internet (having a list of stories of different genres), and compare English and Armenian legal realities. The responsibility of reading lies with the students being viewed as an independent activity.

Both reading detective books and watching films have practical use in legal English education in addition to the purpose of entertainment. Teachers hope to broaden the student's education: to enrich their vocabulary, both general and legal; to reflect on cultural settings; to summarize the main idea of the film or the book; to express opinion; to discuss critical points; etc.; and the working language is English. In my class, students watched several films, including "12 Angry Men", "Witness" etc.

The film "12 Angry Men" is about 12 men in charge of deciding whether or not an 18-year-old Hispanic boy is guilty of the murder of his father. The film starts in the courtroom with the judge stating that it is the juror's duty to "sit down and separate the facts from the fancy."

The jury retires to discuss the seemingly unanimous verdict of guilty. The students learned a lot of law terms and ideas, such as beyond reasonable doubt, prejudice, breaking point, etc. Students learned about the jury, the role of jurors, and the extent of their responsibility to contribute to the development of justice in society. Students also paid attention to social class and existing stereotypes. The discussion concerned a jury system and how the jurors are selected and exempted from the service. The advantages and disadvantages of the jury system were considered in Armenia.

Methodology.

ESP methods are designed to meet adult learners' goals to reach a workable level of English proficiency. For ESP learners, oral and written communication in the field of study is a priority and a realistic opportunity to meet the job market requirements.

Culture-based communicative language teaching works in the ESP classroom, focusing on communication: how students in different communication contexts use the language.

Real-life situations are presented in class, and the students communicate with each other. They work both individually and in a group, producing speech acts in the form of requests, claims, complaints, suggestions, case solutions, interviews, being interviewed, explanations of law articles, etc. They also learn to express their opinion, express ideas that contradict other students' ideas, and be able to substantiate their position.

Communicative Language Activities Receptive activities cover audio recordings, audio-visual and reading comprehension, productive and interactive activities cover developing monologues and dialogues, debates and discussions, descriptions of crime and photo fits of would-be criminals, essays, interviews, etc.

The task-based method is widely acceptable and workable as a student-centered one focusing on authentic materials and language. The task-based method includes classroom activities performed by the students. The students communicate with each other to solve problems, study cases, and perform pair and group tasks. Different tasks in language teaching make the teaching more communicative- where students use English to express opinions, exchange ideas, and produce an outcome (Brinton 2003).

The conceptual approach is highlighted in Legal English teaching, assisting the students to communicate in legal semantic fields in cultural settings. Culture is viewed on two levels: common culture and legal culture. Legal knowledge is obtained based on a cultural understanding of legal concepts, which enables the students to develop academic dialogue and interaction with native-speaking law students and lawyers.

The content-based method meets the learners' needs by focusing on academic and language subjects. Since academic subjects and English language skills are taught simultaneously, the learners develop comprehension and communication skills by participating actively in group discussions, dialogues, moot courts, etc.

The scientific experiment was conducted in ESP homogeneous groups of 44 1st year students. The experiment included diagnosis, observation, data collection, and data analysis. A questionnaire was developed to check the students' intercultural competencies and common and legal cultural awareness. The questionnaire was conducted to assess the students' intercultural communicative skills, their ability to

- a. To know English legal terms and legal collocations
- b. To implement the terms in real situations
- c. To know and use legal body language
- d. To use linking words
- e. To use legal expressions in both oral and written speech
- f. Compare Armenian and English legal terms, lacunas, cases according to cultural background
- g. To analyze detective films,
- h. To analyze detective stories according to legal cultural background.

The students' answers to the questions were collected and studied. The students were divided into two groups: experimental and control. The experimental group was taught legal concepts, terms, collocations, and lacuna in authentic texts, detective stories, culture-specific readings, and films. The control group covered only the materials of their textbooks. Then, both groups were given tests. The experimental group excelled over the control group.

The experiment results showed that action should be taken to improve the current syllabus by enriching the law content with cultural components.

Conclusion.

The results showed that the experimental group excelled the control one, recording 24% progress, in contrast to the latter's 14%. Microsoft Excell, 2010, implemented the comparison of overall results. The study was implemented through pilot training at the Law Departments of YSU.

The experiment confirmed that the applied materials, teaching strategies, and communicative methods might be a better way to teach legal English while developing intercultural and communicative competencies, as well as raising common and legal culture awareness, thus confirming the overall idea that the development of intercultural communicative competences in

teaching legal English in the University would result in the establishment of culture-based methodological system beneficial for today's law school students".

Thus, the conducted research studied and systematized the fundamental theories, concepts, and approaches for teaching legal English in the process of developing intercultural competence; clarified the purpose and objectives of teaching legally-oriented sublanguage focusing on colloquial, general scientific, and professional vocabulary as well as set the model of forming intercultural communication skills as the basis of the proposed methodological system.

The system of tasks and exercises on authentic texts (discourse), simulation of factual situations, and criteria for assessing students' intercultural communicative skills in occupational settings were considered and developed. The developed methodological system can contribute to successfully teaching legal English, effectively applying current textbooks and study materials circulating in Law Departments. Moreover, it raised the urgency of drafting and creating new books and teaching kits and designing and implementing new culture-specific legal English courses.

Unfortunately, the first-year Law class in the YSU Law Department meets only once, and the reduction of the class time according to the 2023 University Program will not contribute to the realization of the set program.

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