SECOND LANGUAGE SKILLS ON THE LABOUR MARKET (Identification of Export and Import Terms. Cognate and Distance Pairs) Part I

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When experts evaluate the costs of investment in second languages as elements of human capital there arises a number of difficulties. Individuals getting an education usually endure some costs: these are connected with expenditure on books, tuition, video films, etc., and naturally – with forgone expenditures. The first type of cost involves direct expenditure on school materials, though not nil, being relatively minor and can be assumed away (that meanwhile would not result in a major difference in the estimating rates of return in the nearest or in the remotest future). The second cost that concerns forgone expenditures, in the terms of the cost for second language skills tend to zero for learners under legal working age.

Moreover, the latter expenditures would not be allowed to sell time (time on learning), for higher earning, not spent at school. Consequently, the forgone expenditures can't be traded for a wage on the labour market, because there was no time specifically taken away from language classes. The same is adequate for those

who paid for evening classes, for actors whose continuing education was arranged, done privately i.e., without a state imposed policy implied.

There is no data on the *component of education spending* provided by the state and therefore the *current education accounting practices* fall short in terms of analytical data (the aggregate spending figures one may derive from the Switzerland's language teaching cost. Approximately 10% of total education spending is devoted to second-language teaching. According to our estimation a 'short stream' education covers 4,5 % and the "long-stream" education – 7%). The cost of language education should not be different in various linguistic environments. Just on the contrary, the educational policy should embrace limitless diversity, although advantages and drawbacks (benefits or costs) are not confined to monetary return.

The linguistic policy should be considered an ill-advised economic standpoint, since it underestimates the benefits and overestimates the cost of diversity. Both the benefits and the costs vary when the picture covers different linguistic environments. Speaking about expenditures on linguistic skills, we try to draw the authorities' attention to the aggregate data dealing with "earnings" or the so-called "private rates of return" related to second language (SL) skills. The data includes four skills (understanding, speaking, reading and writing) and for each skill (separately) four skill levels (fluent, good, basic, none), non-school of L2 acquisitions, L2 use on the workplace and standard social characteristics covering labour income. The data of the entire survey calculate the average earnings of groups in terms of their competence, choices (active, receptive, oral or written competence). The result reveals that there is a direct correspondence (a strong correlation) between earnings and competence. The survey was provided by the future employees using not reported income but the full-relevant equivalent of reported income.

Better paying jobs, higher education, better educated people (some data include whether the applicants have had more Latin at school than others, that don't necessarily conclude that they are rewarded for some skills to translate Renaissance authors), specialized courses in certain fields of economics are priorities to be taken on in order to obtain high earnings. We tried to go on with these abilities dealing with language skill education and started to work with economic terminology for export and import (to and from Russia).

The scientists' efforts are directed to working out certain methods (models) that will accelerate the assimilation of the most difficult lexical (or grammatical) element, by using the principle of conscious learning aiming at training specialists (experts) on the regional and global levels. The proposed approach (model) represents a method for inducing translation lexicons (terminology) based on transduction models of **cognate pairs via bridge languages** (in our paper the bridge language is English). Bilingual lexicons within language families (see

Germanic languages are induced using probabilistic string edit distance models. Translation lexicons for arbitrary distant language pairs are then generated by a combination of: 1) intra-family translation models (as among Romance languages) and 2) cross-family translation models (as, for example, a Germanic language and a Romance one). The best translation, especially of terms, up to 95% exact match accuracy may be achieved on the target vocabulary. The data of 30-68% was achieved on inter-family test pairs. Thus, substantial portions of translation lexicons (namely, terms) can be generated accurately for languages where no bilingual dictionary or parallel corpora may exist.

Although a translation lexicon is considered to be a mapping from words in the source language (SL) to words in the target language (TL), still for each word in the SL many (good) dictionaries provide one or more words in the TL, out of which not all the variants might be appropriate translations in certain contexts.

Conclusion: 1) the cost of language education shouldn’t depend on various linguistic environments; 2) the state educational policy should embrace limitless diversity of languages, although, the linguistic policy involves benefits and costs, the matter shouldn’t be confined to monetary return.

Literarure

1. Mann G. S. Mulpipath Translation Lexicon Induction via Bridge Langauge / Gideon S.Mann, David Yarowsky. – Baltimore, 2001. – 253 p.