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ПРЕДГОВОР

Ми претставува чест да бидам член на меѓународниот Уредувачки одбор на „Палимпсест“, меѓународно списание за лингвистички, книжевни и културолошки истражувања, иницирано и формирано на Филолошкиот факултет во Штип пред три години, а ми претставува и особена чест да учествувам со предговор за седмиот број.

Од првата година па до сега списанието излегува редовно во два броја годишно со широк спектар на трудови од сите предвидени рубрики („Јазик“, „Книжевност“, „Култура“, „Методика на наставата“, „Прикази“), со автори од разни земји и од различни истражувачки профили. Објавувањето на списанието во електронска форма е многу важно, бидејќи овозможува побрза дистрибуција и отворен пристап, а со тоа и поширок круг на читателска публика како и поголеми можности за примена на резултатите од објавените трудови.

Во „Палимпсест“ бр. 7 има 25 трудови (12 оригинални научни трудови, 10 стручни трудови, 1 прегледен труд и 2 приказа) на автори од единаесет држави и тоа Македонија, Турција, Франција, Бурунди, Бенин, Швајцарија, Србија, Брегот на Слоновата Коска, Сенегал, Мароко, Алжир, напишани на македонски, англиски, француски и турски јазик. Трудовите ги пополнуваат сите рубрики на списанието. Квантитативно доминираат трудовите од рубриката „Книжевност“ (вкупно 12, а во нив се истражуваат дела на класици и на современи македонски, руски, турски, шпански, француски, алжирски, американски автори, како и народното творештво), следува рубриката „Јазик“ со 7 статии (истражувања од областа на следниве јазици: македонски, турски, француски, непалски, кирунди), 2 статии се посветени на културолошки истражувања (за етнокореолошките карактеристики на ората Тешкото и Лесното и за влијанието на мебелот врз културолошкиот аспект на станбениот простор во првата половина на 20 век во Скопје), 2 статии се од областа на методиката на наставата по англиски јазик, а списанието завршува со рецензијата за докторската дисертација за јазичните грешки поврзани со менливите зборови во македонскиот јазик кај учениците во основното образование од Марија Гркова и со освртот кон научно-литературната монографија на Венко Андоновски за книжевниот текст како процес.

Им честитам и им благодарам на авторите и на сите јазични редактори, рецензенти и соуредници за нивниот придонес кон оформувањето на седмиот број на списанието „Палимпсест“ на кое му посакувам што повеќе читатели!

Намита Субиото, *уредник на „Палимпсест“*

FOREWORD

I am honoured to be a member of the International Editorial Board of "Palimpsest", an international journal for linguistic, literary and cultural research, initiated and established three years ago at the Faculty of Philology in Stip. It is also a great privilege to participate with the foreword of the seventh issue.

From the first year until now, the journal has been published twice a year on a regular basis, with a wide range of papers covering all of the sections (Language, Literature, Culture, Teaching Methodology and Book Reviews), created by authors from many different countries and various research profiles. Publishing a journal in electronic form is quite significant because it enables faster distribution and open access, thus enabling a wider circle of readership and greater opportunities for applying the results of the published papers.

In the 7th issue of "Palimpsest" there are 25 papers (twelve original scientific papers, ten theoretical papers, one review paper and two book reviews) by authors from eleven countries: Macedonia, Turkey, France, Burundi, Benin, Switzerland, Serbia, Ivory Coast, Senegal, Morocco, and Algeria, written in Macedonian, English, French and Turkish. The papers cover all the sections of the journal. The biggest number of papers belong to the Literature section (a total of twelve papers in which classical and contemporary Macedonian, Russian, Turkish, Spanish, French, and Algerian authors as well as folk arts are the subject of research), followed by seven papers in the "Language" section (with research conducted in the following languages: Macedonian, Turkish, French, Nepalese, Kirundi), two papers are dedicated to the cultural research (on the ethnocoreological characteristics of the folk dances "Teshkoto" and "Lesnoto" and the influence of furniture on the cultural aspect of housing space in the first half of the 20th century in Skopje), two papers are in the field of English language teaching methodology, and finally the journal concludes with a review of the doctoral dissertation on language errors related to inflected words in the Macedonian language among elementary school students by Maria Grkova as well as a review of the literary monograph written by Venko Andonovski on the literary texts as a process.

I congratulate and express my gratitude to all the authors and language editors, reviewers and co-editors for their contribution to the creation of the seventh issue of "Palimpsest", wishing them a wider readership.

Namita Subiotto, *Editor of "Palimpsest"*

МЕТОДИКА НА НАСТАВАТА

TEACHING METHODOLOGY

UDC: 378.4:811.111'243

Original research paper

THE "WELFARE" OF ENGLISH COLLOCATIONS AT THE HANDS OF MACEDONIAN STUDENTS OF ENGLISH

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Abstract: The lexicon of the English language abounds with collocations. Collocations are, in fact, essential for both oral and written discourse as they make discourse sound natural, native-like, colorful, versatile and easy to understand. While native speakers of English experience almost no problems with collocations, non-native speakers majoring in English, very frequently struggle hard to develop native-like or near native-like collocational competence.

This particular study investigates how Macedonian students majoring in English deal with English collocations. In fact, the study aims at determining whether students face less collocation-related difficulties as their studies advance. Also, the study makes an attempt to disclose whether Macedonian students of English are more adept at producing English collocations or at understanding the meaning of specific English collocations. Finally, the accent is put on the two different types of collocations - *congruent* and *incongruent* collocations, in order to ascertain which if these two types of collocations is handled better by the students. For the purposes of the study, a questionnaire with 40 sentences, 20 in Macedonian and 20 in English, was distributed among 40 English majors at the Faculty of Education in Bitola.

Keywords: *congruent/ incongruent collocations, Macedonian students, English majors.*

Introduction

Collocation is a universal linguistic phenomenon, which means none of the natural languages is free of collocation. The concept of collocations is normally depicted as a co-occurrence of words, or as words which are statistically much more likely to appear together than random chance suggests (Lewis M., 2000). Hence, collocation is not only a necessary element of language, but also an outstanding feature which makes language specific and correct (Duan & Qin, 2012).

With this in view, many researchers are persistent in claiming that teaching collocation should be among the top priorities in every second/foreign language teaching (Nasselhauf, 2003), and that language learners should mandatorily be made aware of the fact that knowing a word in a target language practically means having the ability to use it with other words correctly (Duan & Qin, 2012).The authors of the Oxford Collocations Dictionary for Students of English (2003) very clearly explicate why collocations are central to learning a second/foreign language. Namely, in the preface of the dictionary they point out that if a student chooses the

right collocation that will make his speech and writing sound much more natural, more native-speaker-like, and that in order to use good (idiomatic) English, learners of English must learn collocations.

Nevertheless, numerous studies, on the other hand, show that non-native speakers experience serious problems with collocations, and tend to produce relatively fewer collocations than native speakers (Zaabalabi & Gould, 2017). This finding has been confirmed, even in the case of advanced EFL/ESL learners who also seem to find collocations rather challenging (Nesselhauf, 2003; Yamashita & Jiang, 2010).

A thorough literature overview reveals that there are a number of distinct and versatile reasons as to why collocations present such a huge stumbling block for many EFL/ESL learners. The arbitrary nature of collocations is definitely one of the contributing factors which prevents non-native speakers from achieving a full mastery of English collocations. The fact that there are no hard-and-fast rules to follow in creating word combinations confuses ESL/EFL students to a great extent (e.g. *people* and *trees* are '*tall',* but *buildings* and *mountains* are '*high'*; *women* are '*beautiful'*, but *men* are '*attractive'*; '*cars'* are *fast*, but '*a glance'* is *quick*, etc.). Yamashita and Jiang (2010) refer to the arbitrary nature of collocations as ***flexibility*** of their component words in recombining to form other collocations. Furthermore, each language features its own fund of collocations that are ***culture–specific collocations***, i.e. word combinations that reflect the specific socio-economic, political, regional, etc. constructs of the language in question. The greater the differences between L1 and L2, obviously, the bigger the collocatonal gap (e.g. the common collocation in Macedonian, *леб и сирење* (lit. *bread and cheese*), would most probably be offered as the closest translation equivalent to the typical English collocation *bread and butter*).

Conversely, what seems to be particularly confusing for ESL/EFL students is that some English collocations bear ***similarities*** with the collocations used in their mother tongue. Yamashita and Jiang (2010) explain that "collocations are often cross-linguistic, in that a collocation in one language usually has a counterpart in another language except when culture-specific concepts are involved". Hence, understandably, ESL/EFL students, sometimes, being under the strong influence of their mother tongue, wrongfully assume that they can use the same combinations of words in the foreign language as well. According to Stanescu (2014) the erroneous collocations such as *make a photo, give an exam,* and *put a question* instantiate this perfectly.

Finally, what seems to add to the complexity of the 'nature' of collocations is also the fact collocations, cross-linguistically speaking, can be of two distinct types: ***congruent*** and ***incongruent*** (Yamashita and Jiang, 2010). The former includes lexical components that are similar in both L1 and L2. In other words, collocations will be considered congruent if the concept the learner apparently had in mind can be expressed in L2 as a word-for-word translation of the expression in L1. The latter, the incongruent collocations, contain lexical components that are different in the two languages and have different structure when they are translated from L1 to L2 or vice versa, i.e. they cannot be translated word-for-word. In their study on the congruency effect of collocations, Yamashita and Jiang (2010) found

that learning incongruent collocations takes a long time, requires high amounts of exposure, and is more difficult than learning congruent collocations.

All of the above discussed factors, undoubtedly, have their bearing on the complexity of the intricate mosaic called collocations and should be considered with due deliberation in the context of EFL/ESL learning and teaching, so as to ensure that students are able to overcome as many collocational hurdles as possible on their path to reaching English language proficiency.

Research methodology

This study was intended to shed some light on the 'treatment' that English collocations get at the hands of Macedonian students majoring in English. More precisely, the general aim was to ascertain whether students' knowledge of collocations improves as their studies progress and whether they face less collocation-related difficulties as they approach graduation.

For the purposes of the study, a questionnaire was tailor-made containing 40 collocations (congruent and incongruent) incorporated in short sentences, 20 in Macedonian and 20 in English. The selection of the collocations was based on McCarthy and O'Dell's "English Collocations in Use" (2008) and was quite diverse including a variety of topic–related collocations ranging from law, travel, the environment, etc., the focus being on general and common collocations, present in both English and Macedonian.

The aim of the study was twofold, hence the structure of the questionnaire – 2 parts with 20 collocations/sentences each (see Appendix). The first set of 20 collocations/sentences in the questionnaire was in English and was intended to inspect ***students' ability to understand the meaning of specific English collocations***, which is why they were instructed to translate them in Macedonian. The second set of 20 collocations/sentences was in Macedonian; the students were asked to translate them into English and the purpose was to investigate ***students' ability to produce specific English collocations***. Furthermore, considering the profound linguistic differences between Macedonian and English (students' L1 and L2, respectively) the study also aimed to discover whether, Macedonian students majoring in English were more adept at understanding or at producing correct congruent and incongruent collocations.

For the purposes of this study, 40 students of English from the English department of the Faculty of Education, at "St. Kliment Ohridski" University in Bitola, agreed to take part in the study – 10 students per academic year. The choice of the students was made randomly and on a voluntary basis, and students' previous academic achievements were not taken into consideration.

At the beginning of the study the following hypotheses were set:

1. Students in the lower academic years (Year 1 and Year 2) will demonstrate lower collocational competence, i.e. will achieve less in terms of both producing and understanding the meaning of English collocations than students in Year 3 and Year 4;
2. Students from all academic years, in general, will face less difficulties in understanding than in producing English collocations, and

3. Students from the four academic years will experience greater problems with the incongruous collocations than with the congruous collocations.

Results

In testing the first hypothesis – *the students in the lower academic years (Year 1 and Year 2) will demonstrate lower collocational competence then their fellow students in Year 3 and Year 4* – the first step in the analysis was to determine how many of their answers contained correct collocations. In fact, in that respect, the analysis revealed that, the students' responses could be organized in three separate categories (Table 1): a) correct answers (i.e. answers with correctly rendered collocations), b) incorrect answers (i.e. answers with incorrectly rendered collocations), and c) no answer offered at all.

Table 1 Students' responses

	Year 1	**Year 2**	**Year 3**	**Year 4**
Correct answers	43%	61%	59%	76%
Incorrect answers	37%	30%	33%	20%
No answer at all	20%	9%	8%	4%

As presented in Table 1, in all four academic years, the percentage of the 'correct answers' was the highest; whereas the percentage of the 'no answer at all' category was the lowest, and the percentage of the 'incorrect answers' category somewhere in the middle.

As expected, when it comes to the first category – 'correct answers' – Year 4 students had the least difficulties with collocations in both producing and understanding the meaning of English collocations. More precisely, 76% of their responses were marked as correct (Table 1). Year 1 students, on the other hand, showed the least favorable results, i.e. only 43% of their collocations were accepted as correct (Table 1). This is quite understandable as, at the time of the research, Year 1 students were at the very beginning of their university studies and they have been exposed the least to explicit teaching of English collocations in comparison with the rest of the interviewed students. Year 2 and Year 3 students had a very similar result – 61% and 59% of their collocations were correct, respectively (Table 1). However, surprisingly Year 2 students demonstrated even a slightly better result than their colleagues from Year 3, which was completely unexpected considering that they are one year behind Year 3 students, and, consequently, they have been exposed to English collocations less than their colleagues in Year 3. The following are some of the collocations that posed the least problems to the interviewed students: *прави експеримент (make/conduct an experiment), остра болка (sharp pain), have access to (има пристап до), is an issue (претставува проблем),* etc.

These same findings are confirmed if the results are viewed from the perspective of the other two categories of students' responses. Thus, with respect to the 'incorrect answers', it must be noted that some of the offered collocations were outright incorrect and unacceptable and were probably a result of

overgeneralization or *language transfer*. For instance, *the surrounding countryside* was rendered in Macedonian as *околната околина,* which is a non-existent collocation in Macedonian and should be rendered as *околната природа*. Also, the Macedonian *стекнува пријатели* was translated as *meet friends* instead of the correct translation equivalent in English - *make friends*. Similarly, the Macedonian *прави забава* by some students was wrongfully rendered as *make a party* instead of *throw a party*.

In addition, some of the students' responses were marked as incorrect, not because they were strictly speaking wrong and unacceptable, but because they were too liberal or loose, and bore no indications whatsoever whether the students were familiar with the selected collocations presented in the questionnaire or not. In fact, two types of 'loose' answers were identified: a) an answer in which a single word translation equivalent was offered in lieu of the corresponding collocation (e.g. *поднесува тужба* was frequently rendered in English as *sue,* instead of as *file a lawsuit*); and b) an answer in which a similar but still different collocation from the targeted one was offered (the collocation *води возбудлив живот*, whose corresponding English collocation is *lead an exciting life*, was translated as *live/have an exciting life*). In both cases, the students were obviously trying to 'improvise' and compensate for their lack of familiarity with the specific collocations they were asked to produce.

Here, too the result of Year 4 was the best, as only 20% of their answers were marked as incorrect; whereas, Year 1 scored the worst result, with 37% of the total number of their answers being marked as incorrect. Year 2 and Year 3 students' results were in the middle with 30% and 33% of their answers, respectively, being marked as incorrect.

When it comes to the "no answer at all" category of students' responses, Year 4 students again scored the best result as they did not offer answers merely to 2% of the total number of tasks in their questionnaires. Year 1 students, on the other hand, did not offer answers to 20% of the total number of tasks, which is another confirmation that they have worked the least on acquiring and using English collocations. Again, Year 2 and Year 3 students' results were very close, namely, Year 2 students were unable to translate 9%, and Year 3 students 8% of the total number of collocations in their questionnaires. The following instantiate some of the collocations that were very frequently avoided by the interviewees: *поднесува пријава* which equals *to submit an application,* in English; and *to gain recognition* which in Macedonian is normally rendered as *добива признание,* etc.

All these initial findings, more or less, confirm our first hypothesis that the seniority of the students is in a close correlation with their collocational knowledge. Namely, the upper-years students show greater collocational competence than their lower-years counterparts. More specifically, Year 4 students showed the highest and Year 1 students the lowest ability to deal with English collocations both when it comes to producing and understanding the meaning of English collocations. What came as a slight surprise was that Year 2 and Year 3 students had very similar results, in fact, the result of Year 2 was even slightly better than the result of Year 3. As to the second hypothesis *which postulated that students will be better at understanding the meaning of specific English collocations than at producing them*,

the analysis of the students' responses brought forward contrary and unexpected results. Namely, the students of all academic years, in general, achieved slightly better results in producing specific English collocations than in understanding the exact meaning of the English collocations given in the questionnaire (Figure 1).

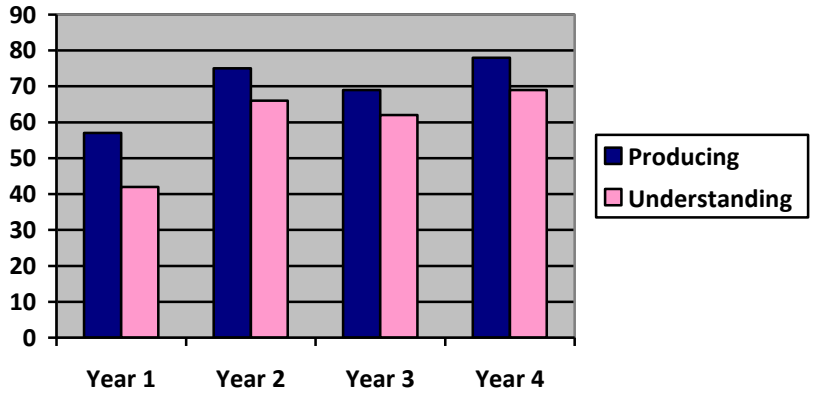

Figure 1 Students' results regarding their ability to produce vs. to understand the meaning of English collocations

One possible explanation why the Macedonian majors of English were more skillful at producing English collocations than at understanding their meaning is that they most probably have previously come across and successfully acquired some of the collocations presented in the questionnaire. Instances of such collocation were *чува тајна* which was correctly rendered as *keep a secret; губи трпение*, rendered as *lose patience,* and *прави резервација,* translated into English as *make a reservation.*

On the other hand, some students obviously failed to understand the meaning of some of the selected collocations (e.g. *to come to terms with; to bear a striking resemblance, the baby is due, etc.*) probably because they have either never come across these collocations previously or because they have not paid enough attention to them, and have not memorized them. Furthermore, in some cases, it was evident that they did understand the meaning, generally speaking, but were unable to produce the exact equivalents of the given collocations in their mother tongue. This, in turn, can be primarily attributed to the fact that they have never been explicitly instructed to note how words combine in their L1 – being native speakers of Macedonian they are expected to do words combinations intuitively and naturally. Moreover, the transfer from their L2 is the other reason why some students produced awkward collocations in their mother tongue. Thus, for instance, the English collocation *take a break* was frequently rendered literally in Macedonian as *земи пауза* instead of *направи пауза*. Also, *make money* was rendered literally as *прави пари* instead of *заработува пари*; and *make a decision* was rendered as *направија одлука* instead of *донесоа одлука*.

Finally, the third hypothesis was related to the two types of collocations: incongruous and congruous collocations. In that respect, it was assumed that

students will show better results in dealing with congruous collocations, i.e. collocations that can be translated word-for-word in English and Macedonian, than when dealing with incongruous ones, when that is not the case.

Having analyzed and compared the given collocations in the questionnaire and their correct renderings it was determined that there were 14 ***congruous collocations with a completely identical syntactic structure and equivalent lexical components* in both L1 and L2** in the questionnaire (e.g. *make a reservation* vs. *прави резервација*, both are N+V combinations and the lexical components in both L1 and L2 are completely identical). As to ***the incongruous collocations, 8 collocations had a different structure in L1 and L2*** (e.g. *make a loss* (V+N) *vs. работи со загуба* (V+P+N); *environmental protection* (Adj.+V) *vs. заштита на животната средина* (N+P+Adj.+N), etc.). The rest of the incongruous collocations, ***18 in total, were collocations with an identical syntactic structure but with different lexical components in L1 and L2*** (e.g. *take a photo vs. прави слика/фотографија*; *држи говор vs. make a speech*; *pay a complement vs. дава комплимент* are all examples of V+N combinations in both L1 and L2, with one of their lexical components being different in L1 and L2).

As depicted in Figure 2, Macedonian students of English, across all academic years, achieved the best results in the case of congruous collocations. Namely, Year 1 students handled 55% of the congruent collocations correctly; Year 2 students 70%, Year 3 students 63%, and Year 4 students 76%. The incongruous collocations with different structure, on the other hand, obviously posed the greatest problem to Macedonian students in all four academic years. They all had the lowest percentage of correct responses with respect to this type of incongruous collocations. In other words, Year 1 students rendered 35% of this type of collocations correctly; Year 2 students 63%, Year 3 students 46%, and Year 4 students 60%). Similarly, students' results regarding the incongruous collocations with a different lexical component in L1 and L2, were only slightly better than their results in the case of the incongruous collocations with a different syntactic structure, as Year 1 handled only 38% of third type of collocations correctly, Year 2 students 59%, Year 3 students 56%, and Year 4 students 61%.

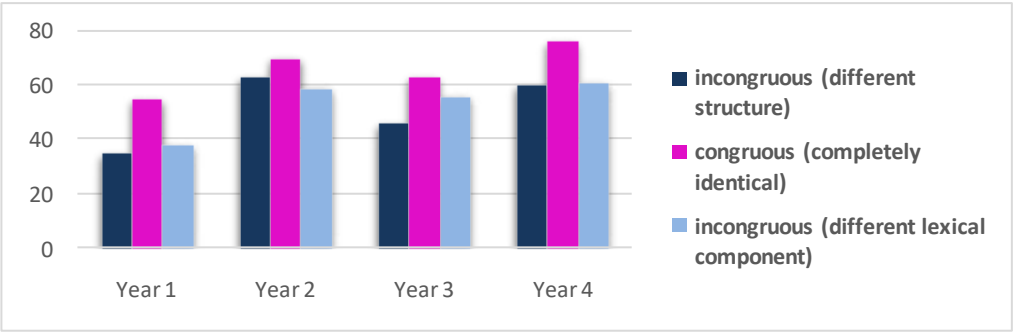

Figure 2 Students' collocational competence with regards to congruous and incongruous collocations

This suggests that when the corresponding L1 and L2 collocations display differences in their syntactic structure or in their lexical components, Macedonian students of English are more likely to come across obstacles in both understanding and producing English collocations, than when the collocations in both languages have the same structure and identical lexical components.

What is interesting to note in this context is also that, as mentioned earlier, Year 4 students demonstrated the greatest familiarity with both congruous and incongruous collocations, and Year 1 students the lowest. Interestingly, Year 2 students' result was somewhat better that the result of Year 3 students. Additionally, Year 2 and Year 3 students' results were 'dangerously' close to Year 4 students' result, which was quite unexpected, considering Year 4 students' relative seniority in terms of the length of their formal education as English majors.

Conclusion

The study confirms that, generally speaking, students' collocational competence increases in their course of their study. Namely, the students seem to face considerably more collocational challenges at the beginning than at the end of their studies. In fact, their collocational competence naturally seems to be the highest in their final year.

Still, on the basis of this research another salient conclusion can also be drawn. Namely, the study also seems to suggest that the increase of the collocational knowledge is not that much a matter of a straightforward steep progression which continuously goes up as student's advance through their studies, as it is a personal matter of each and every student individually. In other words, the more motivated a student is to master the English language, the more attention they are likely to pay to collocations, and, consequently, the more competent and confident they become in both producing and in understanding the meaning of English collocations overall.

A specific setback that is fair to note at this stage is perhaps the fact that only10 students per academic year were admitted to take part in the study. Had a larger number of students been allowed to participate in the research, perhaps the outcome would have been somewhat different. Also another factor that might have had a significant impact on the results gained from this study is that a random choice of students with diverse academic profiles was made, instead of taking a more deliberate and unified approach by admitting only students with similar academic achievements (not necessarily the best) across all four academic years. These obstacles should definitely be taken into consideration in conducting similar research in the future as we believe that that would lead to much more objective results.

Finally, given the fact that even in the case of the best results scored, about 70% of the collocations presented in the questionnaire were handled appropriately, both in terms of producing and understanding the meaning of English collocations, the ultimate conclusion that can be drawn here is that English majors need to adopt a more dedicated and systematic approach to conquering L2 collocations. Their teachers, understandably, should play a major role in that respect. They need to be committed to making students aware of the importance of using and acquiring

appropriate collocations in their L1 and particularly in their L2 as that can alleviate and boost their efforts directed at achieving a near-native like proficiency of English. Also, as this research, confirms that the incongruous collocations present Macedonian students of English with more obvious hardships, their attention should be drawn particularly to collocations that demonstrate differences in both their syntactic structure and lexical components in Macedonian and English. Eventually, students should also be instructed to always search for the exact translation equivalents of the English collocation in their mother tongue, as that can complete their understanding of the true meaning of those collocations, and can also save them from producing unnatural collocations in their mother tongue.

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Appendix

QUESTIONNAIRE

I. Translate the following sentences in English:

1. Тие водат многу возбудлив живот.
2. Тој почувствува остра болка во стомакот.
3. Немам пристап до такви информации.
4. Тие прават забава во недела.
5. Професорот држи предавање сега.
6. Цената претставува проблем за нас.
7. Ние правиме еден експеримент во лабораторијата.
8. Мразам да пишувам домашна работа.
9. Треба да направите резервација пред да одите.

10. Нивната кампања за заштита на животната околина беше успешна.
11. Дали знаеш да чуваш тајни?
12. Го изгубив трпението и почнав да ѝ викам.
13. Судијата ѝ го даде старателството на мајката.
14. На факултет ќе стекнеш многу пријатели.
15. Вежбам гимнастика трипати неделно.
16. Не се чуствувам добро – настинав.
17. Полагам испит на крајот на месецот.
18. Одлучив да се запишам на курс за компјутери.
19. Мора да поднесете пријава за курсот што поскоро.
20. Тие поднесоа тужба против сторителот.

II. Translate the following sentences into Macedonian:

1. You should take advantage of being in London.
2. You can make money by investing, not just by working.
3. Have you made your travel arrangements for the conference?
4. Nick has found it hard to come to terms with his illness.
5. He bears a striking resemblance to his father.
6. The baby is due next week.
7. Our company made a loss last year.
8. She took a picture of the little girl.
9. They took a decision to sell the house and move.
10. Take a break now – you look exhausted.
11. From my room I looked at the surrounding countryside.
12. I was trying to pay her a complement but she misunderstood me.
13. At the funeral people were trying to pay their last respect to the person who had died.
14. The boss made a speech to motivate the employees.
15. Her painting gained recognition thanks to the New York exhibition.
16. I had a heated conversation with Helena the other day.
17. This hotel is very popular and if fully booked during the summer.
18. The cottage is in some wonderful unspoiled countryside.
19. The area has some breathtaking scenery.
20. At work you give the impression of being extremely confident.

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