TEACHING ENGLISH FOR ECONOMICS: AN ETYMOLOGICAL APPROACH

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Abstract:The development of specific linguistic competences of the students in economics aims their successful professional abilities through the power of their competent oral and written expression.
Our purpose is to point out that the etymological awareness of the professional language is not only wisdom and art of living, but also an instrument to make business effective.
The article encompasses the study of the specific vocabulary origins, the relationship between the specific language development and its extra-linguistic economic context.
The samples of the English for Economics vocabulary processed etymologically reveal the contribution of the awareness of the language cultural content to the accuracy, appropriateness and richness of the specific language acquisition and use which makes the business card of the professional effectiveness. It also encourages the development of similar teaching experiences according to the specific English class settings.

Keywords: professional language development, linguistic behavior, business English franca, , vocabulary instruction, etymological teaching approach

The students in economics are supposed to represent a high class professional culture which is the outcome of their academic formation making them keep up with their professional toes. The accuracy, appropriateness and richness of their communication and linguistic abilities and behavior will be their first-hand business card for their counterparts.

The article refers to the development of comprehensive business English abilities by making etymology work for the competence of the professionals.

We consider that the etymological approach is meaningful to our purpose which reveals the lexical improvements through an uninterrupted development for at least 1500. The two notable flows of Latin and, to a lesser extent Greek, that influenced early development of professional English, brought some basic lexical elements that are now an integral part of the cultural formation of the students in economics.

Historical landmarks

The Latin business lexical borrowings in Old English go hand in hand with the growing power of Rome in the second century, when the Roman Empire extended from Euphrates River in the east to Britain in the west. While the English were still occupying their continental homes, they had various relations with the Romans through which they acquired a considerable number of Latin and Latinized Greek words.

The first Latin words found their way to English language owing their adoption to the early and continuous trade contacts between the Roman and the Germanic tribes on the continent. Several hundred Latin words, found in the various Teutonic and Greek dialects at an early date, testify the intercourse between these peoples and their peaceful relationship.

After the conquest of Gaul by Julius Caesar, Roman merchants found their way into the Germanic territory, and intercommunication between the Teutonic tribes made possible the transfer of Latin from one tribe to another. Numerous words reveal the nature of their trade: *ambers, furs, slaves* and probably certain *raw materials* for the products of Roman handicrafts, articles of utility and adornment, *foodstuffs* that were not specific for the

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islanders' diet, but to the Mediterranean Sea that were subject of trade, *oil, olive, kitchen, dish, cheese,* etc

In the summer of 55 B.C. the Roman control progressed to the very territory of the Islands. Although it never penetrated far into the mountains of Wales and Scotland, the completeness of the Romanization process is evidenced by the use of Latin. A great number of inscriptions have been found and they proceeded from the military and official language, indicating that Latin was widespread, with the native population. Latin did not replace the Celtic language as it did in Gaul. Its use was confined to members of upper classes and the inhabitants of cities and towns. Tacitus[1] also tells us that in the time of Agricola the Britons, who had hostility to the language of their conquerors, now they became eager to speak it.

The historians and linguists pretend that Greek influenced English through Latin, as the Latin civilization was basically built on the Greek one.

When the Roman Empire started its disintegration in the 5th century, their rulers left Albion[2] to the Latin speaking Christian missionaries. A century and a half later, the Roman missionaries reintroduced Christianity in the island which resulted in a new extensive Latin cultural influence.

The second stage of the Latin vocabulary development in Old English was due to the Normans[3] who crossed the land and settled in nowadays France in the 9th century. The political and family affairs made possible the huge penetration of Latinized vocabulary, although the language spoken in England have remained basically Germanic in grammar and structure.

Thousand of Latin words were added to the vernacular with the result that English has twice as many words derived from French and Latin than from Germanic language branch. (Green, 2015:11-12).

The third stage of Latin vocabulary penetration in business English was the time of Renaissance when the interest for the ancient Latin and Greek culture heritage burst. The 15th and 16th century were the time of the coinage of more than 10,000 of new words which ironically were introduced from Latin and Greek by scholars. Samuel Johnson[4]'s Dictionary of the English language, containing 40,000 words, was the first attempt to settle and standardize the language[5]. It was followed by the grammarians of the 18th century who insisted even on framing English grammar to the Latin structure, although some of them admitted that they did not matched.

Vocabulary acquisition through etymological didactic strategy

[1] Publius (or Gaius) Cornelius Tacitus. AD 56 – after 117: senator and historian of the Roman Empire and De origine at situ Germanorum.

[2] Ancient name of England. Old English from Latin said to derive from the non-Indo European bas alb, mountain, which also suggested to be the source of Latin *Alpes* (Alps), Albania and Alba, an Irish name for Scotland. But more likely from the Latin *albus*, white, which would be an apt description of the chalk cliffs of the island's southern coast. It is also a nickname given to the son of Neptun that discovered the British Isles and gave it his name. The white color of the seashore; it was used in a literary way, for the first time, by Bossuet (1637-1704): "L'Angleterre, oh! La perfide Angleterre!" http://www.etymonline.com/index.php?allowed_in_frame=0&search=Albion&searchmode=none

[3] Their origins were also Germanic. c. 1200 one of the mixed Scandinavian –Frankish people who conquered England in 1066. Their name derives from Old French Normanz, plural of Normand, literally "North man" derived from Scandinavian meaning; later, it referred to the Norman French. They had so thoroughly adapted to the language and customs of the people that within a very short time, they had abandoned their original language for French and given their name to that region of Northwest France http://www.etymonline.com/index.php?search=Northman; (Green, 2015:11)

[4] (1709-1784) one of the most famous literary figures of the 18th century.

[5] The standardization of spelling brought in some necessary and unexpected language developments. This took into consideration the continuous change of pronunciation over time. Letters no longer pronounced nowadays are still present in the standard spelling. On the other hand, the letter *b* was added to the spelling of words like debt, which was derived from the Latin *debeo, debere* (owe). (Green, 2015:13-14); spelling restored after 1400 from the French *dette*. http://www.thesaurus.com/browse/debt?s=t

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The content based English class can be successful by using the etymological didactic strategy. A major concern for vocabulary acquisition is perceived by the research carried out on teaching techniques and materials. The English class based on the contextual subtle means of language borrowing contributes to the cultural capital of the available skilled professionals. (Naz, Hengh, Mansoor: 2007) We limit the study to the case of language teaching based on some Latin and Greek vocabulary that enriched business English in the different stages of language development and acquired cultural complexities. This is an attempt to offer the English teachers a theoretical and practical etymological specific vocabulary analysis to inspire them to develop similar teaching techniques for their own specific classroom settings.

Procedure

The organization of the class is based on longitudinal and transversal continuity of learning, i.e. the transition of the students from a level of knowledge to another and the transition from theoretical institutional learning to the practical applicative learning[6]. The teaching strategy based on etymological study of specific vocabulary takes into account the likes and interests of the students and represents an innovative way to encourage the strengthening of linguistic and communicative skills of the students in a collaborative way.

A historic outline of the Latin and Greek Borrowings

The table synthesizes the historical stages of the 72 percent of the Latin and Greek vocabulary contribution to the business English showing that the analyzed vocabulary items are much older than the 400 years they have been in English.

Roman conquest of Britain	CE-410 Latin, the language of conquest and commerce
Old English (450-1150 CE) Norman Conquest	introduction of the Norman French, a Latin-based language imposed by the ruling class in the government, law business and religion
Middle English (1150-1500CE)	coinage of thousands of Latin-based words via French
Modern English: 1500 CE- present	translation of classical Latin and Greek texts into the vernacular English; linguistic policy of language standardization

Reading comprehension of a specific business content text reveals the present day professional use of Latin and Greek vocabulary.

We have highlighted some of business English vocabulary rooted in Latin and Greek languages that play an important role in the transmission of culture through social values, and business fairness aspirations.

Here is the text didactically processed for the vocabulary development class:

It is harder to turn fish stew into an aquarium…

In 1989, within Poland, as across the region, there were few economists or policymakers with a deep understanding of market economics; and even fewer prepared for the complex task of transformation from central planning to the market. In fact, this knowledge did not

[6] Dunia Navarro; Milagro Piñeiro (2012)

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really exist in the West either – not in the IMF, not anywhere. As Yavlinsky succinctly put the transition challenge: the communism turned an aquarium into fish stew; …

… The economy was weighed down by a huge monetary overhang, the result of a flood of money financeddeficits for the budget and state owned enterprises, combined with price controls that prevented the money from being inflated away. This deteriorating conjuncture was piled on top of a system of endemic resource misallocation and massive waste based on state owned enterprises with no meaningful budget constraints producing the wrong goods, incentivized by nearly free energy, an unsustainable exchange rate. In the fall of 1989, as controls broke down, and the monthly inflation rate edged up into double digits, money changers one block from the central bank offered more zlotys for our dollars with every new day….

Adapted from
Building Market Economies in Europe Lessons and Challenges after 25 Years of Transition
By David Lipton First Deputy Managing Director, International Monetary Fund Warsaw, October 24, 2014 https://www.imf.org/external/np/speeches/2014/102414.htm

Presentation of the historical/etymological development of the vocabulary

The etymology of a word very often consists of a narration of a story related to the word, a list of older versions or variant of the word usually in older languages such as Latin, Greek, Old German or French) and/or an account of the developmental process the word has gone through. (Baleghizadeh; Yousefpoori Naeim, 2011: 111-123). We chose to outline the historical account of the words in the text that has been read.

The table shows the theoretical presentation of the etymological indication of the English business vocabulary selected from the text mentioned:

English noun	**Source**	**Meaning** http://www.oxforddictionaries.com/	**Historical reconstruction of meaning**
market	Old North French *market (*market place, trade, commerce) Old French *marchiet,* Modern French *marché* Latin *mercatus possibly* Etruscan **merk*	regular gathering of people for the purchase and sale of provisions, livestock and other commodities.	(early 12c: Italian *mercato,* Spanish *mercado,* Dutch *markt*, German *Markt (*past participle of *mercari* "to trade, deal in, buy," from *merx* (genitive *mercis*); (mid 13c.) public building/space where markets are held late 17 c.: sales, as controlled by supply and demand" *market value* (1690s) in writings of John Locke *(1948): market economy* *(1921):market research*
economy	Latin *oeconomia* Greek: *oikonomia*	The state of a country or region in terms of production and consumption of goods and services and the supply of money	1530: household management, thrift 1666:wealth and resource of a country (political economy); frugality, judicious use of resources
plan/ plan nification	Lat. *plannum*	detailed proposal for doing or achieving something management of resources according to a plan of economic or political development	OE. Plot: small piece of land; secret plan, scheme Italian: *planta* (ground plan) 1931:planned economy (birth control SUA)
finance	Lat. *finis:* payment in settlement /fin/tax	management of large amounts of money by governments or large companies	1400:" Old French: end/ending pardon/remission payment/expense/settlement of a debt Late 1500: ransom (obsolete)

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inflation	Lat: inflationem/inflation/ Inflare (13c)	The action of inflating something or the condition of being inflated	1838: enlargement of prices/increase of the amount of money in circulation (SUA)
deficit	Lat: deficit/deficere Old French: déficit	amount by which something, especially a sum of money, is too small.	Late 17 c: introductory word in clauses of inventory
budget	PIE: *bhelgh[7] Old French: *bougette, bouge*: *wallet; leather bag* (11c) Gaul: *bulga* Lat: *bulga, leather sack*	Estimate of income and expenditure for a set period of time	Early 15th c. *leather pouch*<bougette 1733: treasury minister keeping his fiscal plans in wallet
enterprise	Lat. prehendere: Old French: enterprize (12c)	project or undertaking a bold /complex one	12 c: adventurous disposition, readiness to undertake challenges, spirit of daring 15 c an undertaking
incentive	Late Latin: (15) *incentivum (n)* *incentives* (adj) *incinere* (v)	a thing that motivates/ encourages someone to do something payment/concession to stimulate greater output/investment	1943 USA war economy jargon
rate	Late Lat. *rata* (pars) (15c)	measure, quantity/ frequency, typically one measured against another quantity / measure:	Fixed amount /settle(1650) Currency exchange (1727) British navy classification of ship (1640)

Context-based inferences

An important source of vocabulary retention is the provision of a wide range of contexts. The further examples of the present day use of the words in question will provide a revision of the lesson gist. Context-based inference contributes to the understanding and acquisition of morphological rules, collocational meanings, for it is the context that adds to the meaning of a lexical unit. (Pavičić, Takač, 2008:16-24)

This part of the instruction plays a motivational role to the students learning as they can retain tangible instances of the words in complete sentences.

Here are some sentences used to complete the direct and indirect meaning of the word *market*:

Computers have extended to the world market(level).

Michail Gorbachev once noted that market is an invention of civilization.(social system)

The in and out flow of money has a much greater impact on the direction of the market than traditional economic statistics.(rise/fall)

Meaning examples and exercises aim the students bear in mind easily and longer the meanings through etymological and historical understanding. The check questions after the *reading comprehension* will make the students establish the relationship between the etymological account of the words, the cultural implications of the historical stage of their coinage in business English and their present use.

Additional meaningful complexity can be added to the vocabulary class by introducing *compound nominal structures* derived from the base-word *market*.

We suggest that nominal compound should be classified and taught according to their complexity and function. (Williams:1982) The teaching material should be drawn from the students' teaching field in their authentic format.

Sentences samples can be added to contribute to the: subject complexity:

A handicraft outdoor market opens every weekend down the other street.(display)

The marketing programs they work on aim to attract various student clienteles.

A handicraft outdoor market opens every weekend down the other street.(display)

[7]*the star signifies the reconstruction of the word of PIE

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The marketing programs they work on aim to attract various student clienteles.

The more performing mobiles are the more their marketability increases. (profitableness/salability)

Market research helps reducing risks by getting product, price and promotion right from the outset.

Market economy allows buyers and sellers make their deals without any interference except by the force of demand and supply.(free economy/free market system/capitalism)

When he got involved in business he understood the benefit of the free enterprise. (free market system/capitalism)

Conclusion

The considerable effect of presenting vocabulary on etymological basis comes with the students' long-term retention and flexible language use. The productivity of the etymological business language presentation accounts for long-term learning and facilitates adjustable use of specific words in various contexts. Further creative teaching can improve and enrich techniques for additional technical didactic associations to make students bear in mind targeted words and their multiple meanings and use. (Read, 2004:136-141) Etymological presentation of vocabulary qualifies as pedagogically significant for the effective retention and use of business language. (Holland et al, 2013)

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