FOSTERING NEW BUSINESS ENGLISH TEACHING STRATEGIES: A ROMANIAN ENGLISH CASE STUDY

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Abstract: The article fosters Business English teaching strategies aiming at leveling off conflicting Romanian meanings developed by the linguistic globalization phenomenon. The case-study makes reference to the students' professional cognition needs and their capacity to communicate accurately and transfer understanding and practices from one language to another under the pressure of their native language globalization. Teaching practice brings forward facts and rates of the phenomenon and suggests strategies to develop understanding of the new meaning and their use by parallel language samples. The findings are based on a relatively small-scale corpus, which makes it essential that closer, similarly qualitative investigations be undertaken with large-scale English and Romanian corpora to determine whether and to what extent the above cases can be considered as mainstream teaching strategies. Our research is driven by the commitment to the improvement of the students' reading and listening comprehension capacity and meaningful language articulation both in Romanian and English as a part of their effective professional training.

Keywords: linguistic globalization, language competencies, cognition development, vocabulary practice, professional training

Linguistic globalization outcomes: new language logical form

The wide, deep and accelerated language interconnectedness has far-reaching implications on cognition process and professional training.

Globalization is the key definition of the current historical epoch, by which traditional nation states have given way to a global market economy and political world orders, leading ultimately to greater overall cultural, language and knowledge homogeneity (Ohmae 1995). Humans use their natural language not only for communication, but also for the enlargement of their knowledge and cognitive powers. Writing and uttering ideas train not only memory, but they also facilitate and enhance reasoning process. (Clark, 1998; Chomsky, 1976) Language acquisition and enculturation[1]create that range of cognitive complexity and reasoning capacity which derive from the conceptual resources of the educated and trained native language. (Bowerman&Levinson, 2001) It is the out-put of the language faculty which plays the role of conjoining information so that thoughts can be associated with expressions and sentences which then generate input for further conceptual language out-put.

[1] The process whereby individuals learn their group's culture through experience, observation and instruction. The term was used by the American anthropologist Melville Herskowits in 1948 in his article *Man and his works: The science of cultural anthropology* In Social forces, vol27, March, issue 3 https://academic.oup.com/sf/article/27/3/317/1991662 *accessed on 8.21.2018*

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Figure 1. Language development process

Language, by virtue of its role in producing cycles of new thought-contents, which were not previously available, is the main source of cognitive flexibility and adaptability which makes our species so distinctive. The evolution of language is, in fact, the result of brain evolution, as language is a linguistic laboratory which processes meaning development and change in seeking solutions to innovative problems raised by human brain. Cognitive science research has been exploring the relation between language and thought and suggests explicitly that many language aspects, ranging from word meanings to conventional and novel expressions, reflect enduring conceptual mappings of knowledge and experience from diverse human activity domains. For example, experimental psycholinguistics on metaphor and analogy reveals how structural mapping processes exploit common relations across domains (Gentner et al. 2001: 223-247) and help redesign abstract, often vague aspects of knowledge in terms of concrete, often embodied source domains. Language often reflects aspects of conceptual structure, showing how concepts from different domains are unreflectively, metaphorically contrasted and combined to allow users to make sense of their experience. Carruthers's claim that all domain-general propositional thoughts can be framed by Chomsky's level of linguistic representation, i.e. the language logical form (LF), is pivotal for the applied terminology development, comprehension and learning. (Carruthers, 2002: 657-726) The linguistic level of applied language representation is essentially based on thought which makes sense of the claimed cognitive function of language. The natural language translation in and out of logical form (LF) is the representation over which domain-general inferences are defined. Thus, LF seems to serve as a level of representation for cognition. (Chater, 2002:680) Carruthers also suggests that cross-domain thinking requires translation of domain specific data into common linguistic format which makes LF play the role of cross-domain medium of exchange. Language is the cognitive effective tool which makes possible abstraction of notions and creates new mental entities and unfolds objects of thought, enabling us to "generate entities practically out of nothing." (Bolinger, 1975:251) The development of logic, hence scientific arguments is made possible through propositional debates based on natural language. The formation of a professional community sharing the same language has, therefore, been essential for the progression of human thought through formulation and resolution of conflicting views.(Hampton: 2002:688)

Applied vocabulary comprehension is essentially a core component of the professional knowledge development and its critical transfer. It makes students access their background knowledge, understand and express professional ideas, communicate effectively, and facilitate learning new concepts. Students' word knowledge is strongly linked to their reading comprehension capacity, to their understanding new ideas and concepts, and obviously, to their professional expectations. If students do not adequately and steadily grow their vocabulary knowledge through native and foreign language acquisition, their reading comprehension and their qualified competency will be dramatically affected (Chall & Jacobs, 2003) as language development is a necessary condition for the acquisition of cognitive skills.

Micro-oriented, qualitative investigations are needed to diagnose and master the phenomenon (Dewey, 2007:332-357) and develop large-scale systematic research on the implications of English proliferation: the question of new concepts and meaning development (Widdowson 1994, 2003), effectiveness of the applied language pedagogy (Cook 1999; Parakrama 1995).

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Conflicting old and new meaning developments

The development of our research has started from the students' inability to comprehend texts in English and/or transfer knowledge already learnt in their Romanian native language, which makes new concepts work inappropriately for their professional efficiency and effectiveness. The chain process of understanding, knowledge transfer and critical thinking is closely confined to their misunderstanding and misuse of the newly Romanian developed applied vocabulary as a result of language globalization process.

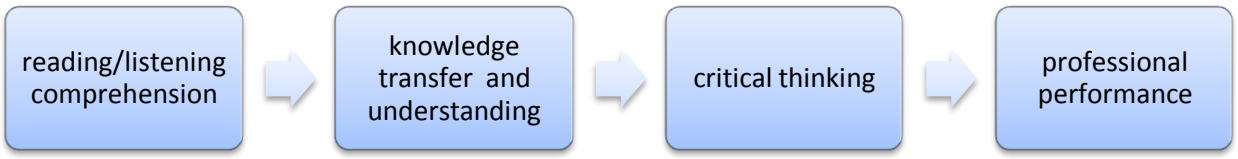


Figure 2. The direct relationship between reading and listening comprehension to professionalism through language development and critical thinking ability

Consequently, applied vocabulary comprehension is essentially a core component of the professional training. It is only the accessibility of their background knowledge through comprehension and communication that facilitate innovative professional ideas. Students' new vocabulary knowledge and understanding are strongly linked to their comprehension capacity, to their critical thinking.

Applied vocabulary training case-study

Our local-sized research has focused on the functional applied vocabulary and it is limited to the qualitative investigation of the phenomenon associated to the first year students in finance and banking. The investigation is confined to the assessment of both English and Romanian language experiences and their consequences in terms of reading comprehension, knowledge transfer and critical thinking training based on translation, as a student-centered language instruction activity. The parallel translation used as a language teaching strategy aims at making the students understand new contextual specific Romanian vocabulary meanings that were added to the original ones that goes hand in hand with:

- developing reading comprehension
- vocabulary knowledge and concepts
- creative improvement of cognition
- accurate knowledge transfer
- development of speaking and writing competencies

The late developments of Romanian language forms and meanings, which were shifted by the globalization mechanism, make the student centered task difficult to carry out due to the misunderstanding and misuse of two noun rată/curs/rate. The DEX-on line entry explains:

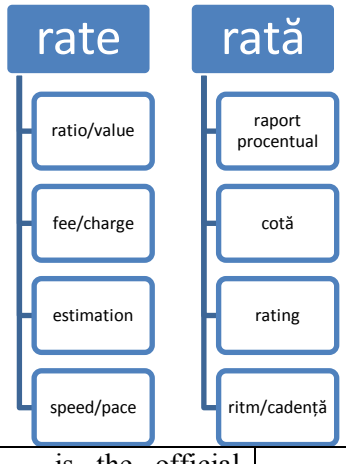
rată f. termen convenit de plată.

rată,*rate*, s. f. **1.** Cotă, parte eșalonată care urmează a fi vărsată sau distribuită, la un termen dinainte fixat, în contul unei datorii sau al unei obligații. ◊ Loc. adj. și adv. *În rate* = cu plata eșalonată în tranșe (egale). **2.** (Ec. pol.; în sintagmele) *rata dobânzii* = raportul procentual dintre dobândă și suma împrumutată. *Rată a finanțării interne* = raportul dintre sursele de autofinanțare și valoarea investiției. – Din germ. **Rate.**

Source: https://dexonline.ro/definitie/rata/expandat

The following diagram shows the strong meaning development impact of the English word "rate" on the Romanian word "rată" as a result of language globalization. The Romanian sentence samples illustrate the Romanian language flexibility: the original single meaning of *rată*, (*amount of money paid back regularly*), developed into several additional meanings which were specific for English, not for Romanian. It was the word format that made possible the meanings transfer and development.

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The closing price … is the official referential share *rate*…	Prețul de închidere… reprezintă *cursul/rata/preț* de referință oficial al acțiunilor…
… a high *rate* of interest…	… o *rată* a dobânzii ridicată (*valoare*)
A rate unemployment rise (*pace*)	rată a creșterii șomajului (*ritm*)
The TV has a high *rating*	… postul de televiziune … are un *rating* crescut…(estimare)

The challenge of language instruction that we focused on, was the systematic and consistent translation approach aiming at the development of new reading and listening comprehension and critical thinking in both native and secondary language. It is the teacher responsibility to work intensively on the students' language proficiency reconstruction in terms of their professional domain.

Conclusions

At the end of our analysis, it became clear how challenging it can be for a high school graduate to become fully proficient in applied English and expectedly employed in the professional domain he opted for. The student needs to develop their ability to explore the relation between his native language and thought, ranging from word meanings to conventional and novel expressions, to map new knowledge and experience. He needs to change his learning habits and understand that the language logical form (LF) is pivotal for the applied terminology development, comprehension and learning. (Carruthers, 2002: 657-726) The linguistic level of his professional knowledge is essentially based on thought which makes its form to serve cognition. (Chater, 2002:680) He also needs to become aware of the role played by his domain specific data translation into a common linguistic format as a cross-domain medium of exchange. The development of creative thinking and problem-solving ability is made possible through the development of his natural language and its relationship with the foreign language.

Consequently, the applied language teacher and his student will need to develop adequate techniques and strategies to improve vocabulary comprehension which is a core component of the professional knowledge development and its critical transfer.

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