

ENHANCING L2 AND L3 THROUGH BUSINESS TRANSLATION

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ABSTRACT

The main purpose of this study is to shed light on the concept of how L2 and L3 can be enhanced. In this regard, business translation for Negotiating English and German is focused and examined in terms of comparative study between L2 and L3 in the context of non-native speakers and the following aspect is considered: What kind of effective teaching materials and tasks can be employed based on the efficient language teaching performance? Twenty German majors in the last academic year (2016) who enrolled in the course Communicative German for the Workplace, were purposively selected in this study. Two tasks for business translation as research instruments based on the concept of a comparative study between English and German in the context of L2 and L3 were employed. It is suggested in this study that comparing the knowledge of German with what learners have learned previously, namely the knowledge of English, can enhance the competence of learners to their fullest potential when learning German. In terms of data analysis, the researcher asked students some questions and noted down as well as analyzed the data qualitatively. Grammatical errors of learners were also analyzed. Additionally, it is discussed that some practical recommendations can be provided to FL teachers concerning effective language pedagogy in the context of L2 and L3 to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in the ASEAN and ASEAN Economics Community.

Keywords: L2, L3, Business Translation

INTRODUCTION

English can be understood as the Global language widely used around the globe. In Thailand, English is taught as a Foreign Language (L2). To enhance the English proficiency of students, Khon Kaen University in Thailand has launched the new policy in terms of using English as a means of instruction. This means that some courses taught in English should be offered to students to prepare themselves for the workplace. To reinforce this notion and to support the policy, the Faculty of Humanities and Social Sciences as one of the organizations attached to Khon Kaen University also planned to organize a training course for the lecturers to provide insight into the concept of English-medium teaching and how to design a course when being taught in English. Inevitably, the lecturers of the Language Programs (French, German, Spanish, Japanese, Chinese, and Korean) are expected to provide some courses taught in English to foster the ability of students as well as to develop the competence of students to their fullest potential to enable them to compete with graduates from other countries in the ASEAN and ASEAN Economics Community. Apart from this, the era of globalization entails cross-cultural and transnational communication. Global communication does not merely require global language but also the cultural sensitivity which includes cultural awareness (recognizing differences) and cultural flexibility (overcoming ethnocentricity). All techniques and methods are a response to a particular situation.

When considering the situation of teaching of foreign languages in Thailand, it cannot be denied that EBP plays a vital role for FL classrooms. Moreover, the lingua franca role of English, coupled with its status as the official language of ASEAN, has important implications for language policy and language education (see <https://nuspress.nus.edu.sg/products/english-as-a-lingua-franca-in-asean>). As non-native speakers (NNSs), Thais may wish to effectively communicate with people from other cultures, but not necessarily like native speakers (NSs). They need to learn to use international English and possess cultural competence. Apart from English as L2, learners may transfer the previously gained knowledge and relate their learning styles, experience, obstacles or problems to their L3 learning to acquire the third language effectively and efficiently. In this regard, relating the knowledge of learners to their previously gained knowledge may enable them to learn successfully. Prior to German, it is obvious that Thai learners learn English as a first foreign language (L2). Thus, comparing the L3 knowledge (German) with the L2 knowledge (English) can be an efficient learning strategy as these two languages have some language features in common which will cause learners to find some similarities for their language studies.

The researcher as a German lecturer has considered the situation of the job search process in Thailand that graduates who majored in German language have to encounter the requirements in the job announcements that they have to possess good command of both English and German. Without English proficiency, the recruiter may not offer a job to them. However, German can be advantageous for their success in terms of job application. In other words, these two languages can complete each other to lead graduates to succeed in their future career.

Hence, instructors may recommend some new commercial books or some relevant and useful websites based on comparative studies between English and German for business purposes to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in the ASEAN and ASEAN Economics Community.

Besides, the communication competence should be enhanced parallel with the language skills by creating some learning activities related to the communication skills in class.

THE CONCEPT OF ENGLISH FOR SPECIFIC PURPOSES (ESP)

According to Dudley-Evans and St John (1998), English for Specific Purposes has become a vital and innovative activity within the Teaching of English as a Foreign Language movement (TEFL/TESL). For much of its early life ESP was dominated by the teaching of English for Academic Purposes (EAP); most of the materials produced, the course descriptions written and the research carried out were in the area of EAP. English for Occupational Purposes (EOP) played an important but nevertheless smaller role. In recent years, however, the massive expansion of international business has led to a huge growth in the area of English for Business Purposes (EBP).

(Dudley-Evans & St John, 1998)

Studies on English for Business Purposes (EBP) and English for Academic Purposes (EAP)

Dudley-Evans and St John (1998) shed light on the presentation of the whole of English Language Teaching on a continuum that runs from clearly definable general English courses through very specific ESP courses as follows:

- Position 1: English for Beginners
- Position 2: Intermediate to advanced EGP courses with a focus on particular skills
- Position 3: EGAP/EGBP courses based on common-core language and skills not relate to specific disciplines or professions
- Position 4: Courses for broad disciplinary areas, for example Report Writing for Scientists and Engineers, Medical English, Legal English, Negotiation/Meeting Skills for Business People
- Position 5: 1) An 'academic support' course related to a particular academic course. 2) one-to-one work with business people.

(Dudley-Evans and St John, 1998, p. 9)

Characteristics of Business English

Most English-medium communications in business are non-native speaker to non-native speaker (NNS-NNS), and the English they use is international English, not that of native speakers (NS) of English-medium countries such as the UK and Australia. The term 'offshore English' is used for the English spoken between Europeans who do not share first language and have learned English for practical rather than academic purposes (cited in Dudley-Evans & St John, 1998, pp. 53-54).

Grammar in Business English

Business grammar reference books place emphasis on the verb form, especially tense and voice; then on modals and verbs of saying, reporting and the difference between *make* and *do*, have, have got and got. Additionally, business verbs are *accept, advise, agree, confirm, consider, explain, invite, object, offer, order, point out, propose, query, recommend, refuse, reject, remind, reply, respond, say, speak, talk, tell and wonder*.

In addition, the list of some key functions of Business English which are expected to see such as ability and inability, agreeing and disagreeing is presented. These are relevant to a general English course as well as a Business English course. These are also interesting additions to the standard list of functions that are clearly very relevant to a BE course, assertion and downtoning and checking and confirming (cited in Dudley-Evans & St John, 1998, p. 79).

In conclusion, Dudley-Evans and St John (1998) discuss the theories and practices as follows:

An EBP teacher is not a business person and does not need to be one. What EBP teachers need, just like any ESP teacher, is to understand the interface between business principles and language. What do learners do in their jobs? What are the fundamental concepts and attitudes? What do people communicate about and how do they go about it? 'Shadowing' business people (that is, following them around, listening and observing) can be a fascinating learning experience (Dudley-Evans & St John, 1998, p. 70).

The Teaching of Vocabulary in ESP

Six categories of vocabulary, all of which relate to EAP, are listed. They are:

1. items which express notions general to all specialized discipline;
2. general language items that have a specialized meaning in one or more disciplines;
3. specialized items that have different meanings in different disciplines;
4. general language items that have restricted meanings in different disciplines;
5. general language items that are used to describe or comment on technical process or functions in preference to other items with the same meaning, for example occur rather than happen;
6. items used to signal the writer's intentions or evaluation of material presented.

(cited in Dudley-Evans & St John, 1998, p. 82)

It is important to distinguish between vocabulary need for comprehension and that needed for production. In comprehension, deducing the meaning of vocabulary from the context and from the structure of the actual word is the most important method of learning new vocabulary.

Situational, semantic and metaphor sets

The use of word meaning is the key to successful retrieval and that meaning can be presented in the form of semantic, situational and metaphor sets. The retrieval of a vocabulary item from memory is aided by the grouping of words according to their meaning. This may be according to the topic (situational sets), so that the words associated with a library such as book, shelf, borrow, loan period, fine and so on can be taught together. Or it may be according to chains of association (semantic sets) so that synonyms (for example dear, expensive), antonyms (high quality, low quality) superordinates and subordinates terms (vehicle, car) are taught. Alternatively, retrieval may be aided by metaphor.

These examples have clear implications for the teaching of vocabulary and argue for materials that encourage learners to their own sets. They also justify the syllabuses that are built on notions; one of the perhaps understated strength of using notions such as cause and effect, measurement, quantity and structure is that each one brings together vocabulary items that naturally belong in sets.

Collocation and the use of corpora

Collocation describes the company that a word keeps; from this we can examine lexical sets, a family of words the members of which collocate with each other, for example strong and powerful which both collocate with argument. This leads to the notion of lexical phrases, certain phrases that always appear in the same form (cited in Dudley-Evans & St John, 1998, p. 85).

Lexical phrases

Research into vocabulary learning has also suggested that learners do not store vocabulary as individual words, but as chunks of language. We will refer to these chunks as lexical phrases, short set phrases that are frequently used in certain situations. In ESP, phrases such as *'the table suggest that ... , as shown in the diagram, sales fell sharply'* are examples (cited in Dudley-Evans & St John, 1998, p. 86).

To sum up, Dudley-Evans and St John (1998) mention that most ESP literature agrees on the need for teaching such vocabulary and the importance of the teaching of vocabulary in ESP is now widely accepted. The major concern will be with what is referred to in EAP as semi-technical vocabulary (or occasionally sub-technical vocabulary) and in EBP as core business vocabulary.

The ESP practitioner

The ESP practitioner as teacher

ESP teachers also need to have a great deal of flexibility, be willing to listen to learners, and to take an interest in the disciplines or professional activities the students are involved in. They must be ready to change tack in a lesson to take account of what comes up, and to think

and respond rapidly to events. ESP teachers must also be happy to take some risks in their teaching. The willingness to be flexible and to take risks is one of the keys to success in ESP teaching.

The ESP practitioner as course designer and materials provider

ESP practitioners often have to plan the course they teach and provide the materials for it. It is rarely possible to use a particular textbook without the need for supplementary material, and sometimes no really suitable published material exists for certain of the identified needs. The role of ESP teachers as 'providers of material' thus involves choosing suitable published material, adapting material when published material is not suitable, or even writing material where nothing suitable exists.

The ESP practitioner as researcher

ESP teachers need to be aware of and in touch with this research. Those carrying out a needs analysis, designing a course, or writing teaching materials need to be able to incorporate the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication. An ESP practitioner has to go beyond the first stage of Needs Analysis - Target Situation Analysis (TSA) which identifies key target events, skills and texts - to observe as far as possible the situations in which students use the identified skills, and analyse samples of the identified texts. As part of this process, ESP teachers generally need to be able to carry out research to understand the discourse of the texts that students use.

The ESP practitioner as evaluator

Evaluating course design and teaching materials should be done while the course is being taught, at the end of the course and after the course has finished. It is important to follow up with students some time after the course in order to assess whether the learners have been able to make use of what they learned and to find out what they were not prepared for. Evaluation through discussion and on-going needs analysis can thus be used to adapt the syllabus. In many situations the evaluation forms the basis of 'negotiation' with students about their feelings about the course, their needs and priorities, which are then fed into the next stage of the course. These steps are all part of 'formative' evaluation.

(Dudley-Evans & St John, 1998, pp. 13-17)

However, the responsibilities for ESP practitioner mentioned in this part may depend on the teaching contexts according to different cultures, specifically designed classroom as well as language courses for particular purposes.

Cultural Aspects

In terms of global business transactions, it is suggested that intercultural sensitivity can be improved by recognizing *contextual differences* as noted by Bovee, et al (2003):

“In a high-context culture such as South Korea or Taiwan, people rely less on verbal communication and more on the context of nonverbal actions and environmental setting to convey meaning. A Chinese speaker expects the receiver to discover the essence of a message and uses indirectness and metaphor to provide a web of meaning. In high-context cultures, the rules of every life are rarely explicit; instead, as individuals grow up, they learn how to recognize situational cues (such as gestures and tone of voice) and how to respond as expected”.

“In a low-context culture such as the United States or Germany, people rely more on verbal communication and less on circumstances and cues to convey meaning. An English speaker feels responsible for transmitting the meaning of the message and often places sentences in chronological sequence to establish a cause-and-effect pattern. In a low-context culture, rules and expectations are usually spelled out through explicit statements such as “Please wait until I’m finished” or “You’re welcome to browse.” Contextual differences are apparent in the way cultures approach situations such as decision making, problem solving, and negotiating”.

Negotiating Styles

Canadian, German, and U.S. negotiators tend to take a relatively impersonal view of negotiations. Members of these low-context cultures see their goals in economic terms and usually presume the other party is trustworthy, at least at the outset. In contrast, high-context Japanese negotiators prefer a more sociable negotiating atmosphere that is conducive to forging personal ties as the basis for trust. To high-context negotiators, achieving immediate economic gains is secondary to establishing and maintaining a long-term relationship.

(Bovee, et al 2003: 52-59)

In fact, highly individualistic cultures are ‘I’ cultures and include the USA, Canada, Australia, and Great Britain. Low individualistic, highly collective cultures are ‘we’ cultures such as Central American, South American and Asian countries; the group (for example the family) is more important than the individual. High masculinity is associated with competitiveness – as in Japan, Australia, Switzerland; while in low masculinity cultures, relationships, welfare and social justice are valued – as in Scandinavian countries and Canada (Dudley-Evans & St John, 1998, pp. 68-69).

Dudley-Evans and St John (1998) also discuss using English for cross-cultural communication that business English has been much more open than EAP to the idea that there is variation between different cultures but it is only recently that this factor has really begun to affect teaching materials and course content. A sensitivity to differences between cultures is necessary for successful business communications in matters such as the purpose of meetings, the use of direct or indirect negotiation tactics, the structuring of information or the use of politeness strategies in letters or meetings.

All communication is cross-cultural in that each individual is unique. At the moment most cross-cultural work in BE consists of discussing issues with attention focused on national characteristics. However, we need to extend this to how different professional culture and gender affect language use. One vital question for BE teachers is the extent to which the language taught is appropriate for an English-speaking culture, the learners’ culture or the culture within which the business transactions will take place. EGBP textbooks teach expressions such as ‘Could you possibly ...?’ , ‘Do you mind my asking if ...?’ , ‘If it’s alright with you ...?’ These represent the indirectness of British culture. The first question that needs to be asked is: To what extent do British business people actually use these? How authentic are they? The second question is, even if British business people do use them, does a speaker from another, more direct culture want to? ‘Will you ...?’ fits the culture better than ‘Could you possibly ...?’ then that may be the appropriate language. Likewise, ‘I can’t agree may be uncomfortable where face savings is important.

Deciding what is a suitable strategy in a given situation, for example how to break a deadlock in a negotiation, is not the job of the BE teacher. It is his or her job, however, to understand that such a strategy has to be chosen and how it will affect the language used. Class activities need to raise these issues in the preparation phase so that learners can decide on their approach and assess their communication accordingly. The language that would be appropriate for each group will differ with their strategy (Dudley-Evans, & ST John, 1998, pp. 69-70).

Teaching English for Negotiating and International Negotiations

In this part, I would like to base my assumptions on the notion that English is not the language spoken by the majority of people in the world but it is frequently the language used in global business. Therefore, it is very important for native English speakers to consider the fact that the extent to which it is understood and spoken may vary widely and the degree to which those concerned with business transactions speak English may also vary by region, occupation, educational background, level of international experience, etc. Native or bilingual English speakers should learn to adjust the way that they speak when interacting with those who are less fluent in order to facilitate successful communication and prevent or minimize communication breakdowns.

According to Dignen (2011), an activity in class can be suggested as the following:

Negotiation Role A:

You are an HR manager with global responsibilities. You are going to meet with a staff member (Student B) to discuss the terms of his / her contract for a six-month posting to Sydney, Australia. The position abroad is part of a job rotation programme in the company. The staff member does not have to accept the contract. However, you want him / her to accept because you believe it is important to develop the career of people in the company in this way.

Budget for this job rotation program is limited so you may have a problem to persuade the person to accept a short-term contract with no extra financial benefits. You think their objectives may be more financial than concerned with career development.

Your objective: To support career development that benefits the company long term.

Common Objective: The staff member should receive a contract which they are happy with and which motivates them in the new role.

Your agenda: 1) Clarify the responsibilities of the new job. 2) Agree a salary (no extra compensation package). 3) Decide who will handle B's job while they are in Australia.

Issues to be discussed: Financial support for accommodation

Logistics: You have only 45 minutes for this meeting.

(Adapted from Dignen, 2011, p. 88)

Negotiation Role B:

You are staff member in a large international company and you are going to meet the HR director (Student A) to discuss the possibility of six-month posting to Sydney, Australia. The position abroad is part of a job rotation program in the company. You are interested but only if the conditions are right. You do not have to accept the position but you know that your line manager and the international HR manager are hoping you will do so. You would like a financial incentive to go and live in a foreign country for six months. You know that when you come back, you will have a lot of work to catch up in your old job.

You would like to open the meeting with a short summary of your reasons for working abroad just to clarify expectations.

Your adjective: To clarify the reasons for going to Australia and to clarify the terms of the contract.

Your agenda: 1) Clarify the timing of the posting (when will you have to go / for how long / is it possible to extend, etc.). 2) Discuss the responsibilities of the new job. 3) Agree a salary plus extra compensation package including support package for accommodation – renting is very expensive in Sydney.

Issues: Who will be doing your job while you are away?

Logistics: You have set aside 90 minutes for this meeting.

(Adapted from Dignen, 2011, p. 91)

From this suggested activity, students need to prepare for the introduction phase to a negotiation with someone from their own organization. They also plan what they will say to clarify a common objective and agenda for the negotiation. Then, they role play the opening stage of the negotiation by using some expressions they have learned in class.

To conclude, cultural aspects are important for negotiating in apart from the language skills to enable negotiators from different cultures to successfully negotiate.

PREVIOUS STUDIES ON L2 AND L3 IN GERMANY AND IN THAILAND

Hufeisen (2010) mentions the role of L2 for L3 learning as follows:

Beim Lernen einer zweiten Fremdsprache tritt nicht nur eine weitere Fremdsprache hinzu, sondern das Lernen einer Fremdsprache wiederholt sich und bedeutet den erwähnten *qualitativen* Unterschied zum Lernen einer L2.

[...] Erfahrungen mit dem Lernen der ersten Fremdsprache können auf das Lernen der zweiten übertragen werden (wenn sie sich z. B. als gut funktionierend und erfolgreich erwiesen haben) oder völlig vermieden werden (wenn sie beispielsweise als ungeeignet empfunden wurden); Vergleiche zwischen den Lernprozessen und/oder den Sprachen können helfen. Der gezielte Einsatz bestimmter Lernstrategien bei typischen Fremdsprachenaufgaben [...]

(Hufeisen, 2010, pp. 203)

From the citation, English as L2 can affect L3 learning. Learners may transfer the previously gained knowledge and relate their learning styles, experience, obstacles or problems to their L3 Learning to acquire the third language effectively and efficiently.

Watcharakaweelip (2015) studies Teaching German through English in the Thai context.

He focuses on the topic *Telephoning* in his study based on the concept of Content and Language Integrated Learning (CLIL). In his study, he designed the tasks and produced materials in class as follows:

Table 1

Verb		Adverb		Noun		Pronoun	
Ger	Engl	Ger	Eng	Ger	Eng	Ger	Eng
Kann	.....	.....	not	.....	operator	ich	.....
.....	do	.....	.....	.....	company	Sie	.....
möchte	.....	.....	.....	.....	Frau	.....	your
sprechen	.....	.....	.....	.....	Herr	.....	mich
verbinde	.....	.....	.....	.....	Name	.....	sie
helfen	.....	.....	.....	.....	Moment	.....	.....
.....	'd like	.....	.....	.....	Sekretärin	.....	.....
rufe...an	.....	.....	.....	.....	.....	office	.....

Table 2

Preposition		Collocation / Chunk		Expression / Chunk	
German	English	German	English	German	English
.....	for	.....	leave a	.....	What can I do for you?
.....	with	.....	message	.....	I'd like to talk to Mr. Kümel.
				.....	What is your name, please?
				.....	Mein name is ...
				.....	Hold on! / Just a minute!
				.....	I'm connecting you.
				.....	Would you connect me to Mrs. ...
				.....	I'm sorry.
				.....	Mrs. Schön is not in the office.
				.....	I'll call you again.

Table 3

Preposition		Collocation / Chunk		Expression / Chunk	
German	English	German	English	German	English
für	eine Nachricht	.....	-Was kann ich für Sie tun?	.....
mit	hinterlassen?	.....	-Ich möchte bitte mit Herrn	.....
				Kümmel sprechen.	.....
				-Wie ist Ihr Name, bitte?	.....
				-Mein Name ist .....	.....
				-Einen Moment bitte.	.....
				-Ich verbinde Sie.	.....
				-Würden Sie mich bitte	.....
				Frau Schön verbinden.	.....
				-Tut mir Leid.	.....
				-Frau Schön ist nicht im Haus.	.....
				-Ich rufe sie nochmal an.	.....

(Watcharakaweesilp, 2015)

From this study, it is obvious that after reading the language situations in class, instructors may create the table for language summary so students can study and compare vocabulary of the two languages.

To conclude, the insights gained from these previous studies can lead to the new teaching approaches and methods of conducting research which lies on the instruction in the context of L2 and L3.

RESEARCH METHODOLOGY

Research Questions

Specifically, this study mainly focuses on the following research questions:

- 1) What kind of effective Teaching Materials and Tasks can be employed for teaching business translation based on a comparative study between English and German?
- 2) What practical recommendations can be provided to FL teachers concerning effective language pedagogy?

Participants

Twenty German majors in the last academic year (2016) who enrolled in the course *Communicative German for the Workplace*, were purposively selected in this study.

Instruments

Two tasks based on the concept of a comparative study between English and German in the context of L2 and L3 were employed:

- 1) Task 1: Business translation from English into German
- 2) Task 2: Business translation German into English

Data Collection

The data collected were divided into three main groups:

- 1) Data from Business translation
- 2) Observation: The researcher observed the learning behavior of learners and their cooperative learning while working individually, in pairs, and in groups.
- 3) Think-aloud Protocols: The researcher asked students some questions concerning the results received from questionnaire. The researcher noted down and analyzed the data qualitatively.

Data Analysis

Based on Think-aloud Protocols, the researcher asked students some questions and noted down as well as analyzed the data qualitatively. Grammatical errors of learners were also analyzed.

TEACHING TASKS BASED ON A COMPARATIVE STUDY BETWEEN ENGLISH AND GERMAN (L2 AND L3)

In relation to Research Question 1: *What kind of effective Teaching Materials and Tasks can be employed for teaching business translation based on a comparative study between English and German?*, the following tasks are suggested:

Business Translation for Comparative Studies

Task 1: Business Translation between from English into German

English: We would like to confirm your order as follows: ...
German:

Task 2: Business Translation from German into English

German: Den Vorschlag nehme ich gern an.
English:

From these tasks, it is obvious that students have to translate a sentence from English to German and from German to English on their own leading to various possible answers.

RESULTS

Results of Task 1: Translation from English into German

In this part, the researcher selected only some correct examples as well as some errors of the test takers for the discussion.

- | | |
|-----|---|
| S1 | Wir möchten Ihr Auftrag bestätigen folgenden: |
| S2 | Wir würden gern folgend Ihren Auftrag bestätigen. |
| S3 | Wir möchten im Folgenden Ihre Aufträge bestätigen. |
| S4 | Wir möchten gern der Auftrag bestätigen. |
| S5 | Wir würden Ihnen den Auftrag bestätigen. |
| S6 | Wir hätten gern Ihren Auftrag bestätigen. |
| S7 | *Wir möchten Ihre Bestellung zu bestätigen. |
| S8 | Wir würden gern Ihre Bestellung bestätigen. |
| S9 | Wir möchten Ihre Bestellung wie folgt. |
| S10 | *Wir möchten Ihre Bestellung zu bestätigen wie folgt. |
| S11 | Ich will Ihre Bestellung wie folgt: |

- S12 Wir möchten gerne Ihre Bestellung bestätigen.
 S13 Wir möchten an Bestätigungen Ihre Bestellung folgend:
 S14 *Wir bestätigen Ihre Ordnung.
 S15 *Wir möchten Ihre Bestellung zu bestätigen wie folgt.
 S16 Wir würden gern Ihren Auftrag bestätigen, folgendes.
 S17 *Wir möchten Ihre Bestellung zu bestätigen wie folgt.
 S18 Wir möchten Ihre Bestellung bestätigen. Es lautet wie folgt:
 S19 Wir möchten für Ihre Bestellung bestätigen.

S20 -

*Note: S = Student

From the results, students were expected to translate an English sentence into German. The researcher found that most students (n=16) could correctly use the word 'bestätigen' which means 'to confirm' in English. Apparently, students could also find an equivalent word in German for 'as follows' in English, which is 'folgend'. Only six students could, however, use 'wie folgt' which is the most appropriate equivalence in German and should properly be used in this business context.

When analyzing their errors, the translated sentences of students No. 7, 10, 15 and 17 are influenced by their L2 knowledge (English). This is because they incorrectly related their L2 to translation by using the preposition "zu" which is compared with "to" in English and not required in German sentence in terms of grammatical rules.

Results of Task 2: Translation from German into English

- S1 I accept this offer well.
 S2 *I would like accept your order.
 S3 I could agree your offer.
 S4 I would love to accept your order.
 S5 *I'm satisfied this offer.
 S6 I would like to accept the proposal.
 S7 I accept this suggestion.
 S8 I suppose the proposal.
 S9 I agree the contract.
 S10 I approve of the proposal.
 S11 I am pleased to accept the contract.
 S12 I accept your suggestion.
 S13 *The proposal take I willingly on.
 S14 I agree your proposal.
 S15 I accept this proposal.
 S16 I agree with this proposal.
 S17 I agree with this proposal.
 S18 I gladly expect this proposal.
 S19 The proposal agree me.
 S20 The proposal agree that me.

*Note: S = Student

On the contrary, students were also supposed to translate a German sentence into English. The findings reveal that for the German word 'Vorschlag', most students used the word 'offer' or 'proposal' which is an equivalent word and accepted by the researcher. Additionally, for the German verb 'annehmen', they could properly use the word 'accept' which is correct in this context.

Instead of using 'accept', some students tried to use other words such as 'agree' or 'suppose' while translating as indicated in the results.

In terms of sentence construction, some students could not correctly construct their English sentences. For Instance, 1) *The proposal agree that me; I agree the contract; I would like accept your order; I'm satisfied this offer.*

On example of their error based on the influence of L3 was also found: *The proposal take I willingly on.* Student No. 13 placed the verb in the second position of sentence which is a requirement for basic German sentences, but not in English.

DISCUSSION AND CONCLUSION

In terms of English for Specific Purposes (ESP) based on the notion of Dudley-Evans and ST John (1998), it is important that instructors should consider social, economic, cultural and linguistic consequences of the global spread of English. English language educators also need to be aware of this inequality and to consider how they can challenge it by promoting curricula concerning Business English that allows all learners the opportunity to critically think about their environment, express their own views and identity in addition to the specific language patterns necessary for business communication. Class instructor, as researcher or evaluator, may use the suggested test in this study in class if he or she wishes to test the skills of learners. In relation to ESP practitioner as teacher and materials provider, class instructor may use it as teaching material.

Apart from this, as mentioned by Dignen (2011) that communication skills such as cultural technique (developing written / oral skill) and cultural exposure (studying other cultures) should be considered as crucial factors when using English to communicate across cultures. Once we can recognize cultural elements and overcome ethnocentrism, we are ready to focus directly on our intercultural communication skills. To communicate more effectively with people from other cultures, we need to study other languages and cultures, overcome language barriers, and develop effective intercultural communication skills, both written and oral. In terms of global business transactions, many companies recognize that they must be able to conduct business in languages other than English.

What practical recommendations can be provided to FL teachers concerning effective language pedagogy?

In relation to comparative studies between English and German, vocabulary for learners at the fundamental level should be taken into account. Words in English and German (according to parts of speech) should generally be illustrated to Thai learners to create general pictures in their mind and to enable them to compare their L2 with their L3. The following are some examples:

Nouns

Nouns that have the same meaning and the exact word form between the two languages:

<i>English/German</i>	<i>English/German</i>	<i>English/German</i>
arm / der Arm	ball / der Ball	budget / das Budget
creme / die Crème	chance / die Chance	element / das Element

To further foster the competence of Thai learners, the second group of nouns between the two languages is analyzed. Unlike the first group, these nouns in both two languages share the same meaning but they merely have the similar word forms.

<i>English/German</i>	<i>English/German</i>	<i>English/German</i>
tone / der Ton	throne /der Thron	thorn /der Dorn
tea der Tee	table /der Tisch	temperature /die Temperatur
way /der Weg	water /das Wasser	work /das Werk
weather /das Wetter	word /das Wort	

(Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweasilp, 2016)

Reimann (2012) states that nouns in German have three Genders: Masculine, Feminine, and Neuter and they normally end with various suffixes to indicate their genders.

1) The Masculine Group always ends with suffixes “-ismus/ling/er/or”: Realismus/Liebling/Motor/Koffer.

2) The Feminine Group always ends with suffixes “-ung/heit/keit/schaft/ion/ei/ur/e”:

Rechnung/Freiheit/Höflichkeit/Freundschaft/Nation/Bäckerei/Kultur/Lampe.

3) The Neuter Group always ends with suffixes “-chen/lein/um/ment”: Mädchen/Tischlein/Zentrum/Instrument (Reimann, 2012, p. 93).

However, some nouns in German and English have the same words forms but different meanings:

English: German:

1) Art die Art (This word means *type/kind/sort* in English)

2) Gift die Gift (This word means *poison* in English)

3) Promotion die Promotion (This word means *Ph.D studies* in English)

(Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweasilp, 2016)

Adverbs

According to Reimann (2012), Adverbs in German have the following features: 1) They do not decline and therefore do not change; 2) They can refer to verbs or adjectives; 3) Adverbs mainly have the function of quantifiers and are placed in the central of the clause.

Adverbs, like prepositions and conjunctions, can be divided into the following semantic groups: *Adverbs of Place; Adverbs of Time; Adverbs of Manner; and Causal/Concessive/Consecutive Adverbs.*

(Reimann, 2012, p. 183)

The use of adverbs in both languages can be briefly explained as follows:

Adverbs ending with -ly can be compared with the following German adverbs:

English:

loudly (Adj = loud)

beautifully (Adj = beautiful)

slowly (Adj = slow)

German:

laut (Adj = laut)

schön (Adj = schön)

langsam (Adj = langsam)

From the examples, students can notice that adjectives and adverbs have the same word form in German.

Adjectives

Adjectives that have the same meaning and the exact word form between the two languages:

<i>English:</i>	<i>German:</i>
modern	modern
liberal	liberal
illegal	illigal
blind	blind

Despite the different word forms, these adjectives share the initial letter of word and the same meanings:

<i>English:</i>	<i>German:</i>	<i>English:</i>	<i>German:</i>
alone	allein	clear	klar
far	fern	free	frei
high	hoch	hot	heiß

Verbs

Some verbs that have the same meaning and share the same root between the two languages:

<i>English:</i>	<i>German:</i>
alarm	alarmieren
begin	*beginnen
box	boxen

(Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

However, these words in German and English do not have the same meaning:

<i>English:</i>	<i>German:</i>
become	bekommen
pass	passen

To further foster the competence of Thai learners, the second group of verbs between the two languages is analyzed. Unlike the first group, these verbs in both two languages share the same meaning and have the similar word forms.

<i>English:</i>	<i>German:</i>	<i>English:</i>	<i>German:</i>
bake	backen	bite	beißen
beg	bitten	book	buchen
burn	brennen	come	kommen
cost	kosten	eat	essen

(Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

Normally, the German verbs end with 'en' in the *Infinitive Form*, for instance, sprechen (to speak), küssen (to kiss, or lichen (to laugh). Interestingly, these verbs in English end with 'en' like German verbs: to whiten; to blacken; to darken; and to brighten. Additionally, some German verbs in the *Infinitive Form* do not end with 'en' but 'ern', for example, sich ärgern (to get angry). Some verbs in English do have the similar word form, for instance, 'to govern'. These similarities should be further discussed at the higher level of their learning (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016).

Furthermore, new commercial books based on comparative studies between English and German for business purposes have been currently launched, for instance, Dralle & Livesey, (2014) focus on modern useful business vocabulary:

1) e-mail

English: send sb an email

German: jdm eine E-Mail schreiben

2) attachment

English: I'm sending you the report as an attachment.

German: Ich schicke Ihnen den Bericht als Anhang.

(Dralle & Livesey, 2014, pp. 226-227)

Apart from the course books, on the English website www.learn-english-today.com/business-english/graphs-charts.html and on the German website www.wirtschaftdeutsch.de, some useful phrases and vocabulary for graphs and visuals should be presented for learners to further enhance their language skills in terms of business communication. As mentioned previously, the lingua franca role of English, coupled with its status as the official language of ASEAN, has important implications for language policy and language education (see <https://nuspress.nus.edu.sg/products/english-as-a-lingua-franca-in-asean>). The findings as well as recommendations of this study can have the significant impact to develop the competence of students to their fullest potential and to enable them to compete with graduates from other institutions and countries in the ASEAN and ASEAN Economics

Community, the communication competence should be enhanced parallel with the language skills by creating some learning activities related to the communication skills in class.

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