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**IDENTIFYING THE TRANSLATION LEXICON IN THE CONTEXT OF TEACHING
BUSINESS ENGLISH (TERMS OF EXPORT AND IMPORT)**

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Изучение терминологии экспорта и импорта включено в состав курса по «Терминологии» изучаемый студентами экономического факультета, Применяется 2 подхода к их изучению согласно степени родственности языков. Материалы напечатаны институтом статистики, включая данные внешней торговли Молдовы с 5 европейскими странами.

Ключевые слова: близкородственные слова, дальнородственные слова, переводимый лексикон, согласованная система категории товаров, идентификация терминов.

Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier. Although we have to work with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English (Teaching English for Specific Purposes (ESP) online).

In teaching English for Specific Purposes, however, no one argues that the scope of specialized vocabulary is a primary goal. Up to now, teaching ESP, particularly teaching vocabulary, has still been far from satisfaction. With many similar characteristics and a number of different features in comparison with General English, ESP is viewed as something hard to teach for language teachers.

People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more successful they are; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes .

For a relatively long time, students studying for different professions were taught more or less General English, which was not always very helpful when applied in real-life situations of different areas of specialities, such as engineering, tourism, science and technology, medicine, and so on. With time, developments in language theory indicated the need to pay more attention to individual learners. This realization together with a growing demand for English courses meant for students' specific needs led to the emergence of English for Specific Purposes. This area proved to be a fertile ground, and so ESP has undergone rapid development in recent decades.

The selection of ESP (Business English) materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include tasks and activities that practise the target skills areas. Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs (Ibidem).

The terms of export and import representing the external trade of Moldova with five European countries like: Russia, Romania, Ukraine, Germany and Belarus can be translated using the model of "cognate pairs" usually without utilizing special sources of Romanian-English dictionaries of economic terms.

There are 18 categories of goods provided by the European Standard. **(See Table 1)**

The first category of external "trade" "Live animals and animal products" included in the main Harmonized System categories of goods covers 8 cognate pairs (or closely related roots which can be translated without using specific dictionary if the trainees are properly prepared) (1. bovine, 2. produse, 4. yogurt, kephir, 5. fillets, 10. natural, while in the subcategories 2,6,7,8,9 there wasn't registered a single cognate pair). Besides, there were recorded 45 terms that cannot be translated relying on the knowledge of the mother tongue and second language (here is the Romanian language versus English).

The future experts in translating economic terms should also use the model of “distance pair” (languages with remote roots), so far as the roots of the major terms belong to different language groups but pertaining to the same Indo-European family of languages. Historically, they traversed a particular, individual way of development. Both the “cognate pairs” and “distance pairs” approach can be trained during the seminars where the students are proposed to learn and memorize specific features of the specific economic terms in two languages. Ex.: For efficient memorizing of terms the following items should be implemented and trained: 1. suffixes and prefixes of Greek, Latin, Germanic etc., origin, 2. the structure of compound words, 3. the difference of terms origin and 4. the difference of meanings like: a) propositional meaning (the basic meaning), b) expressive meaning, (which render the feelings and attitude), c) presuppose meaning (including selectional restrictions and collocation restrictions), d) evoked meaning (which are classified geographically, temporarily, socially), e) sentence meaning (the meaning is highlighted in a certain sentence), f) contextual meaning. The trainees also should know the different types of meanings, mentioned above, (although the greatest number of terms usually carries a single meaning).

Another special item that should be drawn attention to is the lack of lexical equivalent (Ex. Ro. *organe comestibile*, Engl. *offal*, etc), as well as the lack of similar syntactical equivalent (Ex. Ro. *animale vii din specia porcină*, Engl. *Liveswine*). The use of the “distance pair” approach mainly refers to different language groups i.e. to different roots (they abundant Romance and Germanic groups), deriving from the same roots of Indo-European Family of Languages. The analysis of using new models demonstrated that a great number of terms demand different approaches in their translation.

The terms of export and import representing the external trade of Moldova with five European countries like: Russia, Romania, Ukraine, Germany and Belarus can be translated using the model of “cognate pairs” usually without utilizing special sources of Romanian-English dictionaries of economic terms. The first category of external “trade” “Live animals and animal products” included in the main Harmonized System categories of goods covers 8 cognate pairs (I products, animals; 1. bovine, 2. produce, 4. yogurt, kephir, 5. fillets, 10. natural, while in the categories 2,6,7,8,9 there wasn't registered a single (cognate pair). There were recorded 45 terms that cannot be translated relying on the knowledge of the mother tongue (here the Romanian language versus English). The future experts in translating economic terms should also use the model of “distance pair”, so far as the roots of the major terms that belong to different language groups. Historically traversed a particular individual way of development. Both the “cognate pairs” and “distance pairs” approach can be trained during the seminars where the students are proposed to learn and memorize specific features of the specific economic terms in two languages. Ex.: For efficient memorization of the terms the following: the suffixes and prefixes of Greek, Latin, Germanic etc., origin, the structure of compound words, the difference of terms origin and the difference of meaning like: word meaning, sentence meaning, contextual meaning. They also should know what the propositional meaning, presupposed, expressive and evoked meanings are (although the greatest number of terms carries on a single meaning). A special attention is drawn to the lack of lexical (Ex. animal, *organe comestibile*, etc), grammatical, syntactical (Ex. *animale vii din specia porcina*), file de peste) equivalence. The use of the “distance pair” approach mainly refers to different language groups (here Romance and Germanic groups), although historically then derive from the same roots of Indo-European Family of Languages. The analysis of using new models demonstrated that a great number of terms demand different approaches in their translation.

Identifying the translation lexicon by employing *distance pairs model* there were obviously emphasized terms that can be translated only possessing deep knowledge in economics and undoubtedly in a foreign language. The root of terms belonging to the 1st category (out of XVIII categories) of goods are great amount and quite different. That's why the trainees may be properly trained as to be apt to utilize *the distance pairs model*. Ex.: 1. carne - meat; 2. ovine- sheep; 3. lactate (produce) – dairy (products); 4. lapte acru – buttermilk; lapte

prins- curdled milk, smântână - cream, etc. In the subcategory No.V the roots are far to be close and the translation comes across many difficulties. Ex.: 5. pește – fish; 6. organe comestibile de pasăre – edible meat, offal; 7. porcine – swine; 8. animale vii din specia porcină – live swine; 9. ouă de păsări – bird's eggs; 10. miere – honey.

The quantitative indices demonstrate that the goods (foodstuffs), and Textiles included in Harmonized System of category No. I and No. XI of goods, are used for centuries, while the Machinery and mechanical appliances, etc., appeared predominantly due to the latest technology developed by the end of the 20th and the beginning of 21st centuries. The first two categories of goods are easier to translate because they have or cover more common terms, though the Source language (SL) and the target language (TL) belong to different language groups and the use of „cognate pairs” model is highly efficient in teaching translation. The quantitative indices demonstrate that the obsolete or familiar categories of goods belonging to foodstuffs and clothing can freely use the above mentioned approach than the modern goods and merchandise where the lexicon differ from language to language and the distance pairs model is preferable. The data relevant to such category (No.1) of goods as „Live animals and animal products”, enumerate the shortest list of „cognate pairs” (8); the list of „cognate pairs” category of goods No.11:Textiles and textile articles” incorporated a great number (18), on the other hand the data portraying the latest merchandise from the world of technology embodied the longest list (69) of new-coined words. The data representing the number of terms of „distance pairs” have recorded great discrepancies in the data dealing with goods of basic categories (meaning the basic things required by human day by day) of goods as „food” and „clothes”. While the analysed terms of „contemporary goods” related to new technology demonstrate a small discrepancy between the number of „cognate pairs” and „distance pairs” (terms with different roots). This ratio is 69 to 85 with the difference of only 16 units. (See Table 2 and 3). While teaching new terms both the teachers and the future translators of economic terms should plan more hours for acquiring terms dealing with basic things, while dealing with terms concerning new technologies (discoveries) the main stress should be put on the structure of the words (prefixes, suffixes, compound words and spelling). A special attention should be paid to syntaxes of source and target languages, and particularly to non-equivalences of all kinds and to different types of meanings and collocations either.

There were analysed 3 categories of goods. The other 15 are given linear explanation, i.e. without displaying them in special graphs or table, preserving the same principles of description: the main HS categories of goods with their translation, the number of „cognate pairs”, „distance pairs” - products designated for export and import specific for certain countries.

The data of three categories (No.1 „foodstuffs”, No.11 „textiles” and No.16 „machinery”) of goods enumerate 8,18,69 terms including „cognate pairs” show that the number of the last group of cognate pairs exceeds the previous two groups more than four times (69:16), demonstrating that the latter goods are introduced in the harmonized system of categories of goods outlining the phenomenon of terms unification (mainly in the European countries). The number of „distance pairs” also increases but at a lower rate (compare all three categories of goods:45, 64, 85). The total number of cognate pairs and distance pairs equals 95,194 (or the ratio is 1:2) meaning that two thirds of terms should be paid a special attention to by the teacher at the seminars, as one third – comprises the cognate pairs that duely explained they can be memorized easier during the first seminars. **(See Table 2)**

Out of the analysed three categories of goods, covering 46 subcategories, 20 of them were exported to or imported from or to Russia, 10 – from or to Romania, 7- from or to Ukraine, 9- from or to Germany and 1 specific good. Other engines and motors from Belarus 2007-2011 the data showed 0.18;0,91;0,84;0,61;0,56 USDmln) and to Belarus (in 2007-2011 the data put in sight 0.12;0.19;0.11;0.10;0.09;USD mln). **(See Table 3)**

The skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, one may be the only English speaking person available to students,

and although the time with any of them is limited, one can structure effective communication skills in the classroom. In order to do so, in your interactions with students try to listen carefully to what they are saying and give your understanding or misunderstanding back at them through your replies. Good language learners are also great risk-takers, since they must make many errors in order to succeed: however, in ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. That is why the teacher should create an atmosphere in the language classroom which supports the students. Learners must be self-confident in order to communicate, and you have the responsibility to help build the learner's confidence (Teaching English for Specific Purposes (ESP):online).

Using skills as a framework of Business English, Business English teachers are provided with the necessary knowledge and tools to deal with their own students' specializations. It should be remembered that Business English teachers are not specialists in the field, but in teaching

English, their subject is English for the profession but not the profession in English. They help students, who know their subject better than the teachers do, develop the essential skills in understanding, using, and/or presenting authentic information in their profession.

A professional Business English teacher must be able to switch from one professional field to another without being obliged to spend months on getting started. He/she simply brings the necessary tools, frameworks, and principles of course design to apply them to new material. The material (the content) should be provided by the professors or experts in the subject. It should always be authentic (the main purpose of teaching skills is to enable students to deal with authentic information despite their level of English), up-to-date (the informational exchange is growing more intense), and relevant for the students' specializations (they ought to be given the information representative for their target language use situation) (Bojovic:online).

Annexes 1, 2,3

Table 1

Principalele categorii de mărfuri conform Sistemului Armonizat (SA) de bunuri	The main HS categories of goods.	Products designed for export to and import from specific for certain countries						
		Cognate pairs	Distance pairs	Russia	Romania	Ukraine	Germany	Belarus
I. Animale și produse ale regnului animal din care:	I. Live animals and animal products of which:	2	7	+	-	-	-	-
1) Carne de bovine	Meat of bovine animals	1	2	+	-	-	-	-
2) Carne de ovine	Meat of sheep	0	3	+	-	-	-	-
3) Lapte și produse lactate	Milk and dairy products	1	3	+	-	-	-	-
4) Lapte acru, lapte prins și smântână, iaurt, chefir	Buttermilk, curdled milk and cream, yogurt, kephir (and other fermented or acidified milk and cream).	2	5*	-	+	-	-	-
5) Pește congelat; file de pește; carne de pește	Fish, fish fillets and other fish meat fresh, chilled or frozen.	1	7	-	+	-	-	-

6) Carne si organe comestibile ale păsărilor	Meat and edible meat, offal	0	6	-	-	+	-	-
7) Carne de porcine	Meat of swine	0	3	-	-	-	+	-
8) Animale vii din specia porcină	Live swine	0	5	-	-	-	+	-
9) Ouă de păsări	Birds' eggs (in shell, fresh, preserved or cooked)	0	3* *	-	-	-	+	-
10) Miere naturală	Natural honey	1	1	-	-	-	-	-
Total		8	45	4	2	1	4	0

* The products (see subcategory No.4) are imported from Romanian to Moldova. The diversified products like *fermented or acidified milk and cream* are new specific products of import

** The goods (see subcategory 9) are not designated for export from Moldova to Germany. These goods of import with their diversified specifications like *birds eggs in shell, fresh, preserved or cooked* were included in harmonized system in 2011.

Table 2

Comerțul exterior pe principalele categorii de mărfuri conform Sistemului armonizat (categoria de articole nr.11 conform SA)	The main HS categories of goods. External trade (Category of goods No.11 according to HS of goods)	Specific (different) goods of certain countries designated for export and import with Moldova						
		Cognate pairs	Distance pairs	Russia	Romania	Ukraine	Germany	Belarus
XI. Materiale textile si articole din acestea, din care:	XI. Textiles and textile articles, of which:							
1) Covoare și alte acoperitoare de podea din materiale textile	Carpets and other textiles floor coverings	2	7	+	-	-	-	-
2) Materiale textile tricotate sau croșetate	Knitted or crocheted fabric	1	4	+	-	-	-	-
3) Imbracaminte și accesorii de îmbrăcăminte	Articles of apparel and clothing accessories	1	4	+	-	-	-	-
4) Fibre sintetice sau artificiale discontinue	Men- made staple fibres	1	4	+	-	-	-	-
5) Țesături textile de filamente sintetice	Woven fabrics of synthetic filament yarn	2	4	+	-	-	-	-
6) Lenjerie de pat, de masă, de toaletă sau de bucătărie	Bedlinen, table linen, toilet linen and kitchen linen	1	6	+1	-	-	-	-
7) Paltoane, canadiene, pelerine, hanoroace, bluzoane și articole similare	Overcoats, (car coats), capes, cloaks, anoraks, windcheaters (wind-jackets) and similar articles	3	5	-	+	-	-	-

8) Costume, seturi, sacouri, jachete, pantaloni, fuste, rochii, salopete	Suits, ensembles, jackets, blazers, trousers, bib and braze overall, breaches and shorts	1	7	-	+2	-	-	-
9) Covoare și alte acoperitoare de podea din materiale textile, țesute, fara smochuri și șuvițe	Carpets and other textiles floor covering	3	11	-	-	+3	-	-
10) Imbrăcăminte purtată sau uzată și alte articole purtate sau uzate	Worn worn clothing and other worn articles	2	5	-	-	-	+	-
11) Bumbac	Cotton	0	1	-	-	-	+	-
12) Lână, păr fin, sau grosier de animale	Wool, fine or cause animal hair, horse hair, yarn and woven fabric	1	6	-	-	-	+4	-
Total		18	64	6	2	1	3	0

1. Consignments exported to and imported from Romania including additional specialties (art.No.7)
2. Articles of apparel exported to and imported from Romania including different specialties (No.8)
3. Goods exported to and imported from Ukraine without specialties of diversity (No.9) in English
4. Merchandise exported to and imported from Germany without specialties of differences (art.No.12) in Romanian

Table 3

Comerțul exterior pe principalele categorii de mărfuri conform Sitemului Armonizat, categoria XVI	The main HS categories of goods. External trade Category No.XVI	Specific goods of certain countries traded with RM						
		Cognate pairs	Distance pairs	Russia	Romania	Ukraine	Germany	Belarus
XVI. Mașini și aparate; echipamente electrice; aparate de înregistrat sau de reprodus sunetul și imaginile din care:	XVI. Machinery and mechanical appliances; electrical equipment; sound and image recorders and reproducers, parts thereof of which:							
1) Pompe pentru lichide	Pumps for liquids	2	3	+	-	-	-	-
2) Mașini aparate și echipamente de înregistrat sau de reprodus sunetul, aparate de televiziune, părți și accesorii ale acestora	Electrical machinery and equip., sound recorders and reproducers, and parts and accessories such articles	7	6 (1)	+	-	-	-	-
3) Mașini și aparate pentru condiționarea aerului	Air-conditioning machines	3	2	+	-	-	-	-

4) Pompe de aer sau de vid, compresoare de aer și ventilatoare	Air or vacuum pumps, air or other gas compressions and fans	3	4	+	-	-	-	-
5) Frigidere, congelatoare și alte echipamente pentru producerea frigului	Refrigerators, freezers and other refrigerating or freezing equipment	3	6	+	-	-	-	-
6) Mașini, aparate, utilaje agricole, avicole, horticole sau silvicole	Agricultural, horticultural or forestry machinery, other similar equipment	3	5	+	-	-	-	-
7) Mașini de spălat rufe	Household or laundry – type washing machines	3	5	+	-	-	-	-
8) Articole de robinătorie	Taps, cocks, valves and similar appliances for pipes, boiler shells, tanks, vats or the like	0	3 (2)	+	-	-	-	-
9) Aparate mecanice pentru proiectat, dispersat sau pulverizat lichide sau praf	Mechanical appliances for projecting, dispersing or spraying liquids or powders	5	4	-	-	+	-	-
10) Buldozere, nivelatoare, excavatoare și similare	Self-propelled bulldozers, graders, levelers, excavators and similar equipment	4	1 (3)	+	-	-	+	-
11) Fire, cabluri și alte conductoare electrice izolate	Insulated wire, cable and other electric conductors; optical fibre cables	5	2	-	+			
12) Piese izolate	Insulating fittings for electrical machines	1	1	-	+			
13) Aparatură pentru comutarea, trierea, protecția, racordarea sau conectarea circuitelor electrice	Electrical apparatus for switching or protecting electrical circuits, or for making connections or in electrical circuits	5	5	-	+			
14) Încălzitoare; a localurilor, solului sau pentru utilizări similare; aparate electrotermice	Electric instantaneous or storage water heaters and immersion heaters	1	11 (4)	-	+			
15) Cazane pentru încălzirea centrală	Central heating boilers	1	3	-	+			
16) Aparate telefonice	Electrical apparatus for line telephony or line telegraph	2	0	-	+			
17) Aparate de recepție de televiziune; monitoare video și proiectoare video	Reception apparatus for TV, video monitors and video projectors	6	2	-	-	+		
18) Turboreactoare, turbo-propulsoare și alte turbine cu gaz	Turbojets, turbopropellers and other gas turbines	5	2	-	-	+		

19) Acumuloare electrice	Electric accumulators, including separator	2	0	-	-	+		
20) Monitoare și generatoare electrice	Electric motors and generators (excluding generating sets)	3	1	-	-	+		
21) Mașini de spălat vesela; curățat sau uscat recipient; pentru umplut, închis sau etichetat	Dishwashing machines, machinery for cleaning or drying bottles or other containers: machinery for filling, closing, sealing, or labeling bottles	1	11	-	-	+		
22) Centrifuge	Centrifuges including centrifugal dryers	1	0	-	-	-	+	
23) Mașini automate de porelucrare a datelor și părți ale acestora	Automatic data-processing machines and units thereof	3	7	-	-	-	+	
24) Alte motoare și mașini motrice	Other engines and motors	2	3	-	-	-	-	+
Total		69	85	10	6	5	2	1
Total Table 1		8	45	4	2	1	4	0
Total Table 2		18	64	6	2	1	3	0
The number of “cognate pairs” and ‘distance pairs’ (the ratio is 1:2)		95	194	-	-	-	-	-
The number of specific goods delivered by definite countries		-	-	20	10	7	9	1

1. The translation of certain goods (art.No.XVI) was not included in the English variant by the „Statistical Yearbook”, Chisinau , RM , 2012.

2. The varieties of articles in the subcategory No.8 were not entirely enclosed in Romanian variant (see „Articole de robinatorie”.

3.The list of goods in subcategories Ro. Nos 10 , 11 doesn’t include all specialities.

4.The diversity of goods in subcategory No.14 vary both in Ro.and Engl.(See the „Statistical Yearbook”, Chisinau , Republic of Moldova , 2012.

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