

**THE WAYS OF UNDERSTANDING THE BUSINESS
ECONOMIC TERMS USING COGNATE AND DISTANCE PAIRS
APPROACH**

Ecaterina RUGA, Doctor of Philosophy Imi-Nova,
Natalia HIOARĂ, Ina ANDONI
Academy of Economic Studies

Abstract

Cine știe dacă oamenii vor înțelege limba pe care o folosim acum peste câteva decenii. Aruncând o privire în jur, vom observa o masă de cuvinte noi care ne înconjoară, aduse atât în mod deliberat de tendințele lingvistice sau de publicitate, cât și reflexiv prin schimbarea limbii de-a lungul timpului. În general, se poate spune că mărirea vocabularului limbii engleze, ca și orice altă limbă, este strâns asociată cu viața socială a omului cu o intensitate ridicată ca și în cazul Brexit-ului (Marea Britanie / Britanică + ieșire = retragerea Marii Britanii din Uniunea Europeană).

Noile evenimente sunt oglindite în limbă: limba se îmbogățește, vocabularul nostru se extinde, urmărim dispariția cuvintelor vechi și apariția și utilizarea celor noi. Contemporanii se maturizează odatăcu limba. Cheia pentru a identifica și a înțelege sensului neologismelor constă în strategiile de formare a neologismelor.

Abstract:

Who knows if the people will understand the language we are using now in a few decades. Taking a glance around, we'll notice a mass of new words surrounding us, brought to us both deliberately by language trends or publicity and reflexively through language change over time. Generally, it can be said that the magnification of the English language vocabulary, as well as any other language, is intimately associated with the human's social life with a high intensity as in

the case of Brexit (Britain / British + exit=UK's withdrawal from the EU). The new event finds its mirror image in the language: the language grows, our vocabulary expands, keeping the eyes open for the new words and new usage of the old words contemporary men become edge speakers of English language. The key to understand and identify the neologisms' meaning lies in their formation's strategies coinage- contextual clues as close and distance pairs. **Key words:** cognate pairs, distance pairs, Brexit, the right to move, visa, consequencing (indices)

The learning skills permit the students to remind and to remember the language faster and more efficiently. The skills the learners have already developed in using their native languages will make learning English easier. Though, we have to work with students whose English will probably be not limited, nowadays the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behavior in their native languages, since language learning continues naturally throughout our lives. They are constantly expanding vocabulary, becoming more fluent in their fields, adjusting their linguistic behavior to new situations or new roles. ESP students can exploit simultaneously these innate competencies (and the acquired ones) in learning English (Teaching English for Specific Purposes (ESP) online).

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

Individuals 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 when they work with materials which they find interesting and relevant and which they can use in their professional industry or further studies and cooperation. 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.

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 different areas of specific main strain economics, engineering, IT, science and technology, and so on. The new demand and 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 emergence of English for Specific Purposes. There a proved to be fertile ground, and, so, ESP has undergone smart speeds 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 practice 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. There are different ways to unblock the word meaning using texts clues one had acquired during a certain period of learning English, they are:

I – Inference Clues: [ro. deducere, concluzie]. The word inference is not explained. One needs to look for clues before / after the word or sentence and you must use what you know and what you guess – general knowledge;

D- Definition Clues: The word's meaning is explained in the sentence and sometimes come after commas

E- Example Clues: An example of a word is given following to sentence of within the sentence; or words and phrases used as examples to illustrate the subject in the sentence: (Ex.: pupils like a group of schoolboys and girls)

A – Antonym Clues: The word is clarified by giving the opposite meaning (or unlike words)

S- Synonym Clues: Other words are used in the sentence that have similar meaning.

The terms of export and import representing the foreign trade of

Moldova with five European countries like: Ukraine, Romania, Germany, Belarus, Russia can be translated using the model of “cognate pairs” usually without utilizing special sources 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. produce, 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 on the Romanian language versus English).

The economic experts (and not only) 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 there 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 origin and of terms and 4. the difference of meaning like: a) propositional meaning (the basic meaning), b) expressive meaning, (which render the feelings and attitude), c) presupposed 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 (concrete) sentences), f) contextual meaning. The trainees also should know the different types of meanings, mentioned above, (although, usually, the greatest number of terms carries a single meaning).

Another special item that should be drawn attention to 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 porcina*, Engl. *Lives wine*). The use of the “distance pair” approach mainly refers to different language groups i.e. to different roots usually (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.

Identifying the translation lexicon by employing *distance pairs model* there were obviously emphasized the terms that can be translated when the learner is possessing deep knowledge in economics and undoubtedly in a foreign language. The root of terms belonging to the Ist category (out of XVIII categories) of goods are in a great amount and they are quite different. That is 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 (produse) – diary (products); 4, lapte acru-buttermilk; lapte prins-curdled milk, smântână-cream etc. In the subcategory No.V the term rooms are not close and the translation comes across several difficulties. Ex.: 5.pește-fish, 6. organe comestibile de pasăre – edible meat or offal 7.porcine – swine, 8. animale vii din specia porcină – line swine, 9. ouă de păsări – bird’s eggs; 10. miere – honey.

The quantitative indices demonstrate that the goods as “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 predominantly appeared due to the latest technological development by the end of the 20th and the beginning of the 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. 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 it happens with the modern goods and merchandise where the lexicon differ from language to language at 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) while the list of “cognate pairs” category of goods is richer. “Textiles and textile articles” incorporated a greater number (18) of terms, 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” (terms with different roots). This ratio is 69 to 85 with the difference of merely 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 the source and target languages, and particularly to non-equivalences of all kinds and unequivocally different types of meanings and collocations either.

The researchers 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: starting with “The main HS categories of goods” and their translation, the number of “cognate pairs”, the number of “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 (the ratio is 1:2) meaning that two thirds of terms (which are more difficult to translate) should be paid a special attention to

by the teacher at different seminars, workshops as one third of terms comprises the “cognate pairs” that duely and repeatedly explained 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 Russia, 10- from or to Romania, 7 – from or to Ukraine, 9- from or to Germany. Other goods as engines and motors imported from Belarus 2007-2011 showed the data currency 0.18; 0,91; 0,84; 0.61; 0,56 USD mln. The data put insight for Belarus is 0.12; 0.19; 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 profession but not the profession in English. They help students, who know their subject 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).

Table 1

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

5) Fish, fish fillets and other fish meat fresh, chilled or frozen	5) Pește congelat, file de pește, carne de pește	1	7	-	+	-	-	-	
6) Meat and edible meat, offal	6) Carne și organe comestibile ale păsărilor	0	6	-	-	+	-	-	
7) Meat of swine	7) Carne de porcine	0	3	-	-	-	+	-	
8) Line swine	8) Animale vii din specia porcină	0	5	-	-	-	+	-	
9) Birds' eggs (in shell, fresh, preserved or cooked)	9) Ouă de păsări	0	3* *	-	-	-	+	-	
10) Natural honey	10) Miere naturală	1	1	-	-	-	-	-	
Total		8	4 5	4	2	1	4	0	

Table 2

The main HS categories of goods. External trade. (Category of goods No.11 according to HS of goods)	Comerțul exterior pe principalele categorii de mărfuri conform Sistemului armonizat (categoria de articole nr.11 conform SA)	Specific (different) goods for certain countries designated for export and import with Moldova						
		Cognate pairs	Dostance pairs	Russia	Romania	Ukraine	Germany	Belarus
XI. Textiles and textiles articles of which:	XI. Materiale textile și articole din acestea, din care:							

1) Carpets and other textiles floor coverings	1) Covoare și alte acoperitoare pe podea din materiale textile	2	7	+	-	-	-	-	
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*The products (see subcategory No.4) are imported from Romani 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.

2) Knitted or crocheted fabric	2) Materiale textile tricotate sau croșetate	1	4	+	-	-	-	-	
3) Articles of apparel and clothing accessories	3) Îmbrăcăminte și accesorii de îmbrăcăminte	1	4	+	-	-	-	-	
4) Men-made staple fibres	4) Fibre sintetice sau artificiale discontinue	1	4	+	-	-	-	-	
5) Woven fabrics of synthetic filament yarn	5) Țesături textile de filamente sintetice	2	4	+	-	-	-	-	
6) Bedlinen, table linen, toilet linen and kitchen linen	6) Lenjerie de pat, de masă, de toaletă sau de bucătărie	1	6	+	-	-	-	-	
7) Overcoats, (car coats), capes, cloaks, anoraks, windcheaters (wind-jackets) and similar articles	7) Paltoane, canadiene, pelerine, hanoroace, bluzoane și articole similare	3	5	-	+	-	-	-	
8) Suits, ensembles, jackets, blazers, trousers, bib and braze overall, breeches and shorts	8) Costume, seturi, sacouri, jachete, panataloni, fuste, rochii, salopete	1	7	-	+	-	-	-	
9) Carpets and other textiles floor covering	9) Covoare și alte acoperitoare de podea din materiale textile, țesute, fără smochuri și șuvițe	3	11	-	-	+	-	-	

10) Worn worn clothing and other worn articles	10)Îmbrăcăminte purtată sau uzată și alte articole purtate sau uzate	2	5	-	-	-	+	-
11)Cotton	11) Bumbac	0	1	-	-	-	+	-
12) Wool, fine or coarse animal hair, horse hair, yarn and woven fabric	12) Lână, păr fin, sau grosier de animale	1	6	-	-	-	+	-
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 Romania

Table 3

The main HS categories of goods. External trade Category No.XVI	Comerțul exterior pe principalele categorii de mărfuri conform Sistemului Armonizat, categoria XVI	Specific goods of certain countries traded with RM						
		Cognate pairs	Dostance pairs	Russia	Romania	Ukraine	Germany	Belarus
XVI.Machinery and mechanical appliances: electrical equipment, sound and image recorders and reproducers, parts thereof of which:	I. Animale și produse ale regnului animal din care:							

1.Pumps for liquids	1. Pompe pentru lichide	2	3	+	-	-	-	-
2.Electrical machinery and equip.,sound recorders and reproducers, and parts and accessories such articles	2.Mașini aparate și echipamen-te de înregistrat sau de reprodus sunetul, aparate de televiziune, părți și accesorii ale acestora	7	61	+	-	-	-	-
3.Air-conditioning machines	3.Mașini și aparate pentru condiționarea aerului	3	2	+	-	-	-	-
4.Air or vacuum pumps, air or other gas compressions and fans	4.Pompe de aer sau de vid, compresoare de aer și ventilatoare	3	4	+	-	-	-	-
5.Refrigerators, freezers and other refrigerating or freezing equipment	5.Frigidere, congelatoare și late echipamente pentru producerea frigului	3	6	+	-	-	-	-
6.Agricultural, horticultural or forestry machinery, other similar equipment	6.Mașini, aparate, utilaje agricole, avicole, horticole sau silvicole	3	5	+	-	-	-	-
7.Household or laundry –type washing machines	7.Mașini de spălat rufe	3	5	+	-	-	-	-
8.Taps, cocks, valves and similar appliances for pipes, bolie shells, tanks, vats or the like	8.Articole de robinătorie	0	32	+	-	-	-	-
9.Mechanical appliances for projecting, dispersing or spraying liquids or powders	9.Aparate mecanice pentru proiectat, dispersat sau pulverizat lichide sau praf	5	4	-	-	+	-	-

10. Self-propelled bulldozers, gradets, levelers, excavators and similar equipment	10. Buldozere, nivelatoare, excavatoare și similare	4	13	+	-	-	+	-
11. Insulated wire, cable and other electric conductors; optical fibre cables	11. Fire, cabluri și alte conductoare electrice izolate	5	2	-	+	-	-	-
12. Insulating fittings for electrical machines	12. Piese izolate	1	1	-	+	-	-	-
13. Electrical apparatus for switching or protecting electrical circuits, or for making connections or in electrical circuits	13. Aparatură pentru comutarea, trierea, protecția, racordarea sau conectarea circuitelor electrice	5	5	-	+			
14. Electric instantaneous or storage water heaters and immersion heaters	14. Încălzitoare: a localurilor, solului sau pentru utilizări similare; aparate electrotermice	1	114	-	+			
15. Central heating boilers	15. Cazane pentru încălzirea centrală	1	3	-	+			
16. Electrical apparatus for line telephony or line telegraph	16. Aparate telefonice	2	0	-	+			
17. Reception apparatus for TV, video monitors and video projects	17. Aparate de recepție de TV, monitoare video și proiectoare video	6	2	-	-	+		
18. Turbojets, turbopropellers and other gas turbines	18. Turboreactoare, turbo-propulsoare, și alte turbine de gaz	5	2	-	-	+		
19. Electric accumulators, including separator	19. Acumulatori electrice	2	0	-	-	+		

20.Electric motors and generators (excluding generating sets)	20.Monitoare și generatoare electrice	3	1	-	-	+		
21. Dishwashing machines, machinery for cleaning or drying bottles or other containers: closing, sealing or labeling bottles	21.Mașini de spălat vesela:curățat sau uscat recipient; pentru umplu, închis sau etichetat	1	11	-	-	+		
22.Centrifuges including centrifugal dryers	22.Centrifuge	1	0	-	-	-	+	
23. Automatic data-processing machines and units thereof	23.Mașini automate de prelucrare a datelor și părți ale acestora	3	7	-	-	-	+	
24. Other engines and motors	24.Alte motoare și mașini motrice	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”	(the ratio is 1:2)	95	19 4	-	-	-	-	-
The number of specific goods	delivered by definite countries	-	-	20	1 0	7	9	1

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

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

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

4. The diversity of goods in subcategory No.14 vary both in Ro. and Engl. (See the “*Statistical Yearbook*”, Chisinau, RM, 2012)

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