FOSTERING THE L3 COMPETENCE THROUGH THE PREVIOUSLY ACQUIRED KNOWLEDGE OF L2: A CASE STUDY OF GERMAN AND ENGLISH IN THE THAI CONTEXT

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Abstract

The main purpose of this pilot study is to cast light on the concept of how German (L3) can be taught when compared with English (L2) in the Thai context. In this regard, the following aspects should be considered: 1) What do German teachers have to take into account when teaching German based on the language perspectives of English? 2) What kind of effective *Teaching Materials and Tasks* can be employed based on the efficient language teaching performance? And 3) What practical recommendations can be provided to FL teachers concerning effective language pedagogy? The findings based on a comparative study between the two languages in terms of qualitative data reveal that 1) Students could correctly compare words, collocations, and expressions of English with German. 2) Students could relate their syntactical knowledge of L2 to L3.; 3) Some errors found in their translation from German into English and from English into German can be explained by the impact of L1 or L2 on L3 as well as the influence of L3 on L2. The statistical analysis also indicates that all students (n=20) strongly agree to study Communicative German at Work in comparison with English. Additionally, they agree that both English and German are required for their job application.

1 Introduction

English can be understood as the Global language widely used around the globe. In Thailand, English is taught as a Second and Foreign Language (L2). This means that English learners in Thailand are not in the L2-medium environment. 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 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 plans 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.

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, this pilot study was conducted to 1) Cast light on and pilot the new teaching approach for the foreign languages in the context of non-native speakers; 2) Suggest the optional methods of language teaching for those concerning Foreign Language Teaching; 3) Provide the basic knowledge of an application of Teaching L3 through L2 as well as Pedagogical Implications and Recommendations for further studies for those interested in this area of study.

2 The Concept of 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)

3 Previous Comparative Studies on the English and German

Saengaramrueng (1998) gives her point of view in terms of learning German in Thailand as follows:

แนวทางของการเรียนการสอนภาษาที่สาม (L1= ภาษาแม่ ,L2= ภาษาต่างประเทศที่ 1 ,L3=ภาษาต่างประเทศที่ 2) โดยทั่วไปแล้ว ต้องคำนึงสิ่งต่อไปนี้ 1) คำนึงความรู้ด้านเนื้อหาสาระ (declaratives Wissen) ได้แก่ ด้านศัพท์ โครงสร้างไวยากรณ์ การถ่ายโอน (Transfer) และการแทรกแซงทางภาษา (Interferenz) ในด้านสัทศาสตร์และการสะกดคำ 2) คำนึงถึงกระบวนการ (prozedurales Wissen) ได้แก่ ประสบการณ์ในเรื่อง วิธีการสอน และประสบการณ์ด้านวิธีการเรียน เทคการเรียนและกลวิธีการสอน   ประโยชน์ในการใช้การสอนตามแนวคิดนี้   คือ   เป็นการใช้หลักการประหยัดในกระบวนการเรียนรู้ โดยให้ผู้สอนกระตุ้นความรู้ภูมิหลังที่ผ่านการเรียนภาษาที่ 1 และที่ 2 ให้เป็นประโยชน์ในด้านต่อไปนี้ 1. ความรู้ด้านศัพท์ 2. ความรู้ด้านไวยากรณ์   3.   ความรู้ด้านการออกเสียงและสะกดคำ   4.   การกระตุ้นผู้เรียนทำได้หลายวิธี   เช่น ให้ผู้เรียนรู้ว่าตนเป็นผู้เรียนประเภทใด   กระตุ้นให้ผู้เรียนนำความรู้ทั้งหมดที่มีอยู่ก่อน   แล้วมาใช้ให้เกิดประโยชน์ในการเรียน   (วรรณา แสงอร่ามเรือง, 2551 : 74-75)

From the citation above, 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.

Watcharakaweesilp (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). He states,

According to Ackerl (2007), Content and Language Integrated Learning (CLIL) is a rather recent teaching approach in second language education, which enjoys great popularity and has already been introduced in many countries. Van de Craen et al (2007) state that Content and Language Integrated Learning (CLIL) is a powerful and empowering way to learn languages. As a result, most CLIL research is policy-driven research. While we do not want to question this, it is equally legitimate to look at CLIL from a completely different point of view, namely to consider CLIL as an innovative approach to language pedagogical practices in line with modern research about language learning and teaching as well as motivational aspects, cognitive development and learning and the brain.

In his study, he designed the tasks and produced materials in class, the learning outcomes in three pillars based on *Teaching German for Business Communication* were considered as follows:

A: Content-related learning outcomes
1) Learners should be able to make telephone calls and receive calls.
2) Learners should be able to use specific vocabulary and expressions for telephoning.

Strategies:
1) Instructor accesses and builds on students' existing knowledge by *Cut and Paste* and *Visual Aids*.
2) Learners repackage the information in a user-friendly way by providing logical sequences.
3) Instructor encourages learners to think critically and creatively by changing the layout.

B: Language-related learning outcomes
1) Learners should be able to compare and transfer the knowledge.
2) Learners should be able to correctly use vocabulary and expressions for telephoning.

Strategies:
1) Instructor uses graphic organizers to help learners chunk and repackage the information by inserting comparable words in English.
2) Instructor simplifies the text by giving learners pieces of papers first instead of the whole text.
3) Learners underlines the keys words or the words they know.

C: Learning skills-related learning outcomes
1) Learners should be able to work individually and co-operatively in groups.
2) Learners should be able to develop their language skills based on new vocabulary and expressions.

Strategies:
1) Instructor develop critical thinking by setting tasks which move gradually from lower to higher order thinking.(Listening + underlining the words you they think they know + matching + finding definitions + roleplays + summarizing)
2) Instructor reinforces and fosters learners knowledge by roleplays and summarizing.
3) Learners listen to the conversation and put the sentences in order.
4) Learners match the underlined words with comparable words in English and find the meanings.
5) Learners roleplay the situations.

In fact, the findings suggest that the class instructor needs to consider: 1) Content-related learning outcomes; 2) Language-related learning outcomes; 3) Learning skills-related learning outcomes when teaching German through English based on the CLIL.

Research Question 2: What kind of effective *Teaching Materials and Tasks* can be employed in *Business German Class* by means of English-medium Instruction based on the notion of efficient language teaching performance?

Having considered the learning outcomes in the three dimensions, the researcher specifically selected the suitable situations of telephoning in German and designed the tasks in class as follows:

Task 1: The class instructor shows the picture concerning telephoning and let the learners guess or anticipate what they are learning:

Task 2: The class instructor gives students many pieces of paper and have the learners put the pieces of paper in order. Then, he reads two telephone conversations out loud. Students have to listen to the instructor and put the pieces of paper in order again based on what they heard. After they have finished, the class instructor will repeat these two telephone conversations so that the students can check the correct order.

Task 3: The class instructor shows students the conversations. Now, students are supposed to read the conversations on their own and go to task 4.

Dialog 1

Telefonist:	Firma Lego, Was kann ich für Sie tun?
Frau Schön:	Schön, guten Tag. Ich möchte bitte mit Herrn Kümmel sprechen.
Telefonist:	Wie ist Ihr name, bitte?
Frau Schön:	Mein Name ist Schön.
Telefonist:	Einen Moment bitte, Ich verbinde Sie.
Frau Schön:	Danke.

Dialog 2

Sekretärin:	Firma Bos, kann ich Ihnen helfen?
Herr Kümmel:	Guten Morgen, würden Sie mich bitte Frau Schön verbinden.
Sekretärin:	Tut mir Leid, Frau Schön ist nicht im Haus. Möchten Sie eine Nachricht hinterlassen?
Herr Kümmel:	Nein. Danke. Ich rufe sie nochmal an.
Sekretärin:	Auf Wiederhören.
Herr Kümmel:	Auf Wiederhören.

(Adapted from Buscha, A. & Linthout, G., 2005, pp. 107-109)

Task 4: Work individually; underline the words that you know?

Task 5: Work in pairs, find the comparable words given in the table.

To create various activities regarding comparable words, students A and B are supposed to do the same activity for Table 1 by finding comparable words both in German and English. But for Table 2, student A has to find the German words equivalent to the

English words given. In contrast, student B are required to find the English words with the same meaning.

Table 1 for Student A and B:

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 for Student A:

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 2 for Student B:

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.	

Task 6: After students have finished finding the comparable words, they have to give the meanings of the words in the table and compare the answers with their partner.

Task 7: Role Play (Work in pairs or in groups)
Option 1 for Role play: Students have to complete the conversation before they role play in front of class. This will help students think on their own and they will not imitate the whole conversation for the rolepaly.

Sekretärin: Firma Bos, kann ich Ihnen helfen?
Herr Kümmel: Guten Morgen, würden Sie mich bitte Frau Schön verbinden.

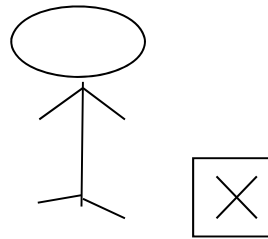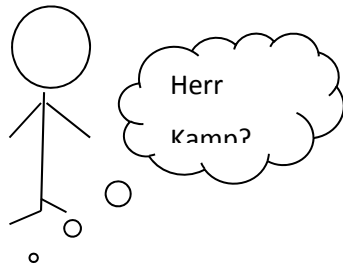|	
Sekretärin:	Tut mir Leid, Frau Schön ist außer Haus. Möchten Sie eine Nachricht hinterlassen?
Herr Kümmel:	Ja, _____.
	(Possible Answer: Please tell her to call me back.)
Sekretärin:	_____.
	(Possible Answer: No problem. Thank you for your call. Good bye.)
HerrKümmel:	_____.
	(Possible Answer: Thank you. Good bye.)

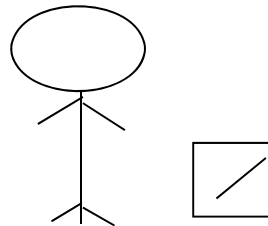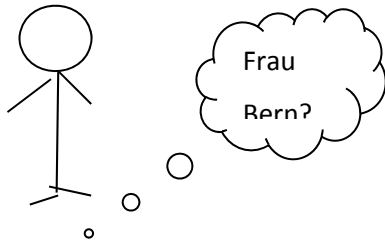*Option 2 for Role play*: Students look at the pictures given and make up a telephone conversations on their own.

Student A   **Student B**

Situation 1:

Situation 2:

Task 8: Summarize what you have learned in class today:
……………………………………………………………………………

The tasks designed for the class in this pilot study is based on the concept of *Scaffolding* which refers to *the process by which learners utilizes discourse to help them construct structures that lie outside their competence* (Ellis, 1997, p. 143).

(Watcharakaweesilp, 2015, pp. 279-256)

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.

4 Research Questions

Specifically, this research study aims to discuss the following aspects:
1) What do German teachers have to take into account when teaching German based on the language perspectives of English?

2) What kind of effective *Teaching Materials and Tasks* can be employed based on the efficient language teaching performance?
3) What practical recommendations can be provided to FL teachers concerning effective language pedagogy and further studies?

5 Methodology

5.1 Participants

The participants of this study were divided into two groups:

1) Participants for piloting instruments
Six students majoring in German at Khon Kaen University participated in the process of piloting instruments. It was found that all the participants agreed that the instruments of this study are reliable and the content is appropriate and suitable for the learners at the tertiary level.

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

6 Instruments

As Teaching Languages for Communication plays a vital role for Foreign Language Teaching in Thailand. Hence, this research study mainly focused on Communicative English and German. Based on various aspects of Communicative English and German, the researcher purposively selected the topic Language for Negotiation, specifically Negotiating English and German. In this regard, the researcher designed the tests in both languages to investigate the competence of Thai learners. Each test consists of five parts: 1) Test of English for Negotiation (See Appendix 1); 2) Test of German for Negotiation (See Appendix 2).

After finishing the tests, students were expected to do the third test which focused on a comparative study between the two languages. They had to apply the knowledge what they have learned from the tests. This was employed as one research instrument in this study (See Appendix 3).

7 Data Collection

The data collected were divided into five main groups:
1) Data from the tests in two languages
2) Data from the comparative study
3) Observation: The researcher observed the learning behavior of learners and their cooperative learning while working individually, in pairs, and in groups.
4) Questionnaire Data
5) Think-aloud Protocols: The researcher asked students some questions concerning the results received from questionnaire. The researcher noted down and analyzed the data qualitatively.

8 Data Analysis

The percentage points and the mean scores were used to investigate the face validity and to measure the opinions of the participants in terms of Degree of Agreement.

However, in this paper, the researcher only focuses on the results of the comparative study. After students finished doing the tests in two languages, they had to apply the knowledge what they had learned from the tests. The results are shown in the next part.

9 Results

In this part, the researcher discusses the results from the summary (as mention earlier in part 8) to illustrate the outcomes of learning process of Thai learners how they can transfer their L2 in their L3 learning, and how they can foster their L3 through L2 in the Thai context or L1 context.

9.1 Results of Part 1: Collocations (Items 1-4)

Item 1	Item 2	Item 3	Item 4
to make a decision /	to solve this problem/	to find a solution/	Can we ….. a compromise?
eine Entscheidung	dieses Problem	eine Lösung	Können wir einen Kompromiss finden?

Answers: Item 1 = treffen / Item 2= lösen / Item 3 = finden / Item 4 = reach

Results of Items 1-4 (n=20)

S1	treffen	lösen	finden	reach
S2	treffen	lösen	finden	find
S3	treffen	lösen	finden	*see
S4	treffen	lösen	finden	find
S5	treffen	lösen	finden	make
S6	*machen	lösen	finden	find
S7	treffen	lösen	*entdecken	find
S8	*machen	lösen	finden	find
S9	treffen	lösen	finden	*come
S10	*machen	lösen	finden	find
S11	*machen	lösen	finden	find
S12	*machen	lösen	finden	find
S13	*machen	lösen	finden	find
S14	*machen	lösen	finden	find
S15	*machen	lösen	finden	find
S16	treffen	lösen	finden	find
S17	treffen	lösen	finden	find
S18	treffen	lösen	finden	find
S19	treffen	lösen	finden	find
S20	treffen	lösen	finden	find

Note: "s" = student

From the results of item 1, most students could find the correct answers. Eight students compared "make" in English with "machen" in German based on the influence of L2, *resulting in their wrong answers.*

From the results of item 2, all students could find the correct answers for the expression *to solve this problem* . One possible reason is that this expression of both languages is common for Thai learners in the context of everyday use.

From the results of item 3, only one student could not find the correct answer. In this regard, most test takers could compare their L2 knowledge with the knowledge of L3 to analyze the similarities of the two languages
Similar to item 3, in item 4, most Thai students could compare the word "finden" in German with the word "find" in English which is also an acceptable answer. However, only one student, namely student No.1 could exactly use the word "reach", which was employed in the test and expected by the researcher to be the correct answer.

Additionally, in item 4, students No.3 and No. 9 used the word "see" and "come" to be collocated with the word *compromise* in English for their answers, which are wrong. This indicates that the collocational knowledge of learners should be enhanced to a greater extent.

9.2 Results of Items 5-6: Comparable Words and Expressions

	Item 5	*Item 6*

5) To me, it's *acceptable.*
    Das ist für mich …..

6) I can meet you …..
    Ich kommen Ihnen *auf halbem Weg* entgegen.

Answers: Item 5= akzeptabel / Item 6 = halfway

Results of Items 5-6 (n=20)

S1	*akzeptierbar	in half way
S2	*akzeptierbar	on half way
S3	akzeptabel	on the half way
S4	*einverstanden	half way
S5	*einverstanden	half way
S6	akzeptabel	half way
S7	*zulässig	partway
S8	akzeptabel	part way
S9	akzeptabel	at the half way
S10	akzeptabel	part way
S11	akzeptabel	part way
S12	akzeptabel	part way
S13	*annehmbar	midway
S14	akzeptabel	part way
S15	*annehmbar	way
S16	*einverstanden	half way
S17	*einverstanden	half way
S18	*einverstanden	half way
S19	*einverstanden	half way
S20	*einverstanden	-

From the results of item 5, students were expected to find the correct comparable word in German to compare with the word *"acceptable"* in English. The correct answer is "akzeptabel". In terms of business communication, the word "akzeptabel" in German should

be the most appropriate word in this context. Only eight students could find the correct answer.

Nevertheless, the research findings also reveal that two students used the word "akzeptierbar" and one student used the word "annehmbar" which share the same meaning with the word "akzeptabel" in German. This shows the level of vocabulary knowledge of learners.

Conversely, students were expected to find the comparable word or expression in English for the expression *auf halbem Weg* in German for item 6. The correct answer is *"halfway"*.
Only six students could correctly answer. Some students might be confused by using prepositions *"in halfway / on halfway",* or using other words instead, such as *"midway" or "partway"* which are wrong answers.

9.3 Results of Item 7

7) *English:* We hope that our proposal interests you and we are able *to come to an agreement.*
German: Ich hoffe, dass es ein sehr interesantes Angebot für Sie ist, so dass Sie es gerne ....

Answer: annehmen

Results of Item 7 (n=20)

S1 einversatnden	S2 einversatnden	S3 akzeptieren	S4 einversatnden
S5 Vereinbarung	S6 einversatnden	S7 vereinbaren	S8 Vertrag
S9 Einverstandung	S10 Vereinbarung	S11 Einigung	S12 Vereinbarung
S13 eine Vereinbarung	S14 Vereinbarung	S15 Vereinbarung	
S16 Vertrag annehmen	S17 Vertrag annehmen	S18 Vertrag annehmen	
S19 Vertrag annehmen	S20 annehmen		

In item 7, students were supposed to know the meaning of the expression *to come to an agreement* in English language to compare with a German expression. However, they had to analyze the function of the missing word in German sentence before filling in the blank. In this regard, syntactical analysis needs to be taken into account as students need to know what is required exactly in the sentence. The correct answer is "annehmen" which is a missing verb that can complete the sentence. Only one student could use the correct word. Besides, one student used the word *akzeptieren* which has the similar meaning when compared with the word "annehmen".

9.4 Results of Item 8

8) *English:* We are pleased to inform you that there was a slight …….. of 10% in our sales in the last year.
German: Wie Sie wissen, unser Umsatz *legte* im letzten Jahr um 10% *zu.*

Answer: increase

Results of Item 8 (n=20):

S1 increase	S2 increase	S3 increase	S4 increase	S5 increase
S6 increase	S7 gain	S8 gain S9 increase	S10 increase	
S11 laid	S12 down	S13 down	S14 put on	S15 give
S16 increase	S17 increase	S18 increase	S19 price	S20 -

In contrast to item 7, students were supposed to analyze the meaning of this German verb "zulegen" in item 8 which is a Separable Verb (Reimann, 2012). To find the correct answer in

this item, their syntactical knowledge is required because the missing word in English sentence must be a noun. It was found that most students could find the correct answer which is "increase" in English whereas the word given in German sentence is a verb. This indicates that most students could analyse that the missing word must be a noun based on their syntactical knowledge. The researcher also asked them while doing the tests how they could find the correct answer (Think-aloud protocols). Most of them explained that it must be a noun after the phrase *"there was a slight..."*. In this regard, not only does this item measure their L3 competence in terms of *Words and Meanings* but students had to apply their syntactical knowledge of the two languages in this item.

9.5 Results of Item 9

9) *English:* Will you *give* us a 10% *discount*?
   German: Würden Sie uns .... von 10% ……..?

Answer: einen Rabatt geben?

Results of Item 9 (n=20)

S1 Rabatt..geben	S2 Rabatt..geben	S3 Rabatt..geben
S4 Rabatt..geben	S5 Rabatt..geben	S6 der Rabatt..geben
S7 Rabatt..geben	S8 einen Rabatt..geben	S9 Rabatt..geben
S10 geben..abziehen	S11 geben..Ermäßigung	S12 Rabatt..geben
S13 ein..Rabatt	S14 der Rabatt..geben	S15 geben..Rabatt
S16 Rabatt..geben	S17 Rabatt..geben	S18 Rabatt..geben
S19 Rabatt..geben	S20 einen Rabatt geben	

The correct expression for item 9 is "einen Rabatt geben". Students had to find the equivalent expression in German *for "give* a *discount*" in English and most students could answer correctly, except that they forgot to use an article in front of the noun. However, they could compare the word "give" in English with the word "geben" in German which is a correct answer.

9.6 Results of Item 10

10) *English:*   If you …………… today, I will agree to that.
    German: *Wenn Sie* heute *den Vertrag unterschreiben,* wäre ich mit den
                  Zahlungsbedingungen einverstanden.

Answer: sign the contract

Results

S1 *sign in the contract	S2 sign the contract
S3 sign this contract	S4 sign the contract
S5 sign the contract	S6 have to sign contract
S7 sign this contract	S8 sign the contract
S9 sign this contract	S10 sign this contract
S11 sign this contract	S12 sign this contract
S13 sign this contract	S14 *sign in this contract
S15 *sign in this contract	S16 *sign the ***contact***
S17 sign this contract	S18 sign this contract
S19 sign this contract	S20 sign this contract

From the results of item 10, most students found the correct answer "sign the contract" by applying and comparing their knowledge between L2 and L3.

Interestingly, some students still relied on their L1 knowledge by using the preposition "in", for instance, *"sign in the contract"* which is an apparent example regarding the impact of their L1 (Thai) on L2 (English).

9.7 Results of Item 11

11) *English:* We don't currently have the items you want in stock, but if you *need them urgently,* we can offer similar products of the same quality.
German: Falls Sie .... unseren Produkten haben,
können wir Ihnen folgendes Angebot für ein Produkt vergleichbarer Qualität
machen.
Answer: sofortigen Bedarf an

S1 sobald	S2 dringend	S3 dringend Bedarf an
S4 sofort	S5 sofort	S6 dringende benötigen
S7 dringend benötigt	S8 dringendes Bedürfnis	S9 dringend
S10 brauchen Sie dringlich	S11 *einen dringenden Bedarf	S12 *wirklich möchten
S13 dringend	S14 brauchen dringend	S15 brauchen sie dringend
S16 *dringernd Bedarf an	S17 brauchen sie dringend	S18 dringende benötigt
S19 -	S20 -	

Item 11 is considered as the most difficult item in the test as students had to find a German expression that should match with the expression *need them urgently* in English. In this regard, they could not translate word by word. They had to analyze the sentence based on their syntactical knowledge. Apart form this, word or expression required to be filled in the blank of the German sentence in this item should be an appropriate or equivalent word to convey the same or acceptable meaning in German language. The correct answer is ***sofortigen Bedarf an.***

Unlike English, in German language, not only do students need to use a correct a preposition but they must also know the linguistic function of each preposition, after which *Grammatical Case* (Reimann, 2012) is required. In this context, '*unseren Produkten'* is used in German sentence. So, students had to know that a preposition requiring the case *"Dative"* should be used and this preposition must matc with the word *Bedarf* in German sentence. It was found that only one student, student No. 16 could use the correct preposition.

10   Results of Part 2

Please match the phrases in English with their comparable ones in German and underline the Key Word(s) that help you find the answers.

> a) Sie wissen, es geht um die Zahlungsbedingungen.
> b) Zwecks Unterschriftsleistung unseres Vertrags möchte ich mit Ihnen diesen
>   Termin vereinbaren.
> c) Ich würde Ihnen den Termin unserer Vereinbarung bestätigen.
>> _ 1) It's about terms of payment.
>> _ 2) I'd like to arrange this meeting to discuss our contract to be signed.
>> _ 3) I'd like to confirm the meeting for our negotiation.

Answers: 1 = a / 2 = b / 3= c

From the results of part 2, the researcher intentionally designed this part as an warm-up activity before they go to the next part, part 3, in which they have to translate a sentence from English to German and from German to English on their own. The results are as follows:

S1 1a2b3c   S2 1a2b3c   S3 1a2b3c   S4 1a2b3c   S5 1a2b3c
S6 1a2b3c   S7 1a2b3c   S8 1a2b3c   S9 1a2b3c   S10 1a2b3c
S11 1a2b3c   S12 1a2b3c   *S13 1a2c3b   *S14 1a2c3b   S15 1a2b3c
S16 1a2b3c   S17 1a2b3c   S18 1a2b3c   S19 1a2b3c   S20 1a2b3c

The findings based on the Think-aloud method indicate that most students could analyze the key words while they were matching the German sentences with English sentences as the following: 1) They compared the word Zahlung in German with the word *payment* in English ; 2) They compared the word Unterschrift in German with the word *signed* in English.; 3) They compared the word *bestätigen in German with confirm* in English.

11   Results of Part 3: Translation

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

3,2 English: ………………………………………………..
German: Den Vorschlag nehme ich gern an.

Answer: For this item, students had to translate a sentence from English to German and from German to English on their own leading to various possible answers:

Results of part 3

Item 3.1: Translation from English into German
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   -

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

From the results of item 3.1, 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.

Item 3.2: 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.

On the contrary, students were also supposed to translate a German sentence into English in item 3.2. 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.

12   Conclusion and Discussion

As the findings of this study suggest and the insights gained in the various research studies discussed previously, the researcher would like to conclude and discuss in this part as the following:

Students agree to learn German in comparison with English (n=20). They state that it can be challenging and they can learn with fun if the German for Specific Purposes courses, for instance, *Communicative German fort he Workplace, German for Business Presentations, German for Business Meetings, German for Economy and Commerce, German for Industry and Investment, German Language and Culture for Negotiation, and German for Finance and Banking* are taught based on English perspectives for their further comparative studies. Simultaneously, it would be a meaning class for them if the class instructor could be able to share his or her knowledge and proficiency in terms of business vocabulary of the two languages. This is because both English and German are required for their job application.

Some points mentioned above can lead to the discussion about learners' motivations according to Ellis (1997). There are various kinds of motivation: 1) Instrumental Motivation (Learners may make efforts to learn an L2 for some functional reason – to pass an examination, to get a better job, or to get a place at university); 2) Integrative Motivation (Some learners may choose to learn a particular a particular L2 because they are interested in the people and culture represented by the target language group); 3) Resultative Motivation (Motivation is the cause of L2 achievement/ Motivation is the result of learning.); and 4) Intrinsic Motivation (Motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners' particular interests and their extent to which they feel personally involved in learning activities).

Ellis (1997) also explains that motivation is clearly a highly complex phenomenon. These four types of motivation should be seen as complementary rather than as distinct and oppositional. Learners can be both integratively and instrumentally motivated at one and the same time. Motivation can result from learning as well as cause it. Furthermore, motivation is dynamic in nature; it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task (Ellis, 1997, p.76).

In this regard, the teacher needs to consider the motivation of learners if the instruction of L3 is based on the context of L2.

In relation to the research question 1 of this study: *What do German teachers have to take into account when teaching German based on the language perspectives of English?*

The following comparative studies between English and German conducted by the researcher in terms of 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. In this paper, the researcher mainly focuses on the *Content Words* which include *Noun, Verb, Adverb, and Adjective as follows:*

Nouns

To start, the following nouns in both languages are analyzed:

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

English/German	*English/German*	*English/German*
arm / der Arm	ball / der Ball	budget / das Budget
creme / die Crème	chance / die Chance	element / das Element
fiction / die Fiktion	finger / der Finger	hotel / das Hotel
initiative / die Initiative	institution / die Institution	intention / die Intention
information /die Information	land /das Land	manager /der Manager
nation /die Nation	morm /die Nor	party /die Party
relation /die Relation	rest /der Rest	regression /die Regression
reform /die reform	service /der Service	shampoo /das Shampoo
studio /das Studio	semester /das Semester	show /die Show
start /der Start	talent /das Talent	taxi /das Taxi
test /der Test	title /der Titel	version /die Version
vision /die Vision	video /das Video	

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.

English/German	*English/German*	*English/German*
alcohol / der Alkohol	atmosphere /die Atmosphäre	acupuncture /die Akupunktur
aspect /der Aspekt	bakery /die Bäckerei	beer /das Bier
bay /die Bucht	bridge /die Brücke	brochure /die Broschüre
cat / die Katze	coffee der Kaffee (c,K)	comb Kamm (c,K)
crisis die Krise	comfort /der Komfort	concept /das Konzept
character /der Charakter	condition /die Kondition	cabaret / das Kabarett
cookbook /das Kochbuch	competence /die Kompetenz	conference /die Konferenz
compass /der Kompass	competence /die Kompetenz	culture /die Kultur
ceremony die Zeremonie	censor /der Zensor	
communacation / die Kommunikation		dawn /die Dämmerung
discrepancy /die Diskrepanz	drought /die Dürre	dialect /der Dialekt
excellence /die Exzellenz	earth /die Erde	egg /das Ei
end /das Ende	flight /der Flug	freedom /die Freiheit
firm /die Firma	flame /die Flamme	formality /die Formalität
foot /der Fuß	friend /der Freund	friendship /die Freundschaft
factor /der Faktor	god /der Gott	glass /das Glas
group /die Gruppe	ground /der Grund	helmet /der Helm

hen /die Henne

island /die Insel

inspection /die Inspektion

idelogy /die Ideologie

life /das Leben

milk /die Milch

motorcycle das Motorrad

network /das Netzwerk

ocean /der Ozean

parasite /der Parasit

pirate /der Pirat

president /der Präsident

production /die Produktion

pan /die Pfanne

Presentation /die Präsentation

respect /der Respekt

reception /die Rezeption

role / die Rolle

satellite /der Satellit

snow /der Schnee

shoe /der Schuh

standpoint /der Standpunkt

tone / der Ton

tea der Tee

way /der Weg

weather /das Wette

house /das Haus

intelligence /die Intelligenz

interaction /die Interaktion

identity /die Identität

logic /die Logik

moon /der Mond

morning der Morgen

nose / die Nase

Oil /das Öl

pistol /die Pistole

place /der Platz

perspective /die Perspektive

practicum /das Praktikum

pepper /der Pfeffer

rector /der Rektor

rice /der Reis

sea / die See

strom /der Sturm

street /die Straße

sauce /die Soße

sock /die Socke

throne /der Thron

table /der Tisch

water /das Wasser

word /das Wort

idea /die Idee

ice /das Eis

intimacy /die Intimität

jacket /die Jacke

logistic /die Logistik

monk /der Mönch

nail /der Nagel

nigth /die Nacht

person /die Person

process /der Prozess

point /der Punkt

project / das projekt

product / der Produkt

quality/ die Qualität

ruin /die Ruine

rain /der Regen

salad /der Salat

sun /die Sonne

soap /die Seife

straw /das Stroh

spontaneity / die Spontaneität

thorn /der Dorn

temperature /die Temperatur

work /das Werk

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

> 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": Rechung/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)

Prior to studying German language, Thais study English. In relation to the knowledge of English as the role of prior knowledge in L2 , nouns in English also end with different suffixes like *-age, -al, ance/ence, -dom, -ee, -er/or, -hood, -ism, -ist, ity/ty, -ment, -ness, -ry, - ship, and -sion/tion/xion*. These suffixs can be compared with suffixes in German to some extent, for instance, suffixes indicating occupations between the two languages: 1) manager / der Manager or 2) receptionist / der Rezeptionist.

It is apparent that nouns ending with *'ism'* in English can be compared to German nouns ending with –ismus : 1) Buddhism / der Buddhismus; 2=) capitalism der Kapitalismus; 3) tourism / der Tourismus.

To specifically analyze the loanwords, the following example like nouns ending with –ion in English can be compared to nouns ending with *–ion* in German: 1) manipulation / die Manipulation; 2) information / die Information.

Some German nouns end with *–ment* like English nouns: amusement / das Amüsement. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

Some other nouns in the two languages which are derived from adjectives or vice versa can be analysed in terms of suffixes:

	English:	*German:*
	wisdom ´	Weisheit
	beauty	Schönheit
	etc.	

Some nouns of which word forms are related to the adjectives have the similar rule of word formation between the two languages:

	English:	*German:*
Adj:	intelligent	intelligent
Noun:	intelligence	die Intelligenz
Adj:	arrogant	arrogant
Noun:	arrogance	die Arroganz

To conclude, the word intelligent and arrogant have the same word form in English and German but the final consonants of noun are different. In English, nouns end with 'ce' whereas in German nouns end with 'z'.

Be careful, some nouns in German and English have the same words forms but different meanings. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

	English:	*German:*
1)	Art	die Art (This word means *type/kind/sort* in Englsih)
2)	Gift	die Gift (This word means *poison* in English)
3)	Promotion	die Promotion (This word means *Ph.D studies* in English)

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:	*German:*
loudly (Adj = loud)	laut (Adj = laut)
beautifully (Adj = beautiful)	schön (Adj = schön)
slowly (Adj = slow)	langsam (Adj = langsam)
strongly (Adj = strong)	stark (Adj = stark)
well (Adj = good)	gut (Adj = gut)
badly (Adj = bad)	schlecht (Adj = schlecht)

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

Adjective

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

English:	*German:*
relavant	relavant
emotional	emotional
Modern	modern
Liberal	liberal
illegal	illigal
blind	blind

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

English:	*German:*	*English:*	*German:*
alone	allein	clear	klar
far	fern	free	frei
high	hoch	hot	heiß
holy	heilig	hard	hart
half	halb	left	link
long	lang	loud	laut
more	mehr	near	nah
personal	persönlich	right	recht
steef	steil	valid	valide
wise	weise	worldwide	weltweit

To further foster the competence of Thai learners, the following group of adjectives between the two languages is analyzed.

Some adjectives showing the nationalities that end, with "ish" or "ese" in English, can also be compared with adjectives ending with "isch" in German.

English:	*German:*
Japanese	japanisch
Spanish	spanisch

Some adjectives that end, with "al" in English, also end with "al" in German.

English:	*German:*
mental	mental
fundamental	fundamental

Some adjectives that end, with "al" in English, can be compared with adjectives ending with "ell" in German.

English:	*German:*
formal	formell
conventional	konventionell
special	speziell

Some adjectives that end, with "ful" in English, can be compared with adjectives ending with "voll" in German.

English:	*German:*
meaningful	sinnvoll

Some adjectives that end, with "less" in English, can be compared with adjectives ending with "los" in German.

English:	*German:*
speechless	sprachlos

Some adjectives that end, with "ous" in English, can be compared with adjectives ending with "ös" in German.

English:	*German:*
religious	religiös

Some adjectives that end, with "al" in English, can also be compared with adjectives ending with "isch" in German.

English:	*German:*
identical	identisch
practical	praktisch
musical	musikalisch
medical	medizinisch
logical	logisch
identical	identisch
historical	historisch

Some adjectives that end, with "ic" in English, can also be compared with adjectives ending with "isch" in German.

English:	*German:*
specific	spezifisch

automatic	automatisch
fabtastic	fantastisch
authentic	authemtisch
synthetic	synthetisch

Some adjectives that end, with "ble" or "able" in English, can also be compared with adjectives ending with "bel" or "abel" in German.

English:	*German:*
comfortable	komfortabel
flexible	flexibel
reliable	reliabel

Some adjectives that end, with "ive" or "te" in English, can also be compared with adjectives ending with final consonants "v" and "t" in German.

English:	*German:*
active	aktiv
passive	passiv
positive	positiv
negative	negativ
relative	relativ
intensive	intensiv
conservative	konservativ
absolute	absilut
concrete	konkret

Some English adjectives consisting of the letter "c" in word can also be compared with the use of "k" or "z" in German. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*
competent	kompetent
significant	signifikant
complex	komplex
effective	effektiv
creative	kreativ
efficient	effizient

In some cases, adjectives in both languages end with "al" but the change between the letter "c" in English and 'k" in German should be analyzed

English:	*German:*
radical	radikal
local	lokal

Simultaneously, the relationship between nouns and adjectives can be further analysed:

	English:	*German:*
Noun:	syntax	Syntax
Adj:	synta*c*tic	synta*k*tisch

From the example, to change a noun to an adjective form in both English and German, 'x' must be changed to 'c' in English and to 'k' in German.

The relations between 'c' in English and 'k' in German should be further studied.

Verbs

Some verbs that have the same meaning and share the same root between the two languages (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016).

English:	*German:*
alarm	alarmieren
begin	*beginnen
box	boxen
bind	binden
find	finden (How do you find it? / Wie finden Sie das?)
form	formen
plan	planen
warn	warnen
sing	singen
stink	stinken
test	testen
tip	*tippen

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

English:	*German:*
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. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*	*English:*	*German:*
bake	backen	bite	beißen
beg	bitten	book	buchen
burn	brennen	come	kommen
cost	kosten	eat	essen
fly	fliegen	flee	fliehen
go	gehen	hear	hören
help	helfen	have	haben
lie	liegen	miss	vermissen
learn	lernen	mean	meinen
ride	ritten	run	rennen

say	sagen	sit	sitzen
speak	sprechen	study	studieren
swim	schwimmen	wish	wünschen

A group of verbs that end with "-ise / "ize" in English, can be compared with verbs ending with "-ieren" in German. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*
analyse	analysieren
conceptualise	konzipieren
characterize	charakterisieren
humanize	humanisieren
dehumanize	dehumanisieren
hypnotise	hypnotisieren
thematize	thematisieren
cirticise	kritisieren
realize	realisieren
signalise	signalisieren
specialise	sich spezialisieren
sentitise	sensibilisieren

A group of verbs that end with "-ate" in English, can also be compared with verbs ending with "-ieren" in German. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*	*English:*	*German:*
activate	aktivieren	associate	assoziieren
animate	animieren	coordinate	koordinieren
calculate	kalkulieren	concentrate	sich konzentrieren
compensate	kompensieren	differentiate	differzieren
decorate	dekorieren	designate	designieren
fascinate	faszinieren	formulate	formulieren
generate	generieren	imitate	imitieren
indicate	indizieren	integrate	integrieren
legitimate	legitimieren	motivate	motivieren
rotate	rotieren	vibrate	vibrieren
variate	variieren		

A group of verbs that end with "-fy" in English, can also be compared with verbs ending with "-ieren" in German. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*
signify	signifizieren
exemplify	exemplifizieren
justify	justieren
notify	notifizieren
intensify	intensivieren
identify	identifizieren

A group of verbs that end with "-ine" in English, can also be compared with verbs ending with "-ieren" in German. (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016)

English:	*German:*
define	definieren
dertermine	determinieren
examine	examieren
refine	raffinieren

A group of verbs that end with "-form" in English, can be changed to the German form with with "-formieren".

English:	*German:*
form	formieren
reform	reformieren
deform	deformieren
inform	informieren

A group of verbs that end with "-duce" in English, can be changed to the German form with with "-duzieren".

English:	*German:*
reduce	reduzieren
induce	induzieren
produce	prodizieren

A group of verbs that end with "-ment" in English, can be changed to the German form with with "-mentieren".

English:	*German:*
comment	kommentieren
compliment	komplimentieren
implement	implimentieren

Other verbs that end with "-ieren" in German, come form the following English verbs (Langenscheidt Taschenwörterbuch Englisch-Deutsch/Deutsch-Englisch, 2013, cited in Watcharakaweesilp, 2016).

English:	*German:*	*English:*	*German:*
amuse	amüsieren	base	basieren
block	blockieren	construct	konstruieren
control	kontrollieren	diagnose	diagnostizieren
discuss	diskutieren	distinguish	distinguieren
explode	explodieren	export	emportieren
exist	existieren	evolve	evolvieren
focus	fokussieren	function	funktionieren
import	importieren	ignore	ignorieren
install	installieren	mark	markieren
note	notieren	number	nummerieren
present	präsentieren	program	programmieren

profit	profitieren	reserve	reservieren
regress	regredieren	suggest	suggieren
study	studieren	train	trainieren
transfer	transferieren	telephone	telefonieren

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)

In conclusion, from the examples mentioned above according the part of speech, it can be concluded that studying *Prefixes and Suffixes* of the two languages in terms of word formation can be useful topic leading to meaningful lessons for learners at the fundamental level.

Research question 2: *What kind of effective Teaching Materials and Tasks can be employed based on the efficient language teaching performance?*

According to, 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).

Based on the Concept of ESP (Dudley-Evans & St John, 1998), the following Teaching Materials are suggested:

1) Business Vocabulary: How to say the following business vocabulary in German?

an agency	a branch	a business	a company	a firm
a network	an office	an organization	a project	a scheme (BrE)
a venture	a website	an advertising	campaign	a career
an initiative	an operation	a product	a programme / program	
a project	a website			

2) The business collocations are also useful:

With the word "do"

the accounts	*business*	*the catering*	*a deal*
the marketing	*the paperwork*	*some research*	

With the word "make"

an appointment	*a bargain*	*cutbacks*	*a deal*
an investment	*a killing*	*a loan*	*money*

a profit   *a transaction*
With the word "operate"
a business   *a company*   *demand the economy*
a factory   *the finances*   *a firm*   *the funds*
a restaurant   *a team*

With the word "manage"
an airline   *a facility*   *a flight*   *a scheme (BrE)*
a service   *a store*   *at a loss*   *at full capacity*

With the word "run"
an airline   *a bar*   *a business*   *a campaign*
a company   *the economy*   *a restaurant*   *a factory*

With the word "boost"
Circulation   *Demand*   *The economy*   *Production*
profits   *Spending*   *Takings*   *Tourism*
Trade   *Turnover*

With the word "generate"
Business   *Capital*   *Cash*   *Employment*
Income   *Profit*   *Publicity*   *revenue*

3) Some Specific Language Expressions in English for business communication should be considered and compared to German when creating teaching tasks for learners as follows:

-growth slows   -negotiations break down   -sales are down
-recession looms   -profits plummet / plunge   -shares plummet / plunge
-stocks plummet/plunge   -the euro falls to a new low   -a deal falls apart / falls through
-a company goes bankrupt/goes under

4) Commercial course books

In the past, Sester & Sester (1999) presented a book of correspondence for business language of English and German as the following:

Example 1:

English:
Please acknowledge receipt of this order.
Please acknowledge this order and confirm
a) that you will supply the goods on these terms.
b) that you will be able to deliver by 10 October.

German:
Bitte bestätigen Sie den Erhalt dieser Bestellung.
Bitte bestätigen Sie diesen Auftrag und versichern Sle,
a) daß Sie die Waren zu diesen Bedingungen liefern werden.
b) daß Sie bis zum 10.0ktober Iiefern können.

Example 2:

English:
We trust that you will confirm that deliveries will be made on schedule.

German:
Wir hoffen, dass Sie bestätigen werden, dass die Lieferungen zur festgesetzten Zeit erfolgen

Example 3:
English:
Please let me know by return (of post)
a) whether you are prepared to supply the goods mentioned upon the above terms.
b)whether you agree to these terms.

German:
Bitte telien Sle mir postwendend mlt,
a) ob Sle bereit sind, die .erwähnten Waren zu den obigen Bedingungen zu liefern.
b) ob Sie mit diesen Bedingungen ein verstanden sind.

(Adapted from Sester & Sester , 1999, p. 198)

At present, new commercial books based on comparative studies between English and German for business purposes have been launched, for instance, (Dralle & Livesey, 2014, pp. 226-227) 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 Ihnenden Bericht als Anhang.

To enhance the learners' competence in terms of their ESP in comparison with German for Specific Purposes, the following relevant book according to the year publishing should be suggested:

Collin, P.H. et al. (2000). Fachwörterbuch Wirtschaft English. Stuttgart: Ernst Klett Sprachen
        GmbH.
Abegg, B. & Sachs, R. (2002). A short course in commercial correspondence. Ismaning:
    Heuber Verlag.
Eismann, V. (2006). Erfolgreich in Besprechungen. Berlin: Cornelsen Verlag.
Abegg, B. & Maier, P.W. (2011). Crossroads. Englische Handelskorrespondenz und
        Bürokommunikation. Ismaning: Hueber Verlag.
Baddock, B. & Vrobel, S. (2012). Business English ganz leicht. Lernwortschazt. Ismaning:
        Heuber Verlag GmbH & Co. KG.
Boos, E., & Aichele, H. (Eds.) (2012). English Grammatik. München: Compact Verlag
        GmbH.
Eismann, V. (2012). Erfolgreich bei Präsentationen. Berlin: Cornelsen Schulverlag GmbH.
Merz, L. (2012). Wirtschaft. Langenscheidt/Routledge Fachwörterbuch Lompakt. München:
        Langenscheidt GmbH & Co. KG.
Schmitt, P.A. (Ed.) (2012). Technik. Langenscheidt Fachwörterbuch Lompakt. München:
        Langenscheidt GmbH & Co. KG.
Eismann, V. (2013). Erfolgreich in der interkulturellen Kommunikation. Berlin: Cornelsen

Schulverlag GmbH.

Eismann, V. (2014). Erfolgreich in Verhandlungen. Berlin: Cornelsen Schulverlag GmbH.

Eismann, V. (2015). Erfolgreich am Telefon und bei Gesprächen im Büro. Berlin: Cornelsen Schulverlag GmbH.

Carleton-Gertsch, L. (2013). Business words in context. Stuttgart: Ernst Klett Sprachen GmbH.

Dralle, A., & Livesey, R. (2014). Grund- und Aufbauwortschatz Englisch. Stuttgart: PONS GmbH.

Bergs, T. A. et al. (2014). Grammatik komplett Englisch. Stuttgart: POND GmbH Stuttgart.

Eismann, V. (2014). Erfolgreich in Verhandlungen. Berlin: Cornelsen Schulverlag GmbH.

Bruce Berry, D. & Bergs, A.T. (2015). Grammtik kurz & bündug English. Stuttgart: PONS GmbH.

Meyer, S. (Ed). (2015).Englisch, Das grosse Verbtabellen-Buch für die Schule. Stuttgart: PONS GmbH.

Seifert, J. W. (2015). Besprechungen erfolgreich moderieren. Kommunikationstechniken für Leiter und Teilnehmer. Offenbach: Gabal Verlag GmbH.

Sloan, J. P. (2015). Instant business English. Stuttgart: PONS GmbH.

Sloan, J. P. (2015). Instant English. Stuttgart: PONS GmbH.

Armitage-Amato, R. (2016). Bürokommunikation Englisch. Stuttgart: PONS GmbH.

Mcbridee, P. (2016). Business English. München: Compact Verlag GmbH.

5) Apart from the course books, the following useful websites are suggested:

On the website   www.learn-english-today.com/business-english/graphs-charts.html,   some useful phrases and vocabulary for graphs and visuals are presented as follows:

Presenting Visuals - useful phrases & vocabulary:

As you will see from this graph ...
I'd like to show you ...
Let me draw your attention to this part of the graph.
Let's look more closely at this month's figures.
This figure refers to the sales in China only.
This pie chart shows our share of the European market today.
As you can see, our main competitor has an even bigger share.
The bar chart represents sales in our Asian outlets.
Here you can see a comparison between ...
On the line graph you will note :
a strong upward trend in the sales of product A ...
despite occasional fluctuations ...
with a slight drop during the holiday season ...
with occasional variations due to .
the overall performance of produce B is good.
The initial surge in sales was followed by a period of slower growth
in the second half of the year.
The instant success of the product was followed by a period of
stabilization in the level of sales.

Increases:

a slight/constant/marked/substantial/increase in sales
an increase of about/roughly/approximately/in the region of ... %

a little over/above what we predicted
the recovery/upturn began in (month)
an overall increase in ...
an upward trend in the demand for ...
sales reached record levels / reached a peak in (month)
a strong surge in the sales of ...
by (month), the figure had risen to ...
we predict that sales will soar in the coming year / over the next ... months

Decreases:

just under our target
way below our expectations
a slight / notable / significant decrease in ...
the downturn began in (month)
the situation began to deteriorate in (month)
the number has continued to fall

Fluctuations:

a slow start developed into steady progress in sales
an initial upward trend was followed by ...
we note slight fluctuations through the year
normal seasonal variations are the cause of occasional downward trends
sales have been (rather) irregular
the level / the rate has been unstable since ...
you will note a certain instability in the rate of ...

Conclusions - useful phrases:

We must focus our attention on ...
What I suggest is ...
There is a necessity for ...
We need more ...
We have no choice but to ...
Appropriate measures must be taken
The only option we have is to ...
These changes are inevitable.
We will have to revise our estimation.
The result / outcome will be ...
I strongly recommend ...
To conclude, I am happy / I regret to announce that ...

Source: www.learn-english-today.com/business-english/graphs-charts.html

The German website for useful language in describing graphs is also suggested:

On the website   www.wirtschaftdeutsch.de, some useful phrases and vocabulary for graphs and visuals are presented as follows:

Thema

Thema des Schaubildes / der Grafik ist ...
Die Tabelle / das Schaubild / die Statistik / die Grafik / das Diagramm gibt Auskunft über ...
Das Schaubild gibt Auskunft (darüber) , wie viele / was ...
Die Statistik / Das Diagramm gibt / liefert Informationen über ...
Aus der Statistik ist zu ersehen, dass / wie ...
Dem Schaubild ist zu entnehmen, dass / wie ...
Das Schaubild stellt ... dar.
Das Schaubild stellt dar, wie ...
Die Grafik / Die Tabelle / Das Schaubild zeigt ...
Die Grafik / Die Tabelle / Die Statistik zeigt, dass / wie ...
Was das Schaubild zeigt, ist ...
Aus dem Diagramm geht ... hervor.
Aus dem Diagramm geht hervor, dass / wie ...
Aus der Tabelle ergibt sich, dass ...

Quelle

Die Daten stammen vom / von der ...
Das Schaubild wurde vom ... erstellt / herausgegeben.
Die Grafik wurde dem / der ... entnommen.

Erhebungszeitraum/
Datenbasis

Die Daten stammen aus dem Jahr ...
Die Angaben basieren auf einer repräsentativen Umfrage unter ..., die in der Zeit vom ... bis zum ... durchgeführt wurde.
Als Basis für den Index wurde das Jahr .... (=100 %) gewählt / festgesetzt.

Allgemeiner Aufbau

Alle Angaben werden in Prozent gemacht / sind in Prozent.
Die Werte sind in ... angegeben.
Auf der x-Achse / y-Achse sind die .... angegeben / aufgeführt / aufgetragen.
Die x-Achse zeigt ..., die y-Achse zeigt ...
Die Zahl der ... ist in Tausend angegeben.
Die Zahlen geben die Veränderungen gegenüber dem Vorjahresmonat / dem Jahr ... an.
Die Tabelle gibt Auskunft über folgende Aspekte: ...
In der linken / rechten Spalte sieht man die Angaben für ...
Für die Darstellung wurde die Form des Säulen- / Balken- / Kreis- / Kurvendiagramms
gewählt.
Die Entwicklung der / des ... wird in Form einer Kurve, die (Entwicklung) der / die .... in
Form einer Säule wiedergegeben/ dargestellt.
Aus dem Schaubild geht allerdings nicht hervor, was / wie ...
Die genauen Werte sind rechts neben den Balken / oberhalb der Säulen angegeben.
Die gelben Säulen geben ..., die roten geben ... wieder.
Die Legende gibt Auskunft über ...

In der Legende wird die Bedeutung der im Schaubild verwendeten Farben / Abkürzungen erklärt.

Beschreibung/Erläuterung
a) Entwicklungen

Der Anteil / Die Zahl der ...
- ist von ... (im Jahre 200...) auf ... (im Jahre 200....) gestiegen / angestiegen / angewachsen.
- ist um (fast / mehr als) ... % gestiegen.
- hat sich zwischen 200... und 200... um ...% erhöht.
- hat zwischen 200... und 200... um ...% zugenommen.
- steigerte / erhöhte sich in den vergangenen 4 Jahren um ...%.
- hat sich im Zeitraum von 200... bis 200... (fast / mehr als) verdoppelt / verdreifacht /
vervierfacht.
- konnte im Zeitraum von ... bis ... um gesteigert / erhöht / heraufgesetzt werden.
- ist in den letzten 3 Jahren um ...% gesteigert / erhöht worden.
Der Anteil / Die Zahl der ...
- ist in den letzten 3 Jahren von ... % auf ... % gesunken / zurückgegangen / geschrumpft / gefallen.
- hat im Zeitraum von 200... bis 200... um ...% abgenommen.
- hat sich von 200... bis 200... um die Hälfte / ein Drittel / ein Viertel verringert / vermindert.
- ist zwischen 200... und 200... um ...% verringert / reduziert / vermindert worden.
- konnte von 200... bis 200... um ...% verringert / vermindert / reduziert werden.

Beispiele:

Die Zahl der Beschäftigten im Bauhauptgewerbe ist im Zeitraum von 1997 bis 2003 von
ca. 6500 auf etwas mehr als 4000 gesunken / hat sich zwischen 1997 und 2003 um ca.
40% verringert.
Beim Gesamtumsatz ist eine leichte Erholung zu erkennen. Nach dem Tiefstand im Jahr 2002 legte der Umsatz im Jahr 2003 wieder um fast 20 Prozent zu.

intransitive Verben:

sich erhöhen, erhöhte sich, hat sich erhöht
sich steigern, steigerte sich, hat sich gesteigert
ansteigen, stieg an, ist angestiegen, (Nomen: das Steigen / der Anstieg)
steigen, stieg, ist gestiegen, (Nomen: das Steigen / der Anstieg)
zunehmen, nahm zu, hat zugenommen, (Nomen: die Zunahme)
sich verringern, verringerte sich, hat sich verringert
sich vermindern, verminderte sich, hat sich vermindert
abnehmen, nahm ab, hat abgenommen (Nomen: die Abnahme)
fallen, fiel, ist gefallen (Nomen: das Fallen)
schrumpfen, schrumpfte, ist geschrumpft (Nomen: das Schrumpfen)
sinken, sank, ist gesunken, (Nomen: das Sinken)
zulegen, legte zu, hat zugelegt

transitive Verben:

steigern, steigerte, hat gesteigert, (Nomen: die Steigerung)
erhöhen, erhöhte, hat erhöht, (Nomen: die Erhöhung)
senken, senkte, hat gesenkt, (Nomen: die Senkung)
verringern, verringerte, hat verringert, (Nomen: die Verringerung)
vermindern, verminderte, hat vermindert, (Nomen: die Verminderung)
reduzieren, reduzierte, hat reduziert, (Nomen: die Reduktion)

Beschreibung/Erläuterung

b) Vergleiche

Im Vergleich zu / Verglichen mit 200... ist die Zahl der ... um ... % höher / niedriger.
Im Gegensatz / Im Unterschied zu 200... ist der Anteil der ... um ... % gefallen.
Gegenüber 200... konnte die Zahl der ... um ...% gesteigert werden.
Während 200... noch ...% ... erhielten, waren es 200... nur noch ... %.
Erwirtschaftete / Erzielte 200... ein Arbeitnehmer eine/n ... von ..., so kam er 200... bereits auf eine/n ... von ... .
Gaben 200... noch ...% der Befragten an, dass sie ..., waren es 200... nur noch ....
200... waren / hatten / beanspruchten (wesentlich / erheblich / deutlich)
- mehr Personen ... als im Jahre 200...
- weniger Menschen ... als im Vergleichszeitraum.
200... kamen auf einen ... fünf ..., 200... betrug das Verhältnis hingegen ... zu ...

Beispiele:

Wurde 1998 pro Beschäftigten ein Umsatz von 1.800 Euro erwirtschaftet, waren es 2003 bereits 14.500 Euro.
2003 waren wesentlich weniger Menschen im Bauhauptgewerbe beschäftigt als 1997.
Die Zahl der Beschäftigten verringerte sich um knapp 40 %.

Beschreibung/Erläuterung

c) Prozentanteile

Der Anteil von ... beträgt / betrug im Jahr 200... ... %.
Der Anteil von ... liegt / lag im Jahr 200.../ liegt jetzt bei ... %.
Auf ... entfallen / entfielen 200... ca. ... %.
X macht / machte ...% des / der gesamten ... aus.
Der / Die / Das Gesamt....verteilt / verteilte sich zu ... % auf X, zu ... % auf Y und zu ...
% auf Z.
... % aller ... sind / waren, haben / hatten , machen / machten ...
X hat zwischen 200... und 200... um ...% zugenommen.
X ist in den Jahren von 200... bis 200... von ...% auf ...% gestiegen / gesunken.

Beispiel:

Der Anteil der Personen, die über ein monatliches Nettoeinkommen von mehr als 2.600 € verfügen, lag im Mai 2004 bei ca. 8 Prozent.

Beschreibung/Erläuterung

d) Mengenangaben

Die Kosten für ... betragen / betrugen 200... ... Euro.
Die Ausgaben für ... erreichen / erreichten 200... die / eine Höhe von ... Euro.
Die Einnahmen bei ... liegen / lagen im Jahr 200... bei rund ... Euro.
Der Verbrauch an ... lag 200... bei ca. ... l/km.
Der Ausstoß an ... erreichte im letzten Jahr einen Stand von ... Tonnen pro Jahr.

Beispiel:

Der Umsatz im Bauhauptgewerbe erreichte 2002 nur eine Höhe von 46 Millionen Euro.

Kommentar/Fazit

Es ist festzustellen, dass ... in den letzten Jahren tendenziell steigt / sinkt.
Das Schaubild zeigt deutlich den kontinuierlichen Rückgang / Anstieg des / der ...
Bezüglich des erfassten Zeitraum kann gesagt werden, dass ...
Es fällt auf / Es ist unverkennbar / Überraschend ist, dass ...

Kritik an der Statistik / Grafik , dem Diagramm / Schaubild:

Aus der Grafik geht leider nicht hervor, wie ...
Aus dem präsentierten Datenmaterial lässt sich nicht ersehen, ob / wie...

(Source: http://www.wirtschaftsdeutsch.de)

Research question 3: *What practical recommendations can be provided to FL teachers concerning effective language pedagogy?*

Pedagogical Recommendations:

1) As non-native speakers, L3 teachers may put pressure on learners if they do not have good command of English. In other words, students can be demotivated or lose their motivation to a certain extent if the teacher does not consider this point. So, at the very beginning or for the first step of teaching, the concept of teaching L3 through L2 should be applied as an activity in class, not as one criteria for class assessment, to investigate the strong points and the weak points.

2) Inevitably, business language requires specific expressions and linguistic aspects, in particular *Collocations*. Watcharakaweesilp (2013) conducts a study on *Collocations used in English for Business Communication.* In his study, the following aspects are discussed and analysed:

> According to Koya (2005), the importance of collocation is advocated by many linguists and researchers:
>
> *1) Language knowledge is collocational knowledge.*

According to Ellis (2001), language knowledge and language use can be explained by the storage of chunks in long-term memory and the experience of how frequently chunks occur without the need to mention underlying rules. In other words, if not single words but chunks containing important words can be seen many times and they can be stored in long-term memory, language reception and language production are made more effective.

2) All fluent and appropriate language use requires collocational knowledge.
Pawley and Syder (1983) state that the explanation of how language users produce native-like sentences and use the language fluently can be offered by the hypothesis that they store a number of *lexicalized* or *institutionalized* sentence stems which range on a scale from completely fixed expressions through collocations producing useful basic chunks in addition to knowing the rules of the language.

3) Many words are used in a limited set of collocations and knowing these is part of what is involved in knowing the words.
Sinclair (1991) mentions the two models of how words occur in a text are described as *the open-choice principle* and *idiom principle*. While *the open-choice principle* is a model in which language text can be seen as a series of choices and only grammar limits choices, *the idiom principle* is a mode in which the choice of words and register are memorized as partly pre-constructed sequences. The latter is widely used as a justification for the study of chunks.

4) Teaching phrase-patterns help learners' vocabulary expansion
Twaddell (1973) suggests that it is important to teach phrase-patterns from early stages of L2 learning to expand learners' vocabulary. He explains that vocabulary expansion will occur from the intermediate stages of L2 learning if "the most habitual parts of language use" such as phrase-patterns and sentence patterns are "practiced and established as early as possible" (Twaddell, 1973, p. 63). In other words, new vocabulary can be adapted into the L2 patterns after the habits have been formed. (Koya, 2005, pp. 85-88, cited in Watcharakaweesilp, 2013, pp. 53-80)

3. Types of Collocations

There are many different types of collocations. Here are some examples (adapted from McCarthy & O'Dell, 2005, p. 12 cited in Watcharakaweesilp, 2013, pp. 53-80).

1. Adjectives and Nouns: *Unemployment is **major problem** for the government at the moment.*
2. Nouns and Verbs: *The **economy boomed** in the 1990s.*
3. Nouns and Nouns: *Every parent feel a **sense of pride** when their child dose well or wins something.*
4. Verbs and Expressions with Prepositions: *I was **filled with horror** when I read the newspaper report of the explosion.*
5. Verbs and Adverbs: *I would **strongly recommend** that you learn a foreign language.*
6. Adverbs and Adjectives: *I am **fully aware** that there are serious problems.*

According to Koya (2005), collocations are divided into two categories: Grammatical collocations and lexical collocations. The former consists of a dominant word such as noun, adjective, and verb and a preposition or a grammatical construction. The latter, on the other hand, does not contain any preposition or grammatical construction. Each categorization has been divided into sub-categorization as follows:

1) Grammatical collocations (Koya, 2005, p. 69, cited in Watcharakaweesilp, 2013, pp. 53-80)

Combination	Example
G1 noun + preposition	*blockade against, apathy towards*
G2 noun + to infinitive	*It was a pleasure to do it.*
G3 noun + that clause	*He took an oath that he would do his duty.*
G4 preposition + noun	*by accident, in advance*
G5 adjective + preposition	*be angry at, be fond of*
G6 predicate adjective + to infinitive	*It was necessary to work.*
G7 adjective + that clause	*It was nice that he was able to come home for the holidays.*
G8 consists of 19 English verbs	*send (the dative movement transformation verb)*

2) Lexical collocations (Koya, 2005, p. 70 cited in Watcharakaweesilp, 2013, pp. 53-80)

Combination	Example
L1 verb + noun	*compose music, wind a watch*
L2 verb + noun (eradication and/or nullification and a noun)	*reject an appeal, reverse a decision*
L3 adjective + noun	*strong tea, a sweeping generalization*
L4 noun + verb	*bees buzz, bombs explode*
L5 noun + noun	*a bit of advice, a pack of dogs*
L6 adverb + adjective	*deeply absorbed, strictly accurate*
L7 verb + adverb	*affect deeply, amuse thoroughly*

Additionally, 19 categories of collocations are also presented by Koya, 2005 (p. 72 cited in Watcharakaweesilp, 2013, pp. 53-80):

Combination	Example
1 noun phrase	*the big question, evening service*
2 nominal head + a related structure word	*way out, day off*
3 verb + object	*loved him, receive attention*
4 verb + related structure word(s)	*partakes of, paid for by*
5 verb + verb(s)	*will come, let go*
6 to + infinitive	*to be, to examine*
7 verb + its predicate	*was cold, made better*
8 adverbial + subordinating conjunction	*very young, extremely well*
9 adverb + subordinating conjunction	*now that, even though*
10 conjunction + adverb	*or else, and yet*
11 preposition + subordinating conjunction	*except that, in that*
12 adverb or preposition + preposition	*out from, from under*
13 full finite clause optionally followed by related structure word	*he said, when he was shot*
14 it- or there- construction + related structure word	*it is impossible to, it was obvious that*
15 noun-finite or verbless clause	*hands off, back straight*
16 as or like + NP or adverb	*as always, like myself*
17 interjections, exclamations, vocativistic expressions	*hey there, well now*
18 co-ordinated elements	*openly and honestly, actual or potential*
19 non-English expressions	*status quo, ad infinitum*

Recommendations for Further Studies:

1) Apart from learning German, Thai learners may learn the other second foreign languages as L3 to get a better chance when applying for a job. The studies of other L3 in L3-environment are recommended.

2) Most studies concerning Foreign Language Teaching in Thailand mainly focus on L1 transfer (The process by which the learner's L1 influences the acquisition and use of an L2). It will be useful if the studies on the Transfer from L2 to L3 can be conducted to analyzed and compare the similarities and differences from what the previous results suggested.

3) There are several teaching and learning aspects in relation to the principles of Second Language Acquisition (SLA) that the researcher has not examined in this study, for instance,

Learning Strategies, Communication Strategies and so on. It can lead to valuable results if these aspects can be further studied.

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Appendix 1

Test of English for Negotiation

Part 1: Language Functions
Instructions: Match the following language functions with the sentences below.
    a) Setting objectives   b) Making a proposal or a new offer
    c) Compromising   d) Closing the deal

___ 1) Our intention is…
___ 2) If we agree to that, then we can save time and money.
___ 3) Can you offer us any other possibility?
___ 4) I am willing to work with that.

Part 2: Setting objectives and arranging a meeting
Instructions: Choose the most appropriate expressions to complete the conversation.

a) Thank you for inviting. I hope we can solve this problem together.
b) I don't think we can get a quick agreement. We have been focusing too much on urban customers.
c) We'd like to invite you to further discuss this.
d) It's a deal!

1) A: The topic of the meeting today is improving sales in rural areas.
    B: _____.

2) A: Thank you for coming. As you know I've called this meeting because we had a big problem with the delayed shipment. We're here today to find a solution together.
    B: _____.

3) A: _____.
    B: Sure, let's get together tomorrow and try to solve this issue.

Part 3: Making a proposal and a new offer
Complete the conversation for successful negotiating situations.

1) A: We don't currently have the items you want in stock, but if you need them urgently, we can offer similar products of the same quality.
    B: ………………………………………………………………………….

2. A: ....
    B: Well, yes. If you sign the contract today, I will agree to that.

3. A: You are a new graduate and have no work experience, so I can only offer you 300 Euro as your salary.
    B: ....

Part 4: Dealing with problems, Compromising, and Finding Solutions
Complete the conversations by filling in the blank with an appropriate word that makes sense in the context of the situations.

1. A: How should we go about making a final ………………………. ?
    B: Well, I think we ought to investigate all of the alternatives and compare their advantages and disadvantages.

2. A: How would you deal with an urgent order?

   B: As ………………….. in the contract, you will receive compensation in case of any delayed shipment.

3. A: We are pleased to inform you that there was a slight increase of 10% in our sales in the last year. So, If you place your order today, I can give you a 10% discount. All prices include VAT.

B: I find this ……………….… and please ship it as soon as possible.

Part 5: Closing the Deal
Choose the most appropriate answer to complete the conversation.

1) A: I think we have covered all the problems areas for the negotiations. Are you satisfied with the final proposal?

   B: _____ .

   a) Yes, I am satisfied. I expect my supervisor will also approve.

   b) I'm not sure. My boss may not be too happy with this.

2. A: We hope that our proposal interests you and we are able to come to an agreement.

   B: _____ .

   a) Well, after I have placed my order, I hope you will deal with this matter immediately and carefully.

   b) How can I make sure that your products are better than the competitive ones?

3. A: I think we have reached a compromise. As this matter is urgent, I suggest we meet again to further discuss the contract. Does this coming week suit you?

   B: _____ .

   a) Yes, that's fine for me. Let's draft a contract based on these points. I look forward to seeing you next week.

   b) Could I meet you in the next two months? I have to read all the details carefully.

Appendix 2

Test of German for Negotiation

Teil 1: Sprachliche Funktionen
Aufgabe: Ordnen Sie folgende Begriffe den jeweiligen Beispielsätzen zu!
a) Ziel der Verhandlung   b) ein Angebot machen
c) Kompromiss   d) ein Gespräch abschließen
___ 1) Ich hatte mit Ihnen diesen Termin vereinbart, um .....
___ 2) Wie wäre es, wenn wir…?
___ 3) Das ist ein interessantes Angebot, das ich gern annehme.
___ 4) Können wir uns darauf einigen, dass wir….?

Teil 2: Ziel der Verhandlung
Aufgabe: Ergänzen Sie die Dialoge!
   a) Es freut mich, Sie wieder zu treffen. … Was hat der Lieferant gesagt?
   b) Ich sehe keinen Vorteil dieses Angebots.
   c) Der Hauptpunkt unserer Besprechung ist, dass wir eine gemeinsame Lösung finden.
   d) Selbstverständlich kann ich Ihnen morgen den Termin unserer Vereinbarung bestätigen.

1. A: _____ .
   B: Vielen Dank für die Einladung.

2. A: Ich danke Ihnen, dass Sie sich so kurzfristig Zeit für dieses Gespräch nehmen konnten. Sie wissen, worum es geht. Wir hatten ein großes Problem mit der Lieferung.
   B: _____ .

3. A: Wie Sie wissen, legte unser Umsatz im letzten Jahr um 10% zu. Ich sehe deshalb keine Schwieigkeiten, dass Sie weitere Aufträge erteilen. Stimmen sie mir zu? Darüber möchten wir Sie gerne zu einem Gespräch einladen.
   B: _____ .

Teil 3: Angebote machen
Aufgabe: Finden Sie Ihre passenden Antworten und Fragen!

1. A: Falls Sie sofortigen Bedarf an unseren Produkten haben, können wir Ihnen folgendes Angebot für ein Produkt vergleichbarer Qualität machen.
   B: ………………………………………………………………………….

2. A: Da Sie eine Absolventin ohne Bereichserfahrung sind, kann ich Ihnen nur 300 Euro als Startgehalt anbieten.
   B: ....

3. A: ....
   B: Nur wenn Sie den Vertrag heute unterschreiben, wäre ich mit den Zahlungsbedingungen einverstanden.

Teil 4: Kompromiss
Aufgabe: Ein passendes Wort fehlt hier.

1) A: Wie können wir eine gute .... finden?
   B: Gerne würden wir über konkrete Einzelheiten mit Ihnen sprechen.

2) A: Ist Ihre Firma in der Lage, kurzfristig große Aufträge auszuführen?
   B: Wie ...., versichern wir Ihnen, dass wir auch Ihre zukünftigen Aufträge zu Ihrer Zufriedenheit ausführen werden.

3) A: Alle unsere Preise verstehen sich zuzüglich Mehrwertsteuer. Wir rechnen fest mit dem Eingang Ihrer Zahlung bis zum 30. Oktober, wofür wir Ihnen schon heute danken.
   B: Das finde ich …………….. Würden Sie uns einen Rabatt von 10% geben, wenn ich den Vertrag heute unterschreibe? In dieser Angelegenheit komme ich Ihnen gern auf halbem Weg entgegen.

Teil 5: ein Gespräch abschließen
Aufgabe: Ergänzen Sie die Dialoge mit den passenden Beispielsätzen!

1) A: Ich glaube, wir haben alle Punkte besprochen. Ich danke Ihnen und wünsche uns allen weiterhin gute Geschäfte. Wir freuen uns auf Ihren baldigen Auftrag.
   B: _____ .

   a) Schön, dass wir zu einer Vereinbarung gekommen sind, die alle zufrieden stellt. Ich bin sehr zufrieden mit dieser Verhandlung.

b) Ich bitte Sie Ihr jetziges Angebot zu überarbeiten, aufgrund der Marktlage ist es leider nicht möglich. Wenn Sie uns ein entsprechendes Angebot darlegen, werden wir einen neuen Termin mit Ihnen vereinbaren.

2) A: Wir danken Ihnen für Ihr Interesse an unseren Produkten. Wir hoffen, dass unser Angebot Sie zu einer Auftragserteilung bewegt.
B: _____ .

    a)   Ich finde Ihr Angebot interessant. Es entspricht den derzeitigen Marktkonditionen.
    b)   Ohne Bewilligung der Geschäftsleitung kann ich Ihnen keine Auftragsbestätigung erteilen.

3) A: Ich glaube, wir haben einen Kompromiss gefunden. Da ich diese Gelegenheit möglichst schnell erledigen möchte, schlage ich vor, dass wir einen neuen Termin für kommende Woche vereinbaren sollten. Wären Sie mit dem weiteren Verfahren der Verhandlung einverstanden?
B: _____ .

a) Vielen Dank für das informative Gespräch. Ich bin mit dem Fortlauf unseren Verhandlungen einverstanden und stimme einem weiteren Termin zu.
b) Zur Zeit liegt mir ein Gegenangebot von Ihrer Konkurrenz vor. Ich bitte Sie Ihr Angebot neu zu überdenken.

Appendix 3

What have you learned from the tests?

Part 1: Find the missing words and the comparable words between the two languages and please underline the Key Word(s) that help you find the answers.

Collocations

English	**German**
1) to *make* a decision	eine Entscheidung……………
2) to *solve* this problem	dieses Problem ……………….
3) to *find* a solution	eine Lösung …………….
4) Can we …….. a compromise?	Können wir einen Kompromiss *finden*?

Comparable Words and Expressions

5) To me, it is *acceptable*.	Das ist für mich …………...
6) I can meet you …………..	Ich *komme* Ihnen gern *auf halbem Weg* entgegen.

7)   *English:* We hope that our proposal interests you and we are able to come to ***an agreement.***
    German: Ich hoffe, dass es ein sehr interesantes Angebot für Sie ist, so dass Sie es gerne _____ .

8)   *English:* We are pleased to inform you that there was a slight _____ of 10% in our sales in the last year.
    German: Wie Sie wissen, unser Umsatz *legte* im letzten Jahr um 10% **zu.**

9)   *English:* Will you *give* us a 10% *discount*?
    German: Würden Sie uns ………….................... von 10% .... ?

10) *English:* If you _____ today, I will agree to that.

> *German:* *Wenn Sie heute **den Vertrag unterschreiben**, wäre ich mit den Zahlungsbedingungen einverstanden.*

11) *English:* We don't currently have the items you want in stock, but if you **need them urgently,** we can offer similar products of the same quality.

   German: Falls Sie _____ unseren Produkten haben, können wir Ihnen folgendes Angebot für ein Produkt vergleichbarer Qualität machen.

Part 2: Please match the phrases in English with their comparable ones in German and underline the Key Word(s) that help you find the answers.

a) Sie wissen, es geht um die Zahlungsbedingungen.
b) Zwecks Unterschriftsleistung unseres Vertrags möchte ich mit Ihnen diesen Termin vereinbaren.
c) Ich würde Ihnen den Termin unserer Vereinbarung bestätigen.

__   1) It's about terms of payment.
__   2) I'd like to arrange this meeting to discuss our contract to be signed.
__   3) I'd like to confirm the meeting for our negotiation.

Part 3: Translation

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

English: ………………………………………………………………………………………...
German: Den Vorschlag nehme ich gern an.