

The Competence of German Majors at Khon Kaen University
in Terms of Using English and German for Negotiation
สมรรถนะภาษาของนักศึกษาวิชาเอกภาษาเยอรมัน
มหาวิทยาลัยขอนแก่น ในการใช้ภาษาอังกฤษ
และภาษาเยอรมันเพื่อการเจรจาต่อรอง

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บทคัดย่อ

บทความวิจัยนี้มุ่งศึกษาสมรรถนะภาษาในการถ่ายโอนระหว่างความรู้ทางด้านภาษาอังกฤษและภาษาเยอรมันในบริบทของการเจรจาต่อรอง ผู้วิจัยเลือกศึกษาหัวข้อภาษาอังกฤษและภาษาเยอรมันเพื่อการเจรจาต่อรอง และสร้างแบบทดสอบเฉพาะสำหรับใช้ทั้ง 2 ภาษาเพื่อศึกษาสมรรถนะภาษาในการถ่ายโอนความรู้ทางด้านภาษาของผู้เรียน ด้วยการให้ผู้เรียนประยุกต์ใช้ความรู้ของทั้ง 2 ภาษาในรูปแบบการศึกษาเปรียบเทียบ ผู้ทำการทดสอบด้วยวิธีการสุ่มเฉพาะ คือนักศึกษาวิชาเอกภาษาเยอรมัน คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยขอนแก่น ที่ลงทะเบียนเรียนวิชาภาษาเยอรมันเพื่อการสื่อสารในสถานที่ทำงาน ปี 2560 จำนวนทั้งหมด 20 คน

ผลการวิจัยได้แสดงให้เห็นว่า 1. นักศึกษาสามารถเปรียบเทียบคำ คำปรากฏร่วมจำเพาะสำนวนภาษาในภาษาอังกฤษกับภาษาเยอรมันได้ถูกต้อง 2. นักศึกษาสามารถเชื่อมโยงความรู้ทางด้านวากยสัมพันธ์ระหว่างภาษาอังกฤษและภาษาเยอรมันได้

3. ข้อผิดพลาดของนักศึกษาที่พบเห็นในการทำแบบฝึกหัดการแปลระหว่างสองภาษาเพื่อศึกษาการถ่ายโอนจากภาษาหนึ่งไปสู่อีกภาษาหนึ่ง สามารถอธิบายได้ด้วยแนวคิดเรื่องอิทธิพลของภาษาไทยในฐานะภาษาแม่ที่มีต่อการเรียนภาษาต่างประเทศ อิทธิพลของภาษาอังกฤษในฐานะภาษาต่างประเทศที่ 2 ที่มีต่อการเรียนภาษาเยอรมัน และอิทธิพลของภาษาเยอรมันในฐานะภาษาต่างประเทศที่ 3 ที่ส่งผลและมีอิทธิต่อการถ่ายโอน

คำสำคัญ: สำนัคดียะภาษา, การถ่ายโอน, ภาษาอังกฤษ, ภาษาเยอรมัน, การเจรจาต่อรอง

Abstract

The main purpose of this research article is to investigate the language transfer competence between English and German in the negotiation context. The researcher purposively selected the topic *Negotiating English and German*, and designed the specific tests in both languages regarding the language transfer competence of Thai learners. In doing so, students were expected to apply the knowledge based on a comparative study between the two languages. Based on the purposive sampling, the research participants as test takers were twenty students who majored in German at the Faculty of Humanities and Social Sciences, Khon Kaen University in Thailand and enrolled in the course *Communicative German for the Workplace* in 2017. The findings reveal that 1) Students could correctly compare words, collocations, and expressions of English with German. 2) Students could relate their syntactical knowledge of their L2 to L3, and 3) Errors concerning the language transfer found in their translation tasks from one language to another, namely from German into English and vice versa can be explained by the impact of L1, L2, and L3 on their language learning.

Keywords: competence, transfer, English, German, negotiation

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 the workplace. To reinforce this notion and to support the policy, the Faculty of Humanities and Social Sciences as one of the organizations attached to Khon Kaen University also 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 and to develop the competence of students to their fullest potential to enable them to compete with graduates from other countries in ASEAN and the ASEAN Economic Community.

The researcher as a German lecturer has considered the situation of the job search process in Thailand that graduates who majored in the German language have to meet the requirements in the job advertisements that they have to possess a 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 applications. In other words, these two languages can complement each other to lead graduates to succeed in their future career.

Review of the Literature

In relation to the concept of teaching foreign languages for specific purposes, Dudley-Evans and St John (1998) mention that English for Specific Purposes (ESP) 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. However, the massive expansion of international business has led to a huge growth in the area of English for Business Purposes (EBP).

(Dudley-Evans & St John, 1998)

In recent years, the concept of ESP can be related to teaching other foreign languages when considering the situation of teaching foreign languages in Thailand.

Specifically, the comparative study in this study between English and German for specific purposes should be conducted in the context of non-native speakers.

In this regard, Hufeisen (2010) mentions the role of L2 for L3 learning as follows:

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

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

(Hufeisen, 2010, pp. 203)

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

To place an emphasis on this study, Hufeisen & Marx (2007) conduct a research on how DaFnE and EuroComGerm can contribute to the concept of receptive multilingualism. In this study, they stress the role of English (L2) that it can have a great impact on learning German:

Researchers in DaFnE (Deutsch nach Englisch = German L3 after English L2, third-language acquisition / tertiary language learning) and specifically in *EuroComGerm* combine the concept of receptive multilingualism with the idea of the polyglot dialogue or plurilingual discourse in order to assist communication among EU citizens. They study linguistic processes which underlie such communication patterns and search for methods to prepare and enable speakers/hearers to tackle this challenge.

(Hufeisen & Marx, 2007, p. 308)

To extend the notion regarding these studies, Goethe-Institut, one recognized Institute for German language learning, accepts the advantages learning German based on the aspects of English language as in the following:

Lernvorteile durch Englischkenntnisse:

[...] Dass ein Rückgriff auf andere (Fremd-)Sprachen gerade lernförderlich sein kann, zeigt uns ein Blick in die Forschungslage der letzten Jahrzehnte. Es wird immer wieder nachgewiesen, dass Lernende, die Englisch als erste Fremdsprache gelernt haben oder noch lernen, viele Vorteile beim Deutschlernen haben. Diese Vorteile liegen nicht nur in sprachlichen Merkmalen, sondern gehen auf bereits erworbene Lernstrategien und Lerntechniken zurück. [...]

(See <https://www.goethe.de/ins/ge/de/kul/mag/21161178.html>)

To briefly explain, Goethe-Institut accepts that 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.

In light of the process of conscious learning, Goethe-Institut further discusses that learning experiences of learners play a vital role for the new language:

Lernende wissen beispielsweise bereits aus ihren früheren Erfahrungen mit dem Fremdsprachenlernen, dass Sprachen verschiedene Satzstrukturen aufweisen können, die sich von denen der eigenen Muttersprache unterscheiden. Sie haben weiterhin die Erfahrung gemacht, dass einzelne Wörter oder Ausdrücke in der Muttersprache keine direkte Entsprechung in der Fremdsprache haben oder dass kulturelle Eigenheiten eine Rolle bei der Sprachverwendung spielen.

(See <https://www.goethe.de/ins/si/de/spr/unt/kum/jla/20382749.html>)

Similarly, Saengaramrueng (2008) further states that learning German based on the aspects of English language can lead to successful language learning in the Thai context as follows:

แนวทางของการเรียนการสอนภาษาที่สาม (L1= ภาษาแม่, L2= ภาษาต่างประเทศที่ 1, L3=ภาษาต่างประเทศที่ 2) โดยทั่วไปแล้ว ต้องคำนึงสิ่งต่อไปนี้ 1) คำนึงความรู้ด้านเนื้อหาสาระ (declaratives Wissen) ได้แก่ ด้านศัพท์ โครงสร้างไวยากรณ์ การถ่ายโอน (Transfer) และการแทรกแซงทางภาษา (Interferenz) ในด้านลัทธิศาสตร์ และการสะกดคำ 2) คำนึงถึงกระบวนการ (prozedurales Wissen) ได้แก่ ประสบการณ์ในเรื่อง วิธีการสอน และประสบการณ์ด้านวิธีการเรียน เหตุการณ์เรียนและกลวิธีการสอน ประโยชน์ในการใช้การสอน ตามแนวคิดนี้ คือ เป็นการใช้องค์ความรู้ที่ผ่านการเรียนภาษาที่ 1 และที่ 2 โดยให้ผู้สอนกระตุ้นความรู้ภูมิหลังที่ผ่านการเรียนภาษาที่ 1 และที่ 2 ให้เป็นประโยชน์ในด้านต่อไปนี้ 1. ความรู้ด้านศัพท์ 2. ความรู้ด้านไวยากรณ์ 3. ความรู้ด้านการออกเสียงและสะกดคำ 4. การกระตุ้นผู้เรียนทำได้หลายวิธี เช่น ให้ผู้เรียนรู้ว่าตนเป็นผู้เรียนประเภทใด กระตุ้นให้ผู้เรียนนำความรู้ทั้งหมดที่มีอยู่ก่อน แล้วมาใช้ในการเกิดประโยชน์ในการเรียน (Saengaramrueng, 2008, pp. 74-75)

In this regard, the notions of Goethe-Institut and Saengaramrueng (2008) can be translated into English as follows:

Generally, we should consider the following things to teach L3:

1) Declarative knowledge: Vocabulary, structure, transfer and interference related to phonetics and orthography or spelling; and 2) Procedural knowledge: Methodologies and teaching experiences, learning experiences, and learning strategies. This teaching concept enables learners to learn faster. The learners can develop their already existing knowledge of the first language in order to relate to the knowledge of the second one, resulting in the benefits or advantages in relation to vocabulary, grammar, pronunciation, and spelling. In doing so, the learners can motivate themselves by finding out what type of learner they are. Then, they can apply their previously gained knowledge in the process of the new language.

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

Research Questions

Specifically, this research study aims to investigate the language transfer ability between English and German in the negotiation context.

Methodology

1. Participants

Participants from the Purposive Sampling

Twenty German majors who have enrolled in the course *Communicative German for the Workplace* in 2017 at the Faculty of Humanities and Social Sciences, Khon Kaen University in Thailand, were purposively selected in this study.

2. Instruments

2.1 Test for a comparative study between the two languages.

2.2 Think-aloud protocols

3. Data Collection

3.1 Data was collected from the tests.

3.2 Data from Think-aloud protocols

4. Data Analysis

4.1 Quantitative Analysis: The percentage points to investigate the face validity

4.2 Qualitative Analysis: Students had to apply the knowledge that they had learned from the tests and data from the *Think-aloud protocols*.

Results

In this part, the results are shown in 5 parts as follows:

1. Collocations

Item 1	Item 2	Item 3	Item 4
to make a decision / eine Entscheidung	to solve this problem/ dieses Problem	to find a solution/ eine Lösung	Can we a compromise? 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, students could find the correct answers. Eight students (40%)

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 (100%) could find the correct answers for the expression *to solve this problem*. One possible reason is that this expression in both languages is common for Thai learners in the context of everyday use.

From the results of item 3, only one student (5%) 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, seventeen students (85%) could compare the word “finden” in German with the word “find” in English which is also an acceptable answer. However, only one student (5%), 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, two students, namely No.3 and No. 9 (10%) used the words “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.

2. Comparable Words

Item 5

Item 6

English: To me, it's *acceptable*. I can meet you

German: Das ist für mich 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 (40%) could find the correct answer.

Nevertheless, the research findings also reveal that two students (10%) used the word “akzeptierbar” and one student used the word “annehmbar” which share the same meaning with the word “akzeptabel” in German. This shows that the level of vocabulary knowledge of these two learners is at the greater level than other students.

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”.

Six students (30%) could correctly answer. Other 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.

Item 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 interessantes 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 the English language to compare it with a German expression. However, they had to analyze the function of the missing word in the German sentence before filling in the blank. In this regard, syntactical analysis needs to be taken into account as students need to know what exactly is required in the sentence. The correct answer is “annehmen” which is a missing verb that can complete the sentence. Only one student (5%) could use the correct word. Besides, one student used the word *akzeptieren* which has a similar meaning when compared with the word “annehmen”.

Item 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 according to Reimann (2012). To find the correct answer in this item, their syntactical knowledge is required because the missing word in an English sentence must

be a noun. It was found that eleven students (55%) could find the correct answer which is “increase” in English whereas the word given in a German sentence is a verb. This indicates that students could work out 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). Students 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.

3. Comparable Expressions

Item 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)

S1Rabatt..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. One student (5%) could exactly answer and other 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.

Item 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 contract
S17 sign this contract	S18 sign this contract
S19 sign this contract	S20 sign this contract

From the results of item 10, all students (100%) found the correct language expression “sign the contract” by applying and comparing their knowledge between L2 and L3.

Interestingly, three students (15%) 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).

Item 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 from this, the word or expression required to fill in the blank in the German sentence in this item should be an appropriate or equivalent word to convey the same or acceptable meaning in the German language. The correct answer is *sofortigen Bedarf an*.

Unlike English, in German, not only do students need to use a correct preposition, they must also know the linguistic function of each preposition, after which *Grammatical Case* (Reimann, 2012, p. 112) is required. In this context, *'unseren Produkten'* is used in German sentences. So, students had to know that a preposition requiring the case *"Dative"* should be used and this preposition must match with the word *Bedarf* in German sentences. It was found that no students could correctly answer. Nevertheless, two student (10%) student No. 3 and 16 could use the correct preposition which is used together with this noun in German language.

4. Matching for translation

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, the researcher intentionally designed this part as an warm-up activity before they go to the next part, 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.

5. Translate on your own

For this part, students had to translate a sentence from English into German on their own and vice versa. There can be various possible accepted answers.

5.1 *Translation from English into German*

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

German:

Results

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, students were expected to translate an English sentence into German. The researcher found that sixteen students (80%) 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'. Six students (30%) could, however, use 'wie folgt' which is the most appropriate equivalent in German and should be properly 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 sentences in terms of grammatical rules.

5.2 Translation from German into English

English:

German: Den Vorschlag nehme ich gern an.

Results

- | | |
|----|--------------------------------------|
| 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. The findings reveal that for the German word ‘Vorschlag’, three students (15%) used the words ‘offer’ and eleven students (55%) used ‘proposal’ which are equivalent words 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”, eight students (40%) tried to use other words such as ‘agree’ or ‘suppose’ while translating as indicated in the results.

In terms of sentence construction, these four students (20%) could not correctly construct their English sentences. For Instance, 1) *The proposal agree that me*; 2) *I agree the contract*; 3) *I would like accept your order*; and 4) *I’m satisfied this offer*.

An example of an error based on the influence of L3 was also found: *The proposal take I willingly on*. Student No. 13 (5%) placed the verb in the second position of sentence which is a requirement for basic German sentences, but not in English.

Conclusion and Discussion

As the findings of this study suggest and the insights gained in the various research studies discussed previously according to Dudley-Evans & St John (1998), Hufeisen & Marx (2007), and Saengaramrueng (2008), the researcher would like to conclude and discuss as follows: 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 translations from German into English and vice versa 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.

Apart from language transfer, some points mentioned above can lead to 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.

Recommendations for Further Studies

1) Apart from learning German, Thai learners may learn other second foreign languages as L3 to get a better chance when applying for a job. Studies of other L3 options 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 would be useful if studies on the Transfer from L2 to L3 can be conducted to analyze and compare the similarities and differences to previous results.

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 could lead to valuable results if these aspects were studied further.

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