

LATE DYNAMICS OF INTERNATIONAL BUSINESS COMMUNICATION

Luminița ANDREI COCĂRȚĂ¹

Abstract

In the 21st century, languages in general, but English in particular, have known a lot of change and English has been integrated in a multitude of cultural settings, and taught intensively all over the world, as it has become lingua franca. Current linguistic and cultural approaches are being re-examined and new varieties of English are being discussed in the specialized literature, since the diversity in users and uses of English in multicultural settings is growing nowadays. English is no longer the property of native speakers. It is also the language of non-native speakers who use it for communication in their own economic and socio-cultural contexts. The main issues brought into discussion in our paper include aspects of the research concerning the institutionalized non-native varieties of English used in international communication, among which the level of innovation occurring in these varieties, the debate concerning non-native and native norms, the degree of codification and the issue of a pedagogical model within this context.

Keywords: international communication, innovations in language dynamics, varieties of English, native and non-native norms, pedagogical debate.

1. Innovations in language dynamics

Since there is this increasing importance of mutual intelligibility and integration in international settings among English users with different cultural and linguistic profiles, the studies concerning the re-conceptualization of competence in relation to EIL² are being re-examined.

English has now a lot of varieties, each of them expressing the cultural and linguistic background of the speakers. We must be aware that when approaching a language transplanted to a new cultural and linguistic context – as, for example, English in India – one is brought to various realizations about the notion of language and the varieties that a language may develop.

The studies made by Kachru (1985, 1992) and Strevens (1992) consider these non-native varieties of English as functional ones, not inviting comparisons with the

¹ Luminița Andrei Cocârță, Al. I. Cuza University of Iași, lucocarta@yahoo.com.

² EIL = English as an International Language.

*inner circle*³ of native speakers' varieties. Therefore, they suggest the term *world Englishes* to represent these varieties. The theory of the three concentric circles, suggested by Kachru, in 1982, brought to the English language a pluralistic perspective and to its users a variety of speech fellowships met in different socio-cultural contexts. English is no longer the sole property of native speakers. It is also the language of non-native speakers who need and adopt it in their own economic and socio-cultural contexts. The research concerning the institutionalized non-native varieties of English brought into discussion the level of the innovation occurring in these varieties, the norms concerning non-native and native use of English, the degree of codification and the debate on a pedagogical model.

The use of English by non-native speakers has been considered an approximation of native language use, and consequently, the differences in non-native language use have been viewed as deficiencies, and the institutionalized non-native varieties have been thus considered by some authors as "errors" or "mistakes" that can lead as steps on the path to native speaker competence. Since studies of institutionalized non-native varieties, however, have suggested different typologies for these terms, considering the fact that the socio-cultural background of language use influences the language and that consequently these influences in the language should not be considered as deficit characteristics, Kachru suggests a distinction between the terms "mistake" and "deviation". A "mistake" is not usually acceptable by a native speaker because it does not observe the linguistic "norm" of English, but it has no relevance to the socio-cultural context of a non-native variety. On the other hand, a "deviation" can sometimes be considered an innovation, being different from the norm, in the sense that it is the result of a new "un-English" linguistic and cultural setting in which the English language is used: "it may be considered the result of a productive process which marks the typical variety-specific features; and it is systematic within a variety, and not idiosyncratic" (Kachru, 2006: 62). Consequently, such arguments led to the conclusion that the term "deviation" should be considered an "innovation," that which may be understood as

³ Kachru, B. Suggested the idea of three concentric circles of language, to better understand the use of English in different countries. The *inner circle* stands for the traditional standards of English: the UK, the USA, New Zealand, Ireland, Anglophone Canada and some of the Caribbean territories. The total number of English speakers in the inner circle is as high as 380 million. The *outer circle* represents countries where English is spoken by not native people. This circle includes India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa and Canada etc. The *expanding circle* includes those countries where English is spoken as a foreign language or lingua franca. This includes much of the rest of the world's population: China, Russia, Japan, most of Europe, Korea, Egypt, Indonesia, most of Europe etc. The total in this expanding circle is the most difficult to estimate, especially because English may be employed for specific, limited purposes, usually business English. The estimates of these users seem to go towards one billion. (Source: wikipedia.org/wiki/Braj_Kachru, accessed in March, 2014).

“difference” and not as “error” or “mistake,” which may be understood as “deficiency,” and therefore giving recognition to the non-native norms. It obviously remains to state the cases in which such a deviation is to be considered as an “innovation”. Bamgbose (1998: 3), for instance, suggests five factors for this decision-making. These are “demographic” (the number of users), “geographical” (the spread of an innovation), “authoritative” (the actual use by the authorities in the linguistic field and by the opinion leaders), “codification” (in the restricted sense, introducing the innovation into a written form in a grammar book, dictionary, or manual) and “acceptability” (the ultimate test of admission of an innovation). And among these factors, the author believes that codification and acceptability are the most important, because without them these innovations will still be considered errors. For Kachru “codification implies determining the bounds of such innovations or creativity – in other words, ‘allowable’ deviation from the native norms” (Kachru, 2006: 18). For the model of the inner circle varieties, there were various ways of linguistic regulation like dictionaries, literary works, textbooks and media that contributed to the establishment of the most used varieties/standards such as American English, British English, Canadian English. In the outer circle, however, the process is not so easy, because the codification of these innovations has not been well established yet.

2. Varieties of English in a diachronic approach

New varieties (or types) of English have developed and continue to develop. About 400 million people speak English as a first language (or native language) and more than 600 million people speak English as a second and as a foreign language. English is still on the rise: every year, the number of English speakers is going up, and more and more people learn it as part of their schooling. It is true that no-one can predict what will happen to a language. If you told a Roman that Latin would become a dead language, one day, they would have thought you were crazy. However, the use of English does not seem to be slowing down. In fact, it’s just the opposite: a recent report from the British Council shows that within 10 years, about three billion people (half the world population) will speak at least some English.

Due to new communications technologies, like the Internet, the world has become a smaller place. Nowadays, we can use the World Wide Web to read information from all over the world, 24 hours a day, and communicate with people in different countries, at no costs for travel. Most of us are quite often in situations where we are speaking to people from different cultural and linguistic groups. It is the case of people working in multinational businesses, in international organizations like the UN, or even in everyday life – as communities grow more and more diverse nowadays. Business has changed a lot, and so has the language we use to communicate in business settings, because English is spoken by such a huge number of people, and because it is often seen as a prestigious language and a lingua franca among people who have different other mother tongues.

English has been in a state of change lately and, throughout its history, it has taken extra words from all the languages it has come into contact with, and in the last two or three hundred years, mostly due to colonialism, many different varieties (or types) of English have developed around the world. The origins of what we now call English come from around the fifth century, when a group of Germanic tribes arrived in the British Isles. The word *English* came from one of these tribes, the Angles. Their previous contact with the Romans brought many Latin words in their language, subsequently transmitted to the English language. These included many words for everyday objects, for example, *anchor*, *butter*, *table* and *wine*. Later on, in the sixth and seventh centuries, more Latin words were added by early Christian missionaries. These words referred mostly to religion, such as *priest*, *pope*, *mass* and even *school*.

In the ninth century, the Vikings from Scandinavia arrived in the British Isles. With them, came a huge number of new words. The English already had words with the same denotation, but decided to take these extra ones from the Norse: *wrath/anger*; *from/fro* (which still exists in the expression “to and fro”); *sick/ill* etc.

The next big increase in vocabulary came from the French language spoken by the Norman aristocracy (who arrived in the British Isles after 1066). The Normans introduced many words referring to the ruling classes and leadership, for example, *city*, *conservative*, *empire*, *executive*, *marriage* and *senator*. Again, some concepts were already represented in the vocabulary, and so just like with the Norse influence, English ended up with two words meaning more-or-less the same thing. For example: *shut – close*; *answer – reply*; *wish – desire*; *novel – new*. As at that time, the English peasants worked for the French aristocracy, the French words appeared to be more formal and sophisticated than the English ones. While the original English words are *cow* and *sheep*, French words were taken for what is today *beef* and *veal*.

Later on, in the 1300s, English became the politically-dominant language in Britain. The language variety used in London became what we now call *Modern English*. When the printing press was invented in the 15th century, the English language started its standardization. Around this time, English grammar changed, being “liberated, and free to be used in more creative ways” (Games: 2006: 28). And here, the best example is the word: *work*. We can *work hard*, *do hard work*, or indulge in *work-related behaviour* – and there is no special ending to show that *work* is a verb, then a noun, then an adjective. In English, we can “verb” nouns; and here are some examples, given with the period when this grammatical phenomenon took place: *to arm* (1205), *to shoulder* (1300), *to thumb* (1593).

English continued to change. With the renaissance in Europe, a lot of words entered the vocabulary from classical languages, such as Latin and Greek. These

words were often used for new concepts in the fields of administration, science and technology. This variety of influences continued throughout the Industrial Age in the 17th and 18th centuries, while the effects of colonialism continue to be felt in the English language today. In the early 1600s, the first English-speaking colony was formed in North America. The colonialists were far away from the English language – it was a long journey between the continents – and therefore, the English spoken in the UK and that spoken in the US began to develop separately (see Table 2 for examples) Americans gave English many of the words used internationally: *hangover*, *teenager* and *joyride* are some of them.

British colonialism got to Africa, Asia and Australia in the 18th century, and during this time, English language became a new and quite different language, because it changed according to where it was used. The English spoken by the colonialists who settled in new places changed as a reaction to new experiences as well as influences from the new linguistic environment. Actually, many varieties of English became quite different from standard Commonwealth English (Singlish in Singapore, and Hinglish in India, for instance).

The table below shows just a few examples of the many languages that English has taken words from.

Table 1: Words that entered the English vocabulary

Language	Words taken in the English vocabulary
African	Apartheid, banjo commando, Jazz, voodoo
Arabic	Algorithm, admiral, algebra, cipher, coffee, giraffe, sofa, sugar, zero
Czech	Pistol
Dutch	Brandy, cruise, cookie, duck, landscape, sketch
Egyptian	Ebony, ivory
French – a very big number of words, among which:	Adventure, aperitif, army, Champagne, chapter, hors d'oeuvres, a la carte, faux pas, and many others
German	Hamburger, Kindergarten, Nazi, strudel, lager, and many others
Greek	Academy, anatomy, chorus, cosmopolitan, economy, encyclopaedia, geometry, grammar, theory, and many others
Hindi	Bangle, cot, curry, punch, sari
Hungarian	Biro, paprika
Japanese	Geisha, Judo, kamikaze, karaoke, karate, kimono, sushi, tsunami
Italian	Alto, arsenal, balcony, broccoli, casino, fresco, motto, umbrella, violin, zucchini

Language	Words taken in the English vocabulary
Russian	Bistro, tsar, vodka
Spanish	Canyon, embargo, guitar, marihuana, mustang, ranch, tornado
Scandinavian	Anger, cake, get, husband, kick, law, sky, take, ugly
Turkish	Bridge (game), tulip, yogurt

The world needs a standard form of English. In our global world it is quite unlikely that the type of English we use will be understandable to all our readers. Business English is a part of what linguists call International English or Global Standard English. They say that this is the English that works best when communicating with people belonging to different cultures.

3. English standards: differences between U.S. and Commonwealth English

As we have seen, there are many types of English used around the world – however, there are two varieties that are most commonly used in global communication: U.S. English and Commonwealth English. We have already seen that U.S. English developed slightly differently from the English used in the UK. Although an English person can easily communicate with a speaker of U.S. English, there are some differences in accent, in grammar, pronunciation and spelling. Here are some examples of vocabulary differences:

Table 2

U.S. English	Commonwealth English
Gas	Petrol
Postman	Mailman
Closet	Wardrobe
Apartment	Flat
Elevator	Lift

These differences in vocabulary can sometimes bring embarrassment to a conversation. For example, while Americans mean to say *trousers* when they use the word *pants*, for UK-English speakers, *pants* means underwear, and as a slang word it describes something that is unpleasant or of poor quality. Well, unfortunately, there is no consensus over which of these conventions we should use for global communication. Although the differences between these varieties of English are subtle, they do exist – and those entitled to do so should make a conscious decision on which conventions to use.

U.S. English is used first of all in the U.S., from government to business, from the media to education, but it is also used to a varying degree in:

- Japan, South Korea, Taiwan and the Philippines;

- Russia;
- much of Eastern Europe;
- some countries from Africa;
- South America.

Besides the UK, Commonwealth English is used in many countries, namely their ex-colonies. Places that use Commonwealth English include:

- much of Africa;
- India, Pakistan, Malta;
- Australia and New Zealand;
- Some countries of South East Asia;
- Hong Kong;
- Canada (although sometimes U.S. English is also used).

Commonwealth English is also used by many organisations like the European Union, the United Nations and the World Trade Organisation. Traditionally, South Africa has used Commonwealth English, reflecting the country's history of colonization. However, it is increasingly turning to the conventions of U.S. English. In many cases, it is becoming very difficult to know what is considered correct English. In the work of a business person, for instance, one has to learn to follow the conventions of one's company or organization. There are more second language speakers of English than first language speakers, as there are many different varieties of English spoken around the world. Therefore, although it is important to admit that there is no correct variety of English, we do need to use a standard form when communicating in English, especially in an international setting. Since there are still differences between U.S. and Commonwealth conventions, when in global communication, people need to make a conscious decision about what variety of English best suits the needs of their audience and their subject matter.

4. Pedagogical debates

In terms of teaching, the codification and related problems make it difficult to adopt these non-native varieties as pedagogical models. Nevertheless, codified inner circle varieties are good pedagogical models to follow throughout the world, since the materials are available in these Standard English varieties. In the outer circle there are few reference materials to inform pedagogical instruction.

Another problem, apart from the codification system, is the one of the proficiency tests used for the inner circle varieties, which are well established, unlike the ones for the outer circle varieties (*The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, given in the Annex of the present article, is an example of the currently used standards in linguistic proficiency, in Europe). This naturally means that the testing of non-native speakers is according

to the norms of inner circle users that inevitably send to Western culture values. Therefore, learning English comes together with learning Western cultural values and communicative norms (some suggested norms/intercultural competences for those who communicate internationally are given in the *Framework of Reference for Intercultural Competence* from the Annex of this paper). In Kachru's theory (2006: 21), the Western cultural spread along with language is called *prescriptivism*. He also believes that with the spread of English the learners also acquire the norms of behaviour appropriate to the users of the inner circle. This hypothesis starts from the premise that language teaching is accompanied by the spread of cultural and social norms, that which in pedagogical literature is called *integrative motivation*⁴ for language learning. Moreover, inner circle models are often associated with power and prestige, making them more preferable as teaching models. "Quite often, people know of features of non-native varieties and can even see the utility of such features in socio-cultural situations, yet they are reluctant to accept the logical conclusion that such recognition implies the replacement of the native norms they have come to adore" (Bamgbose, 1998: 5). More than that, non-native speakers of English find the native speaker accent fascinating and this explains the less positive attitude to their own varieties in comparison with their admiration for the inner circle varieties.

It is obvious that the global status of English has brought a lot of challenges for its development and also its teaching, since the number of non-native speakers exceeds the number of native speakers, changing the centre of authority in the development of English. More and more authors, in the last decade, among which David Crystal, sustain that "a new form of English, World Standard Spoken English, will arise in international communication in that most people are 'multi dialectical' to a greater or lesser extent" (Crystal, 1997: 137).

Therefore, the global spread of English in the expanding circle (Figure 1) has important implications in pedagogy, because most communication in English now occurs among non-native speakers in non-native contexts and these non-native speakers need not adopt the communicative norms of the inner circle users when they use English as an international language. "Native English speakers should study English as an international language if they plan to interact in English with non-native speakers who use a different national variety" (Hassal, 1996: 422). More recent studies (McKay, 2002) plead for a new orientation in the teaching of English as an international language, starting from the premise that as an international language, English should not necessarily send to a certain country or culture, meaning that English is denationalized. Thus, having their own specific

⁴ When students want to learn a language to become part of a speech community (integrate). People who immigrate to new countries are some examples of people who may want to identify with the community around them. An important aspect of this form of language learning is using language for social interaction. This form of motivation is thought to produce success in language learners (ESL Glossary).

goals in learning English, the ones acquiring English as an International Language will not need to achieve native speaker competence. Consequently, the taught cultural values for ELT should not necessarily be native speakers' ones.

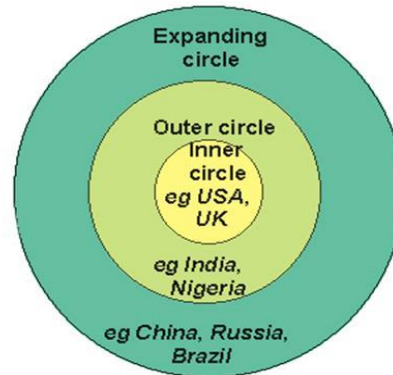


Figure 1. The Three
Source:

English Circles

<http://courses.nus.edu.sg/course/elltankw/history/NE.htm>

Coming back to those different varieties of English considered “innovations”, we can say that by codifying them, along with making pedagogical materials like dictionaries and textbooks more available and establishing proficiency tests to assess the learners’ achievements, these varieties of English will no longer need native speaker models in pedagogy. In international settings mutual intelligibility is the desired goal. Nowadays, a multicultural society integrates cultural and linguistic diversity and avoids one-way accommodation. Therefore, in the communication between inner circle English speakers and other international English speakers, the language should be mutual and the speakers should explore ways to establish effective communication. “The need for intelligibility in international communication has already motivated the learning of English as an international language and there have been several attempts to provide a common standard for mutual intelligibility in international interactions” (Seidlhofer, 2004: 221). The Vienna-Oxford International Corpus of English (VOICE), for instance, aimed at determining the characteristics of English as an international language, by analysing a collection of speech samples. The suggestion of a “rudimentary international pronunciation” (Jenkins, 1998) for instance, was a first step in this direction, giving a simplified model of pronunciation. On the other hand, Quirk’s suggestion of “Nuclear English” also meant a simplification in morphology and syntax, and a good example is seen in the discourse of mass media, advertising texts, slogans and catch phrases, as well as in the names of shops and products. Although one cannot say that the variety of English called EIL has developed and been recognized as a standard language (Figure 2 below displays English standards

and varieties), English functions nowadays as an international language in such domains as diplomacy and politics, science, technology, trade and tourism and the bilingual speakers in general use English for cross cultural communication.

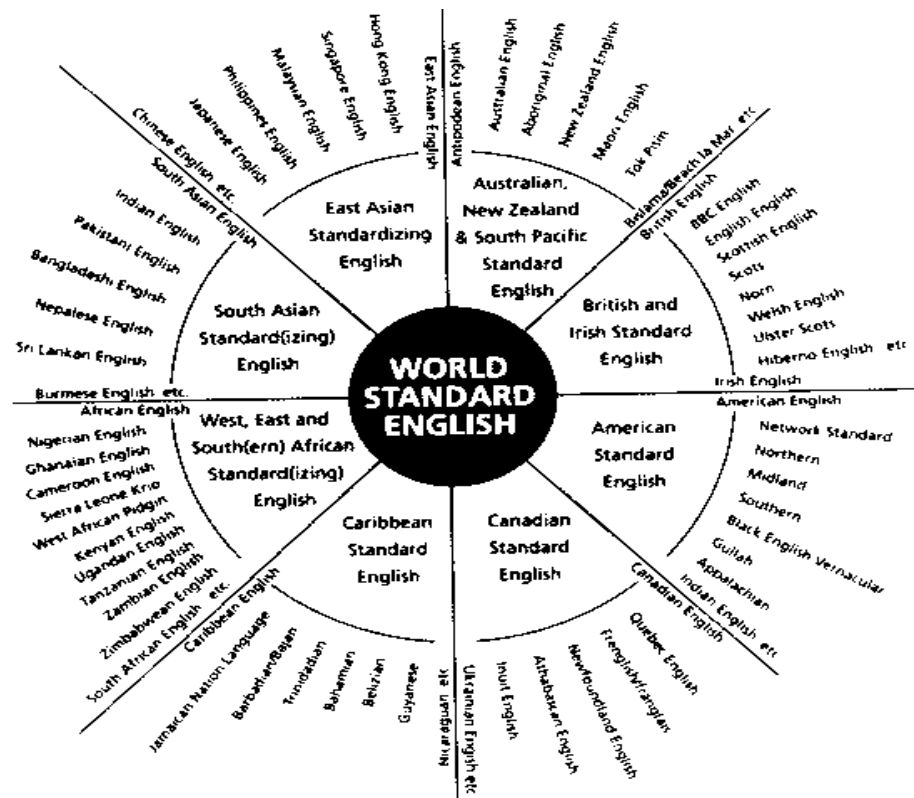


Figure 2. World Standard English and varieties

Source: <http://www.talkingpeople.net>

Some researchers, among whom Widdowson (1997), argue that English as an international language comprises varieties of English for specific purposes⁵. Other voices, such as Griffler (2002: 38) claim that “register” does not supersede the category of language. It is a subdivision of it. Therefore, registers remain “registers of a language,” and they cannot thereby be called ‘autonomous.’” Widdowson’s use of the term “register” is found unrealistic especially because he suggests ESP (English for Specific Purposes) away from the issues of “community and identity” and views it in terms of “communication and information,” without taking into

⁵ ESP = autonomous registers which guarantee specialist communication within global expert communities.

consideration the cultural and linguistic profiles of speakers as reflected in their use of English for international communication. The people's use of English as an international language may indicate variations in their pragmatic and discourse competencies, due to the influence of their mother tongue. Strevens (1992: 39) suggests that it doesn't matter if the language norm is from the native-speaker or the non-native speaker variety, since two basic aspects of English are taught and learned any way: these are its grammar and at least a minimal vocabulary. There may be differences in the way of local expressions and pronunciation, but the grammar and vocabulary of English are taught and learned everywhere. In this sense, Cook (1999) thinks that "because L2 users differ from monolingual native speakers in their knowledge of their L2s and L1s and in some of their cognitive processes, they should be considered as speakers in their own right, not as approximations to monolingual native speakers" (Cook, 1999: 185). Therefore, it is necessary to define competence in relation to English as an international language. And here, we have again a few directions of thought. Nunn believes that "EIL competence cannot be reduced to a single, limited, monolingual or monocultural concept. This is composed of a set of interlocking and interdependent competences that sometimes compensate for each other, sometimes counteract each other and sometimes reinforce each other" (Nunn, 2005: 65). The traditional concept of communicative competence is seen as an unrealistic goal for EIL learners by Alptekin (2002), and as Nunn further explains, "transitional views of competence are inappropriate in so far as they imply replacing one monolingual competence with another, whereas SL⁶, FL⁷, IL⁸ learners are adding to and maintaining their existing competences" (Nunn, 2005: 65). Quirk's Nuclear English, which goes for a simplification in the morphology and syntax, is meant to provide a more accessible standard in linguistic competence, while Nunn attracts attention on the fact that "there is a danger of *international* becoming a byword for reduced linguistic competence" (Nunn, 2005: 62). It is thus difficult to establish English standards for its variations, since international communication occurs mainly among non-native speakers that come from a variety of linguistic and cultural backgrounds, with different competences (see Annex) and thus different perceptions on linguistic use or language transparency.

5. Conclusion

The new developments of English use in cross-cultural settings, along with the re-examination of the current linguistic approaches and of the new varieties of English are meant to create new frameworks of global communication. The global status of English has brought challenges both for its development and for its teaching, since the non-native speakers outnumber the native speakers, shifting the centre of

⁶ SL = Second Language.

⁷ FL = Foreign Language.

⁸ IL = International Language.

authority in the development of English and increasing the role of communication efficiency. As learners are exposed to more varieties of English nowadays, it seems to be more difficult to establish conventions. Therefore, standardization is not likely to be effective too soon, but the most used varieties of English in cross-cultural communication will certainly develop conventions grounded in actual language use.

References and Bibliography

- Alptekin, C.** 2002. "Towards Intercultural Communicative Competence" in *ELT Journal*, 56 (1): 57-64.
- Andrei, L.** 2005. *English Language Today-Perception, Varieties and Acquisition*, Iași: Universitas XXI.
- Balkin, J.M.** 1998. *Cultural Software: A Theory of Ideology*, New Haven: Yale University Press.
- Bamgbose, A.** 1998. "Torn between the norms: innovation in world Englishes", in *World Englishes*, 17: 1-14.
- Cook, K., S.** 1999. *Social Exchange Theory*, Newbury Park, CA: Sage.
- Crystal, D.** 1997. *English as a Global Language*, Cambridge: Cambridge University Press.
- Games, A.** 2006. *English Words and their Curious Origins*, London: BBC Books.
- Griffler, B.** 2002. *World English: a Study of its development*, Clevedon, England: Multilingual Matters Press.
- Hassal, P. J.** 1996. "Where Do We Go from Here?", in *TEIL: A Methodology*, *World Englishes*, 15 (3): 419-425.
- Holmes, S.** 2013. "Crime and corruption after Communism: Introduction", in *East European Constitutional Review* 6, No. 4. Accessed on July 20, 2013. <<http://www.law.nyu.edu/eecr/vol6num4 /feature/intro.html>>.
- Jenkins, J.** 1998. "Which pronunciation norms and models for English as an International Language?" in: *ELT Journal*, 52/2: 119-126. Oxford: OUP.
- Kachru, B.** 1985. "Standards, codification and sociolinguistic realism: the English language in the outer circle", in Quirk, R. and H. Widdowson, *English in the World: Teaching and Learning the languages and literatures*, Cambridge: CUP: 11-30.
- Kachru, B.** 1992. "World Englishes: approaches, issues and resources", in *Language Teaching: The International Abstracting Journal for Language Teachers and Applied Linguistics*, Cambridge: CUP, January, 1992: 1-14.
- Kachru, B.** 2006. *World Englishes: critical concepts in linguistics*, Volume 4, New York: Routledge.
- McKay, S., L.** 2002. *Teaching English as an International Language*, Oxford: OUP.
- Nunn, R.** 2005. "From Defining EIL Competence to Developing EIL Learning", in *Asian Journal Press*: 50- 65.

- Quirk, R.** 1990. "Varieties and Standard Language", in *English Today* 6/1, Cambridge: CUP.
- Seidlhofer, B.** 2004. "Research Perspectives on Teaching English as a Lingua Franca", in *Annual Review of Applied Linguistics*: 209-239.
- Strevens, P.** 1992. "English as an International Language: directions in the 1990s", in Kachru, B. B. (ed.), *The Other Tongue: English across Cultures* (2nd edition), Urbana: University of Illinois Press: 27-47.
- Widdowson, H. G.** 1997. "The forum: EIL, ESL, EFL; Global issues and local interests", in *World Englishes*, 16 (1): 135-46.

The author

Dr. Luminita Andrei Cocârță is an Associate Professor in Cultural Studies and Applied Linguistics, at the Faculty of Economics and Business Administration, from "AI. I. Cuza" University of Iasi, and a Senior Editor for the Annual Volume *Language, Culture and Change*, published by the same university of Iași, Romania. Having a double background, in Philology and Economy, she published books and studies in these fields: *Modernist and Postmodernist British Short Fiction* (co-author), „AI.I. Cuza” Publishing House, Iași, 1996; *English for Business and Administration* (co-author) Cavallioti Publishing House, British Council, București, 1996; *Smart* (co-author), Institutul European, 1996, *Episodes in Business English*, Sedcom Libris, Iași, 2003, *De la Arthur la Ștefan cel Mare. Destinul miturilor și legendelor despre regi la britanici și români*, Timpul, 2004, *Episodes in Business Communication*, Sedcom Libris, Iași, 2004, *English Language Today-Perception, Varieties and Acquisition*, Universitas, XXI, Iași, 2005, *Business English Grammar-Functions of Business English Communication and Pragmatics of Language Learning*, Timpul, Iași, 2007, *Culture, Language and International Communication*, Timpul, Iași, 2011, *Effective Intercultural Communication*, Timpul, Iasi, 2014, and others, and participated in conferences and symposia in Business communication (Copenhaga, 2001, Milan, 2005, Bonn, 2008), Cultural Studies (Porto 2008, Florida 2009) Translation Studies (Istanbul, 2002, Vigo, 2003), Language awareness and E-learning (Kursk, 2003, Bloomington, 2005, Thessaloniki, 2005, Florida 2010 and Osaka 2014). Luminita Andrei Cocârță has also translated from English into Romanian, both literary volumes, among which *Oliver Twist*, by Charles Dickens, for Adevărul Publishing House, București, 2009, *The Underneath*, by Kathi Applet, for Gamma Publishing House, Iași, 2010, and business ones, among which *Introduction in Modern Economics*, by Philip Hardwick and Badahur Khan (co-author), for Polirom Publishing House, Iași, 2002.

Annexes

Table 1. Common European Framework of Reference for Languages: Learning, Teaching, Assessment

Level group	Level group name	Level	Level name	Description
A	Basic User	A1	Breakthrough or beginner	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
		A2	Waystage or elementary	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B	Independent User	B1	Threshold or intermediate	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
		B2	Vantage or upper intermediate	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Level group	Level group name	Level	Level name	Description
C	Proficient User	C1	Effective Operational Proficiency or advanced	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognise implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
		C2	Mastery or proficiency	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Source: "Common European Framework of Reference for Language: Learning, Teaching, Assessment". Council of Europe (<http://hub.coe.int>)

Table 2. Framework of Reference for Intercultural Competence for Business Purposes.

1 Critical awareness (attitude) Can deal critically and consciously as an individual with the society in which he/she lives			
1.	Notices that he/she lives in a changing society	Dares to question the society in which he/she lives	Is aware of and has a critical approach to the society in which he/she lives
2.	Recognizes prejudices, racist feelings and attitudes within oneself and others and knows the cultural stereotypes	Can make prejudices, racist feelings and attitudes within oneself and others subject of discussion and understands the origin of stereotypes	Can prevent oneself and others from prejudices, racist feelings and attitudes and can see through the cultural stereotypes
2 Openness - right to differ - respect for otherness (attitude) Can deal with ambiguous situations, is open to others and can accept and respect possible differences			
3.	Recognizes other cultures and cultural diversity	Tolerates other cultures and cultural diversity	Functions within other cultures and cultural diversity
4.	Recognizes otherness (culture, class, gender, age, health, sexual inclination, ethnicity, appearance, ...)	Accepts otherness	Functions according to the principles of equality
5.	Recognizes culture shock within oneself and others when in contact with a different culture	Knows how to deal with the problems of culture shock	Effectively overcomes the problems of culture shock

3 Flexibility and empathy (attitude)			
Can be flexible when dealing with realistic situations and demands and can understand intuitively what other people think and feel in realistic situations			
6.	Is aware of past experiences	Learns from past experiences	Adapts to the actual situation
7.	Is willing to learn the partner's language: CEF - A	Is willing to learn the partner's language: CEF - B	Is willing to learn the business partner's language: CEF - C
8.	Notices that business partners can react differently	Understands that business partners can react differently	Accepts the other as a coherent individual and deals tactfully with different reactions
4 Communicative skill (skill)			
Can communicate effectively and correctly with others in realistic situations			
9.	Recognizes the intercultural background and possible problems in written, oral and non-verbal communication	Understands the intercultural background and possible problems in written, oral and non-verbal communication	Can prevent possible intercultural problems in written and oral communication and in non-verbal communication
5 Solution oriented attitude (skill)			
Can think and act in a solution oriented way in realistic situations			
10.	Recognizes misunderstandings and conflicts, possibly related to the cultural background	Understands the origin of misunderstandings and conflicts, possibly related to the cultural background	Can prevent misunderstandings and conflicts
11.	In individual situations, makes an extra effort to learn from misunderstandings and conflicts.	As a rule makes an extra effort to learn from misunderstandings and conflicts.	Will purposely seek out situations in which can be learned from living, working or studying with people from different cultures or with a different background
6 Cultural knowledge (knowledge)			
Can acquire knowledge of a different culture and can use this knowledge in actual situations			
12.	Knows the concepts relating to interculturality	Can see a link between professional situations and the concepts relating to interculturality	Can apply the concepts relating to interculturality in professional situations
13.	Recognizes the problems of neglected target groups: immigrants, asylum seekers, the underprivileged, .. whom he/she has to deal with in his/her working environment (subordinates, colleagues)	Knows how to deal with and understands the problems of neglected target groups	Effectively deals with people from neglected target groups in a spontaneous way
14.	Recognizes the socio cultural conventions of target groups.	Understands the socio cultural conventions of the target groups.	Incorporates the socio cultural conventions of the target groups.

Source: Catteuw P., Coutuer M., (2008), *Higher Education and Intercultural Communication* in G.S.Ioannidis (ed.) eStream Conference on Streaming Technology in Education in Europe, Patras University Press: 43.