

Plurilingual Approach to Improving Lexical Competence of Non-Linguistic Majoring Students

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Abstract. This paper presents innovative approaches to improving lexical competence of non-linguistic students. The authors analyze the concept of terminological vocabulary in professional discourse, paying special attention to peculiarities of teaching vocational-oriented vocabulary to non-linguistic majoring students. Pedagogical technologies based on plurilingual approach in teaching professionally oriented vocabulary are offered in this article. The authors disclose the main features of acquiring professionally oriented vocabulary in distance learning and its effect on the learning process. Furthermore, the best practices for the English-German-French combination are explored in teaching non-linguistic students professionally oriented vocabulary from a plurilingual and communicative perspective. The findings also show that these activities not only motivate learners to be engaged in meaningful language learning experience, but also encourage them to improve their plurilingual communicative competence, therefore enrich their professionally oriented vocabulary. The focus lies on exploring the use of plurilingual approach as an effective means for improving professional linguistic competence. Recommendations for teachers and non-linguistic students on mastering their professionally oriented vocabulary are presented in this paper.

1 Introduction

Modern processes of globalization of the world economy require effective professional interaction in the study of foreign languages, including second foreign ones. It is particularly important for non-linguistic majoring students who will become in future the specialists in different fields of our national economy. Good knowledge of a foreign language in modern society is recognized as an imperative attribute of any specialist namely of those who will work in the sphere of international economic relations.

It is undisputable the fact that any graduate of the university should not only receive special language knowledge in all directions of the chosen specialty, but also be able to use best its vocabulary and grammar constructions, work with all types of material on the chosen major and, additionally, know and use the techniques of referencing and annotating. It also acquires increasing professional value of communication with foreign colleagues.

Thus, knowledge of foreign languages affects career moves and the development of professional qualities, thereby ensuring to a large extent the competitiveness of specialists on the labour market.

In order to reveal their professional talents and opportunities in the process of international interaction, graduates of universities, in accordance with current educational standards, need to be able to continue their studies and conduct professional activities in a foreign language environment.

The graduates of non-linguistic higher educational establishments should be ready to participate in both all-Ukrainian and international innovative projects as well as to use the advanced scientific achievements of foreign scientists, information about which is available on the Internet for those who know and use special terminology in their professional activity. Bearing in mind that the knowledge of special terms of any modern industry is aimed not only at satisfying internal, national needs of developing the national economy, but also at expanding external, international contacts, we understand that the international function of professional terminology is increasingly growing.

Accordingly, it is advisable to teach terminology in accordance with the scientific principles of humanization, which are manifested in the fact that students learn about the cultural characteristics of the country being studied, acquiring the norms of communication and behavior characteristic of another national culture and understanding that the development of any new term depends on solving the language issues in intercultural people interaction.

1.1 The concept of terminological vocabulary in professional discourse

A new terminological vocabulary is included and enshrined in professional discourse as a result of the cognitive activity of a specialist in a particular industry, which consists in conceptualizing and categorizing new and existing different types of knowledge. The complex nature of cognition is due to the multiplicity of objects of the surrounding world, their difference as well as the degree of cognition and choice in consciousness, which

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implies the relationship and integration of various cognitive levels.

The main ones include three: empirical perception (perceptual-substantive activity), conceptual understanding and interpretative-evaluation understanding. At the same time, the analogue capabilities of human thinking make it possible to effectively integrate new knowledge into already existing system, which is reflected at the verbal level, namely, when using terms in professional discourse. Of particular importance is updating the language unit of its syntagmatic properties based on the value of the lexical concretizer.

The development of new syntactic meanings is determined by the concepts system of certain sciences and is an objective phenomenon due to the fact that the cognitive activity of consciousness contributes to the isolating new features of known concepts through theoretical thinking. Such expansion of the component composition in terminology leads to new paradigmatic and syntagmatic meanings of lexemes, known primarily to those skilled in different fields of knowledge. Accordingly, these words can be implemented in different terminology systems.

The problem of communicative actualizing terminological vocabulary in discourse today cannot be considered unambiguously, but it should be noted that the dynamism of modern life associated with the rapid development of science and high technology contributes to the disappearance of clear boundaries between the pre-scientific and scientific (conceptual) world pictures. The formation of new scientific concepts objectively causes the further development of the terminological meaning and its enrichment in connection with the reflection of new reality signs.

Resulting from the relationships of the form and content, the modified terminological meaning has a certain new form of expression. Thus, the principle of correlation with current understanding the scientific picture of the world is one of the fundamental ones in the study of terminology.

Acquiring terminology systems is an important step in forming lexical competence of non-linguistic students. *Lexical competence*, in its turn, means the knowledge of the vocabulary and also the usage of this knowledge in different contexts [5, 14]. Thus, M. S. Thirumalai (2002) underlined that it also means "having the knowledge of how the vocabulary is used in sociolinguistic and sociocultural context" [19]. According to Muhammad Din & Mamuna Ghani (2018) "*Lexis* or vocabulary in its turn refers to an item of meaning. A foreign or the second foreign language learning involves the processes of comprehension, acquisition and recalling of lexical units as it constitutes the base of the learning process" [17].

K. Caro and N. R. Mendinueta emphasized that "lexis is one essential component of language and language development. Limited lexical knowledge can lead the learners to frustration and demotivation. To reach a higher level of development in the four basic communication skills, learners should have a basis of lexis that allows them to do so. Lexis is broader and

engulfs vocabulary, lexemes and lexical items. Lexical competence encompasses lexical knowledge and its use in diverse contexts" [14].

Some scientific principles proposed for the study of professional terminology in universities should contribute to the effective assimilation of terminology for successful professional communication in a foreign language, which reflects modern trends and requirements for higher education.

It is worth noting that at present, the teacher's task is not only to equip students with modern knowledge, but also teach them to obtain this knowledge on their own, be able to absorb it based on what has already been studied. To achieve these goals, different training systems were introduced in universities, for instance, the Moodle station training system.

1.2 Innovative approaches to teaching non-linguistic students professionally oriented vocabulary

The acquired knowledge helps students to master the terminology norms not only of their native language, but also of any foreign language, which provides further successful professional communication. The basic principle of studying professional terms was the principle of communicative actualizing terminological vocabulary in discourse. Today, one of the most promising areas of studying sectoral terminological vocabulary is cognitive-discursive, which is based on "the definition of language as a cognitive process carried out in communicative activities and is provided by special cognitive structures and mechanisms in the human brain " [7].

Scientists [1, 12, 17] analyze numerous approaches on improving professional lexical competence of the learners. Among them:

- 1) text-based strategies with the usage of computer-assisted language learning (students are working with a computer-based package, including annotated texts; the introduction to lexicology; a personal data base of vocabulary, a number of different texts chosen for reading by students themselves including literary works and websites) [12];
- 2) foreign languages learning outside the classroom environment which is programmed for vocabulary learning, when students do extracurricular activity (watching television, working with the Internet, etc.) [12];
- 3) development of students' lexical competence (students are given tasks to improve their own understanding of the foreign language lexicon, and first of all, to be aware of what they are faced with while reading and listening: instead of guessing wildly about the meaning, or disregarding unfamiliar lexical units, they now get the tools to analyse difficulties they have faced and to learn from the experience for future educational activities) [12];

- 4) active usage of a given list of devices and a dictionary may be of great assistance in order to facilitate students' effort to find the correct lexical item [1];
- 5) using phraseological units, embedded clauses, if-clauses may be helpful [1];
- 6) task-based strategies and activities should be implemented in the process of foreign language learning [17].

1.3 Peculiarities of teaching vocational-oriented vocabulary to non-linguistic students

Considering the current state of studying vocational-oriented vocabulary at non-linguistic universities, some points should be noted. Students who already have a sufficient base for proficiency in English after two first years should learn to use it in professional environment, because the program requires further professionalization of training. Unfortunately, second year students do not yet have clear understanding of their future profession and what their range of duties or responsibilities will be. This complicates the process of mastering business foreign language.

However, among the competencies, the formation of which is provided for by the process of learning a foreign language, lexical competence occupies a leading place. Since lack of grammar skills does not significantly affect the understanding of foreign language information, but misunderstanding of vocabulary can greatly worsen the process of perceiving new material by students of non-linguistic specialties. A student from the beginning of his studies at the university should be prepared to acquire professionally-oriented terms, use them in learning and in further professional activity.

Regarding the second foreign language, it should be noted that the acquisition of English professional vocabulary and its practical skills improve the second foreign language learning, since English knowledge acquiring ensures mastering of necessary luggage as lexical knowledge, which in the future will act as a solid basis for second foreign language competence formation.

According to the program the students begin to study the second foreign language when they already understand the peculiarities of their future profession. The fact that students master it in parallel with a second foreign language learning facilitates to a large extent their preparation for the perception of professional terminology.

Besides, there are some other ways of motivating students to second foreign languages learning. Modern computer technologies have greatly influenced all aspects of our lives, and most importantly, provided students with free access to information and communication.

Practice shows that due to the availability of mass media, expansion of boundaries in getting new information, the influence of the Internet, which has long crossed all possible borders, modern students are easily attracted to foreign language communication, they are steadily looking for interpersonal contacts, and if they

exist, without difficulty enter into verbal relations with peers, ready to discuss with them both household problems and work issues.

Modern life prompts that young people would be involved in the future profession from the early beginning of their student life. Programs, courses, internships, and even just communication on professional topics - all this creates stable prerequisites for the successful formation of lexical competence. However, in order to direct the acquisition of foreign language vocabulary into the professional course, it should be useful to develop a strategy for the effective mastering of professional terminology from the early beginning of a foreign language learning.

The main teacher's task is the creation of motivational settings, the preparation of educational and methodological support, the implementation of direct leadership and the management of each student's independent work on educational material. To solve the problem of ensuring the necessary motivational mood of students, the teacher must first of all disclose (identify, justify, classify) the goals of studying this discipline and show the need, utility, significance of mastering this composition of special knowledge and skills.

For instance, the rating system for assessing students' knowledge including regular monitoring of each student's knowledge and skills, with the assignment given in accordance with the the aim of training has proved its efficiency. It should be the main part of the complex of continuous multilevel education and is designed to organize the process of learning based on educational technologies, which strongly activates the independent students' work.

Due to this fact, individualization of training with the development of self-reliance skills should be the main educational principle of distance technology. Noteworthy that distance learning foresees autonomy in a broad sense, including self-government, self-control, self-esteem, self-organization, self-motivation, self-confidence, self-realization, etc.

In the context of distance learning, students have access to various sources of information, and it is important to help each of them compile an educational set that best suits their individual characteristics. Therefore, early differentiation of training related to traditional educational structures and access to individual training using methods of remote access to educational programs are important.

Training tools used in distance learning technology include the following tools:

- a printer textbook designed for independent training and containing, in addition to methodological materials, a glossary, a scientific examination of the educational material, as well as a number of exercises for their acquiring;

- a video lecture providing educational material in dynamics and using auditory and visual channels of information perception, as well as an audio lecture that enhances the assimilation of the material with the help of emotional influence on the listener (overview training);

- wall-mounted educational materials of the corridor and office type, which are changed as students move

through the studied discipline (immersion in the educational environment);

- active seminars in the form of discussions, round tables, role-playing games, business games and other game forms, imitating various game and professional situations and involving the active presentation and use of knowledge and skills by each student;
- problematic lectures aimed at the development of cognitive activity of students;
- tools for monitoring work, written and oral;
- standard tests for each specialty in the form of questions covering all educational material for multiple-choice comprehension;
- computer-based curricula and tests in a subject or part thereof, which determine the level of knowledge in each didactic unit and give the student and teachers a holistic picture of knowledge acquired in a particular field.

With the help of educational computer programs, various skills are trained and thereby individual assimilation of algorithms of various actions takes place, to name just a few:

- Case technology, which is a close analogue of distance learning technology (when a student receives a special set of teaching materials (case) for self-studies and periodically consults with teachers in regional training centers created for this purpose;
- TV-technology, the use of which foresees television lectures and consultations with teachers on line;
- Network technology based on the application of educational materials sent to students for consultation by means of Internet technologies.

Thus, a vocational-oriented approach creates a sustainable motivation for learning a foreign language as a means of improving professional knowledge. When teaching a certain specialty, a business foreign language, in other words professional language, should be combined with future specialists' professional activities. Professional language needs to make it necessary to acquire a certain amount of terminology in the process of studying at universities, which is most reimbursable for specific situations of professional communication. Therefore, solving the problem of developing professional lexical skills requires a systematic and integrated approach to the choice of educational methods, technologies and means.

1.4 Integrated Plurilingual Approach to Improving Lexical Competence of Non-Linguistic Students

M. González-Davies (2017) defines “an *Integrated Plurilingual Approach* as a plurilingual learning strategy to improve foreign language learning and plurilingual communicative competence” [18]. This approach is aimed to foster advanced language learning on the basis of plurilingual competence in order to promote communicative competence among students [2, 5].

According to C. Ernest [2], plurilingual students are able to use more frequently “metalinguistic awareness and strategies such as risk taking, learning from

mistakes, translating, adapting words or understanding general meaning” in comparison with monolingual ones. “*The plurilingual speaker* is communicatively competent in several languages, at whatever level of proficiency shaped by her different languages and her experiences of languages, because these languages naturally intertwine within the plurilingual mind” [2].

According to C. Ernest [2], “a plurilingual approach towards languages based on IPA should imply the development of communicative competences and the need to abandon a monolingual approach to languages and favour the language repertoire of students, intercultural competence, a positive attitude towards language(s) and language learning” [2].

She also supports the idea of the text as the basic learning instrument and thinks concept-based learning to be very useful for learning foreign languages.

With regard to all mentioned above, we consider plurilingual approach as an effective tool in improving professional lexical competence of future economists that should be used in the process of learning foreign languages according to the needs of modern globalized world.

2 Our Contribution

The given research shows how important the study of professional terminology by non-linguistic students is especially in the conditions of modern globalized world. As already noted, formation of lexical competence is considered to be one of the essential parts of teaching non-linguistic majoring students the first and the second foreign languages in higher educational establishments. Our contribution is the analysis of current state of foreign languages learning and the research of modern approaches to acquiring professional terminology.

As different approaches to professional terminology training are shown in the article, namely a computer-assisted, text-based approach providing students with a computer-based package, plurilingual approach is defined as a reliable tool in teaching students to work with professional terms. Its objectives are defined as the next: to advance language learning and plurilingual communicative competence.

Taking all this into account we are trying to define the best methods of improving and fostering the formation lexical competence of non-linguistic majoring students with the aim of their best preparation for further professional activity.

Therefore, the objectives of the given research are to find the best ways of providing the most effective training of non-linguistic students for the use of professional foreign language, to give comparative analysis of professional terminology peculiarities of three European languages for better assimilation and use of the terms in professional communication, consider pedagogical technologies to be used by university teachers and work out the exercises for mastering better understanding of professional technology, providing its right use in professionally oriented texts with regard to the similarity of language system of different European

languages. This is the first attempt to define the best approaches to professional terminology learning based on plurilingual approach to acquiring professionally oriented vocabulary.

2.1 Pedagogical Technologies based on Plurilingual Approach in Teaching Professionally Oriented Vocabulary

It should also be emphasized that pedagogical education today requires pedagogical technologies that ensure the effective training of specialists who are competitive in the market.

We suggest such activities aimed at improving and fostering the development of economic lexical competence of non-linguistic students as:

- 1) working with the synonyms

Table 1. Working with German synonyms

der Verbraucher wirtschaftlich teuer der Topmanager tun der Kaufmann	machen wertvoll der Nachfrager ökonomisch der Geschäftsmann der Generaldirektor
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Table 2. Working with English synonyms

shareholder inexpensive entrepreneur corporation managers co-proprietor credit cards	executives charge cards co-owner company stockholder cheap employer
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- 2) finding the proper ending

Table 3. Finding the proper ending in German

1. Der Unternehmer und der Verbraucher müssen die Grundfragen der Wirtschaft 2. Der Mensch auch beeinflusst 3. Das Wessen der Wirtschaft bildet 4. Der Umgang mit Geld ist für jeden heute 5. Man kann mit Geld 6. Überall ist Geld	a. die Wirtschaft b. lösen c. eine Selbstverständlichkeit d. Schulden bezahlen, Verbindlichkeiten begleichen e. eine bequeme Einrichtung, um miteinander in Austausch zu treten f. das Rationalprinzip
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Table 4. Finding the proper ending in English

1. Advertising is 2. Financial advisers and counselors are 3. Business people pool 4. Production Department 5. It's a good idea 6. Advertising cannot turn	a. to live within one's income. b. a poor product or service into a good one. c. in business to help people manage their money wisely. d. their money, efforts and talents to organize a partnership. e. any paid form of nonpersonal presentation and promotion of products, services, or ideas f. is responsible for manufacturing the goods that the company sell
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- 3) working with word derivatives

1. (Finance) reward isn't the only reason for people to go to work.
2. You can select 1,2,3, or 6 months interest (pay) intervals.
3. An (employ) shall not refuse to conduct labour negotiations.
4. PR manager's (responsible) are to create and maintain the best possible image of the company.
5. Let's sign this (agree).
6. He was a (fail) as a businessman.
7. The country exports a large number of different (produce).
8. If you want to get this position you must be very (skill).
9. Soon he was (promotion).
10. From the very beginning Sue was a (success) businesswoman.

- 4) explaining the meaning of the words and word expressions (ask your partner to help you understand the meaning of one of the words unknown to you):
franchising, franchiser, franchisee, employee, sole proprietorship, corporate tax, stock exchange, shares, interests.

- 5) making up a story, using the following tips:
to start a business, investment capital, a business plan, pool managerial talents together, to get a loan from a bank, advertising campaign, competition, special offers, to gain a profit, to pay the interest.

Here are the examples of exercises for mastering the knowledge of professional terminology according to the language learned on the basis of plurilingual approach.

Table 5. Exercises for improving plurilingual professional terminology

English professional terminology	German professional terminology	French professional terminology
1. Explaining the meaning of the words and word expressions (ask your partner to help you understand the meaning of one of the words unknown to you). 2. Making up a story with the given bank of words and word combinations.	1. Drafting stories (initiate your own story creation in groups and then translate into English in order to facilitate understanding of the languages). 2. Working with synonyms.	1. Guessing the meaning of the word without using the dictionary. 2. Defining the meaning of the given word from the context. Checking the guess. 3. By means of the analysis of the grammar characteristics defining what part of speech

<p>3. Strategies for translating professionally oriented texts (translate with the use of online translation tools and answer thought-provoking questions: is it possible to literally translate word by word? Is it the same to translate from German into English than from English into Ukrainian; suggest degrees of fidelity in translation by referring to communicative versus literal translation).</p> <p>4. Create a real-life communicative situation from professional field for other students to solve an issue and then explain the thinking process aloud (in any language(s) that they choose - German or French).</p> <p>5. Read the following text in three languages (English, German and French) and compare them (look for similarities and differences and find "false friends").</p>	<p>3. Finding the proper ending.</p> <p>4. Working with word derivatives.</p> <p>5. Explaining the meaning of the words and word expressions (ask your partner to help you understand the meaning of one of the words unknown to you).</p> <p>6. The plurilingual guessing game (choose a term in German from the whiteboard and say it in native language and ask your partner to say that word in English paying attention to its professional use).</p> <p>7. Reading a professionally oriented text in German and giving a summary in English.</p> <p>8. Replacing a term in a professionally oriented text (give an English equivalent for a term in German).</p>	<p>the given word is. Giving grammatical features.</p> <p>4. Comparing the use of the given word in English and French, paying attention to its professional use.</p> <p>5. Giving the examples of the use of the given lexical unit. Making "word chains" with the given term.</p> <p>6. Making sentences using the term in the context of its professional use.</p> <p>7. Analyzing the origin of the given term.</p> <p>8. Looking for the examples of the use of given terms in professionally oriented texts.</p> <p>9. Concentrating efforts not on theoretical explication but on the practical use of the given term in professionally oriented texts.</p>
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2.2 Acquiring professionally oriented vocabulary in distance learning

Distance learning requires more careful approaches to the development of new lexical units. On the one hand, it complicates the process of acquiring skills in working with foreign language vocabulary, on the other hand, the fact that the educational process is forced to move from classrooms to virtual space contributes to the development of new methods of training using the Internet, social networks, virtual space and encourages teachers to seek for new effective methods of working on professionally-oriented vocabulary.

Given this, here are the examples of exercises aimed at learning professional terminology:

1) One of the distance education disadvantages is the lack of interactive communication, which is limited in the virtual classroom. Thus, the creation of such conditions is possible with the proper organization of the educational process. If desired, teachers can diversify the process of acquiring new lexical units while doing the given exercises: guess the meaning of the word that will appear on the screen, try to explain the meaning of the word, make sentences with given words, provide its synonyms, choose the examples explaining the use of the lexem, evaluate the best use of the word in the context, try to guess the word by its characteristics, explain the difference in the use of other meanings. It is quite effective to compile a lexical dictionary of a specialty if the purpose of the lesson is to refresh in memory and recall professional terms studied at the beginning of the previous semester. Students themselves make up the alphabet of professionally oriented vocabulary. Another effective way to learn a word is to use the phrase matching exercise to handle a given term. For example,

the list of phrases that can be compiled with the word "money" is endless.

2) The experience of using computer capabilities in the course of classes is interesting. Writing training can be achieved by offering to write phrases in a chat in a limited period of time, inviting students to write in turn. Thus, their skills in writing without mistakes, grammar skills and the knowledge of the correct meaning of the word are checked. As it turned out, the exercise in which the teacher invites students to act as a teacher is popular among students. Therefore, students begin to better understand the difficulties faced by the teacher in the process of online learning. It is well known that every foreign language activity offered for students may be supported by different Internet and social networks abilities. Using sites, blogs, chat rooms students can not only publish the results of their written tasks but also discuss publicly the problems connected with their further professional activity.

3) While working on the topic "Advertising" it would be useful to give students the task of considering advertising in accordance with its goals and the main objective of attracting customers. The essay on the topic "My Favorite Ad," which explains how the selected version of the ad meets the requirements of advertising goods, and the discussion of given examples would be very useful for best acquiring the economic terminology. It should be noted that the feedback is rather important in such exercises. It usually provides the better understanding of learning professional terminology. It also should be noted that working with advertising material, it would be advisable to use advertising in printed publications, giving students the task of describing and analyzing samples of printed advertising. Moreover, here you can analyze the language tools that are used by the authors. Thus, advertising and commercials are illustrative examples of language

development by manufacturers for better sale of goods. a means of attracting customers and the engine for selling goods with which the market is now oversaturated.

Conclusions

The research conducted has shown that plurilingualism proved to be an effective means in improving professional linguistic competence.

The aim of providing non-linguistic majoring students with better acquisition of professional terminology can be achieved while subjecting to the given conditions:

1) lexical competence should be an integral part of the language competence of non-linguistic students; thus, its formation must be organized within the process of language knowledge acquisition in higher educational establishments;

2) the knowledge of business terminology even with the lack of grammar skills will help non-linguistic majoring students to understand information and literature on professional topics better as well as provide students with reliable instruments for mastering their specialty in future;

3) while learning the second foreign language it is advisable to analyze professional terms with regard to the plurilingual approach considering the common background of European languages and understanding their roots;

4) in learning process, it would be useful to take into consideration practical usage or character of professionally oriented vocabulary more than grammar prerequisites of their use;

5) assimilation of professional vocabulary of the second foreign language which helps students understand the strong ties not only between languages but also between economic systems in globalized modern world;

6) increasing motivation of students by using innovative techniques (role playing, case study, project-based learning, presentations, brainstorming, group work);

7) special attention must be paid to students' creativity development, particularly in the conditions of distant learning;

8) comparative method may be of great importance and usefulness while studying the first and the second foreign languages and working with professional terms in the fields of economy, finance, management and law with reference to English, an active use of international words in practice;

9) already acquired knowledge and practical skills of the first foreign language should be transferred to the second one;

10) students should be given necessary academic feedback.

Drawing on the above, we therefore believe that the research area chosen is very actual one and has its own prospects.

It will be useful to show students that language serves as

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