

CASE STUDY: DEVELOPING ENGLISH LITERACY COMPETENCES THROUGH THE "LANGUAGE ECONOMICS"

CZU: 811.111:339.9

DOI: <https://doi.org/10.53486/micg2024.03>

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Abstract. *The potential of globalization to produce more integration and interconnectedness across nations and economies—as well as economic growth, efficiency, innovation, language and prosperity—is what gives it economic worth. The study of the economic effects of the language use and language-related events is known as the economics of language. It covers a wide range of topics, such as the economic benefits of language proficiency, linguistic diversity, language policies, and language as an instrument for economic growth. Designing solutions that effectively harness the potential benefits of linguistic variety and promote equitable economic growth requires an understanding of the economic elements of language.*

Keywords: globalization, language economics, discourse.

JEL Classification: I25, F2.

INTRODUCTION

The term "globalization" describes how economies, cultures, human development progress, and governmental systems are interdependent and connected to one another on a global scale. It has made a substantial contribution to buoyancy of the economy, prosperity, and efficiency in the global economy in a number of ways. The term globalization has the following meanings within complex discourses: 'modernization', 'democracy', 'markets', 'free trade', 'flexibility', 'liberalization', 'security', 'terrorism', 'cosmopolitanism'(Fairclough, 2009). The globalization has brought some salient economic benefits to the development of financial affairs and language (Hay & Rosamond 2002; Fairclough, 2009):

- Because globalization has eliminated trade restrictions, nations are now able to focus on producing the services with the help of the usage of the language as a means of communication.
- The globalization has permitted higher flows of foreign investment financing businesses and assets situated in other nations. Through the cross-border movement of capital, technology, and knowledge, this investment promotes not only economic development but linguistic development as well in both the destination nation and the originating countries.
- Countries can now access the international export markets outside of their boundaries through economic law that is performed through the language.
- Globalization and the language use have expedited the dissemination of technology and innovation worldwide. Improvements in English language communication and communication channels have made it easier for concepts, information, and best practices to be spread quickly to boost economics of language.
- Globalization and the language acquisition has helped raise living standards and elevate millions of people out of poverty by opening up new markets, encouraging investment, stimulating technical innovation etc.

In its turn, the study of language economics looks at how language affects economic policy, market dynamics, cultural industries, and economic consequences.

The academic literature on globalization based on different stances of discourse can be classified into: objectivist, rhetoricist, ideologist, and social constructivist. Objectivist discourse treats globalization as a fact, used to make it visible or to hide it (Held et al 1999; Fairclough, 2009).

Rhetoricist discourse used by politicians has the target to persuade the public opinion to accept the convenient facts (Hay & Rosamond 2002; Fairclough, 2009). Ideologist discourse is used to rule in specific countries through certain political conceptions (Steger 2005; Fairclough, 2009). Social constructivist discourse¹ is used in the social interaction between social layers (Cameron & Palan 2004; Fairclough, 2009). The outcomes that people experience in the professional life, like employment prospects, earnings, and career progression, can be greatly impacted by their proficiency in a particular language. Knowing languages that are commonly used in international trade and commerce might give people a competitive edge in the job market in today's globalized economy.

The improving of the language and communication skills is a necessity of investments in language education to support the growth of human capital. According to Fairclough, language discourse that can take written, spoken, or visual language constructs or retains structures of power in society. His critical discourse analysis is based on three dimensions:

1. text analysis,
2. processing analysis (discourse analysis and social analysis) and
3. social analysis (explanation) (Fairclough, 2009).

Otherwise saying it comprises textual analysis, interaction (the production, consumption and distribution of the narrative), and text interpretation (Fairclough N & Wodak, 1997).

In international trade and commerce language is vital because the language between commercial partners makes it easier to communicate and make corporate transactions. The immersion in language diversity is crucial as language is the transfer of meaning in the arts, media, music, film, literature etc. Languages are tools for expressing cultural identity and legacy, which adds the potential to foster creativity and cross-cultural exchange. The linguistic divisions coincide with socioeconomic inequities and, to some extent, language differences can serve as obstacles to social mobility and economic integration.

The language obstacles can be surpassed through inclusive language legislation, translation services, and language instruction. The linguistic variety and acquisition of international and minority languages through education in minority languages promote social inclusion, enhance academic performance, and aid in economic development.

The economics of language is facilitated by machine translation (promoted by technological development) and language learning applications across linguistic barriers and have increased access to language resources and educational possibilities.

METHODOLOGY

The case study *Developing English Literacy Competences through the Language economics* In- Service Teacher Training Program at SPU “Ion Creanga” aims to explore the effectiveness of learning English through immersive experiences into socioeconomic life. The program *Developing English Literacy Competences through the Language economics* was designed to promote the development of reading, writing, listening skills understood as a means of identifying, understanding, interpreting, creating and communicating in an increasingly digitized, text-mediated, information-rich and fast changing world through a paradigm shift with an emphasis on the communicative model of " *Language economics* ". In order to increase the level of the development of literacy skills in English, various literacy strategies specific to scientific texts are applied through

a differentiated curriculum such as: concept definition map, critical response, creative response, personal response.

This program was designed for 40 teachers/trainers of Language and Communication, Arts, Mathematics and Science and Technology curricular areas, aiming in particular for the interactive teaching strategies approach in the formation of literacy skills in English. Weekly, for two academic semesters immersive English sessions were conducted in small groups, capitalizing on the students' general knowledge, their own set of values based on their reflections on the texts read in English, as well as to raise awareness of the development of their learning potential by stimulating specialized vocabulary, creativity and technological innovation in approaching economic problems through widening the access to media resources, specialized literature in English. Undoubtedly, the program contributed not only to the development of performance in the field of oral and written communication in English, but also to the increase of self-esteem and self-confidence.

The purpose of the program is aimed at the formation and development of literacy competencies in English and "Language economics", which involves the development of long-term reading comprehension competency and the active decoding of the English text, based on an authentic dialogue, a transaction of the reader with the text, to arrive at the construction of meanings. The program focuses on getting familiar with the techniques and interactive methods of capitalizing on: the competency for decoding the oral text; the competency for the production of the oral text; the listening comprehension competency; the competency of social interaction; and the reading comprehension competency.

The novelty element of this program consists in the development of literacy competences, namely: the competency for reception of the oral text, the competency for the production of the oral text, the listening competency, the competency of social interaction and the reading comprehension competency by carrying out differentiated learning activities (essential in this context) in offline and online format with the help of digital educational resources, according to the requirements of the normative framework for organizing the educational process in the Republic of Moldova.

The originality of this program consists in the capitalization of the "Language economics" model of personal development through the development of literacy competences in English in both cognitive and metacognitive domains. There has been conducted the analysis at the individual level and it concentrated on the elements: bilingualism, language schooling, language preferences, and the financial benefits of language proficiency.

The needs analysis of teachers/trainers identified the need to develop English literacy skills for professional purposes.

The paradigm of personal development "Language economics" assumes two important stances in the process of capitalizing on literacy in English:

- on the one hand, the trainee will try to get to know his colleagues as much as possible (find out what interests, preferences, difficulties they encounter in their careers) by capitalizing on personal experiences and by stimulating reflection, critical thinking,
- from the other hand, the learner will establish relationships with others within English language learning activities that involve interaction and cooperation: discussions on texts, sharing opinions; carrying out role-playing games to practice oral communication strategies; selecting the lexical or grammatical elements appropriate to the relationship with the interlocutors; cooperative writing – all focused on language-related enterprise choices and initiatives.

The Methods used were the following:

1. Personal Response- through Mind Maps and Concept Maps - can be oral versus written, in small groups, in an offline or online presentation,
2. Critical response – the learner expresses and explains/argues his point of view, demonstrating the knowledge of language, textual structures, use of style, theoretical concepts (online and offline),

3. The creative response – the learner expresses his understanding of the text through various artistic products: writing another text, role-playing or dramatizing, creating diagrams or a poster;
4. Brainstorming; short presentations, critical incidents, role plays and simulations, project activities, tests,
5. Portfolio;
6. Multimedia learning - the combined use of different types of media: text, audio and video;
7. E-learning - learning online, at one's own pace, through multisensory learning experiences (sound, graphics, interactivity) for a better understanding and assimilation of knowledge;
8. Blended learning - mixed learning, a combination of e-learning and classic training in the classroom.

FINDINGS

Students proved a variety of language abilities, competencies, and knowledge that helped them communicate successfully in English. The following are results that students obtained: They showed an increase in speaking, listening, reading, and writing, the four major language abilities. They were able to speak English fluently and accurately in a variety of settings and on variety of topics. They were able to comprehend and employ a greater variety of words and expressions in written and spoken English, in addition to having increased their vocabulary. They were able to apply and comprehend English grammatical principles more readily and comprehend a range of spoken English accents, tempos, and registers in addition to having improved their listening comprehension abilities to read and understand a range of English-language writings, such as stories, articles, and academic works.

CONCLUSIONS

Language economics looks at: people's language-related economic choices and actions on an individual basis, language choice at home, language learning and proficiency, language abilities in the workplace, and language-related purchasing decisions.

The literacy competences developed were, namely: the competency for reception of the oral text, the competency for the production of the oral text, the listening competency, the competency of social interaction and the reading comprehension competency.

At an organization or market level, the language economics should examine the financial effects of language-related enterprise choices and initiatives. This covers language requirements for recruiting and staff training, language options for strategizing, language localization in product development, and language considerations for foreign exchange and globalization plans.

The case study demonstrates that through immersive learning experiences were significantly improved knowledge, students' confidence, students' English proficiency levels, communicative skills, as evidenced by students' improved accuracy and fluency in both spoken and written language (as seen by their pre- and post-assessment results). An increase in self-assurance when utilizing English in professional and academic settings is seen in better performance on assignments and presentations.

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