

## CHOMBSKY'S BIOLINGUISTICS IN THE SIGNIFICANT LEARNING OF THE ENGLISH LANGUAGE FOR BUSINESS COMMUNICATION COMPETENCE

BY

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### Abstract

The goal of this document is to establish the influence of the context on the student's bio linguistics using Chomsky's foundation to propose changes in bilingual didactics. He makes an exploratory analysis of advances in semantic understanding and its relationship with phonetics. The general objective is to assess the sociocultural aspects that modify the didactics of the English language for students of economic careers. And as specific objectives to establish the level of semantic concretion that makes it possible to achieve reading and listening comprehension according to the competencies established by the Common European Framework of second languages, and also to base the causes and effects of age, the socioeconomic context, the Affective and cognitive factors, as well as the linguistic context in learning the English language in university contexts, from Chomsky's point of view. This model of the reference of the Common European Framework of second languages is analyzed, expressing the recommendations that must be obtained as didactic goals. A population of 70 students from the Faculty of Economic Sciences is evaluated with an exploratory analysis in phases. The conclusion is that when the local contexts are exemplified, the levels of linguistic competencies in which English is measured as a second language can be met.

**Keywords:** bio linguistics- context- cognitive- didactics- economics

## INTRODUCTION

Business English is increasingly necessary within the narrative of facts within the interrelationships of clients with companies and vice versa. Knowledge of this language - the most valued among the languages in Ecuador - allows one to break through the communication competence of English as a second language. Through this research, we want to measure the main difficulties that teachers have to develop the necessary levels of English, the impact and limitations of technology, and the tools necessary to overcome doubts that arise when writing in English.

The general objective is to assess the socio-cultural aspects that modify the didactics of the English language for students of economic careers. And as specific objectives

It is necessary to establish the level of semantic concretion that makes it possible to achieve reading and listening comprehension according to the competences established by the Common European Framework of second languages, and also to substantiate the causes and effects of age, the socioeconomic context, the

factors affective and cognitive, as well as the linguistic context in learning the English language in university contexts, from Chomsky's point of view.

### The problem

The differences in the previous knowledge of the Economics students of the University of Guayaquil, associated with studying the English language are different, so the teacher must frame his pedagogy towards reaching the contents and their assimilation from the cognitive and operational. The problem is also developed from what is the commercial, labor, and social culture of the students so that phonetic learning, listening in English, and the use of the foreign language within the sales of their work as university students. The lack of knowledge that the student has a biological capacity makes the English language and biolinguistics a tool of enormous value for the study of natural language from a biological and evolutionary perspective. It is a highly interdisciplinary field

since it encompasses both linguistics, biology, neuroscience, psycholinguistics, mathematics, genetics, and among others.

#### **Problem formulation**

What relationship exists between the socio-business didactics of the English language and the development of communication skills in a foreign language of the students of the University of Guayaquil of the Faculty of Economic Sciences?

#### **Dependent variable:**

Communication skills in a foreign language of the students of the University of Guayaquil of the Faculty of Economic Sciences

#### **Independent variable:**

The socio-business didactics of the English language.

### **Objectives**

#### **General objective**

Evaluate the socio-cultural aspects that modify the didactics of the English language for students of economic careers.

#### **Specific goal**

Establish the level of semantic specification that makes it possible to achieve reading and listening comprehension according to the format established by

To base the causes and effects of age, the socioeconomic context, affective and cognitive factors, as well as the linguistic context in the learning of the English language in university contexts.

#### **Justification**

To the extent that the pragmatic linguistic process makes speech possible, the communication processes reach the goal between the sender of the message and the receiver.

Competences related to Linguistics are analyzed, those that describe aspects of daily life within their environment and talk about them, their neighborhood, and the consumption of seafood, for example, in order to characterize the application of a foreign language in which must have an application from the economic environment. Also, what is related to linguistic competence related to biology, such as the conception of the materiality of objects and people, when looking at reality as something new.

It is also important to measure the competence related to neuroscience, in which foreign language indicators are discovered as a problem can be explained. Also, the competence related to psycholinguistics, how to communicate spontaneously with work colleagues or immediate superiors, for example, questions about the job, raise complaints about working conditions, vacations.

Also, the competence in mathematics, to give instructions to carry out simple tasks of their daily life (for example, to the merchants), and to complete dates and quantities.

### **Developing**

#### **Background**

(Criollo Vargas , y otros, 2020)They carried out a study on the bilingual competences of English teachers in the city of Loja in Ecuador, relating them to the didactic skills that teachers must have. In this research, they develop an explanatory, analytical, and

descriptive approach, with 3 important processes in the methodology, to establish the professional performance of teachers.

From didactics, teachers rarely apply from the local context forms to measure the competence related to Linguistics, to know the strategies that have allowed describing aspects of daily life within the economic environment of the student and to talk about them, for example, transactions in your neighborhood. Few times, through learning a foreign language such as English, has the context of biolinguistic competences related to neuroscience been measured in such a way that learning is chosen as a dialectical element in which the hypothalamus is involved as the area of the previous knowledge.

(Martínez González , Piqueras Rodríguez , Delgado , & García Fernández , 2020)

Currently, according to the European PISA report, one of the greatest concerns of the educational community is to improve the performance of language skills, in which neuroscience promotes the development of executive function that includes cognitive habits responsible for monitoring and regulation of the processes of perception and attention during the performance of the tasks of planning, organizing, guiding, reviewing, regularizing and evaluating the behavior that is needed to adapt effectively to the work and business environment, in which the examples serve to get to exchange especially commercial aspects and to achieve goals of different types. ( p.28)

The important thing about neuroscience is that it does not see the student as a receptive being with a universal performance average but rather sees in each student a being endowed with a plastic brain within which new experiences graduate according to their experiences. previous.

In examples like *He replied to the doctor: My lungs hurt; I think it's because of the Covid virus*; or in the case, *I answered the doctor: My lungs hurt, I think it's because of the Covid virus*; or in *I never answered the doctor that my lungs hurt, due to the Covid virus*; the word game It allows the development of bilingual intelligence, which is estimated as the ability of an individual to understand the translation of a phrase without having to change the spatial or local context, but making the message received understandable to himself. (Martínez González, Piqueras Rodríguez, Delgado, & García Fernández, 2020)"Neuroscience has studied the importance of promoting executive function and basic cognitive processes such as attention and memory" ( p.29)

However, I think it would be a shame to completely abandon the somewhat more abstract and philosophical task of trying to make the connections between a concept of human nature that gives rise to freedom, dignity, creativity, and other human characteristics. fundamental. (Alcalá Riff, 2022)(p. 47); in such a way that through a quality education, you can reach the freedom that in the faculties of economic sciences should be the freedom in the exercise of the market in which second languages such as English are essential in international trade.

**Theoretical Foundation**

Chomsky refers to the speech acts that are put into play within the framework of a discussion and that perhaps constitute the fundamental contribution of pragmatics to this perspective. In the performance of speech acts, no special status conditions attached to the participants are taken into account.

Then, throughout the conversation, different instances in which Chomsky participates are presented, in such a way that this critical model in which biological and psycholinguistic aspects are related, what they do is show an applicable model according to this document to the teaching of English language at B1 and B2 levels according to the Common European Framework of Reference.

In bilingual intelligence, the teacher and the student are capable of mentally photographing the translations of I answered the doctor: "My lungs hurt, I think it's because of the Covid virus"; or for "I never answered the doctor that my lungs hurt, because of the Covid virus"; the local context is very important for understanding the verb and being able to translate it internally; He replied to the doctor: "My lungs hurt, I think it's because of the Covid virus", therefore what the system proposed by Chomsky does is relate the correct translation of the statements about Covid with tacit lines; because the categories of time, space and relationship must be located, with the necessary wisdom and immediacy according to the level of study.

Language learning is structurally the responsibility of 5 main competencies: linguistic, pedagogical, cultural, continuing education and professional development, and leadership, ethical commitment, and vocation competencies. Mastering a second language is complex, teachers to teach a foreign language need to master it, developing their communicative competence that includes 3 sub-competences: grammatical - of enormous value in mercantile and commercial life - sociolinguistics, of value in the world of contracts and sales, and strategic competence, such as the one that adapts to the work and personal environment of the students.(Criollo Vargas , y otros, 2020)

But level 5 of learning English at the University of Guayaquil also deserves the development of the competence related to psycholinguistics and here the vision of speaking what is understood is punctual and in this process of understanding the teaching material of the teacher is It joins the way of capturing the new realities and contrasting them in the environment of the jobs and the description of working conditions, good or bad. In Chomsky's analysis, this neuroscience-mediated capacity turns the student into a critic using the second language. The generative grammar is structured according to the figure of the Philadelphia grammarian, through syntactic combinations, so that the expression is made circular, it is not pure linear. Noam Chomsky wants the student to describe, analyze, and specify within the sentence structure, without his message altering the order of the idea, and it generates understanding in what is verbalized or read.

The grammar-translation method, which has been applied since 18th century Prussia, arose as a social need, which was to make changes in teaching and linguistic pragmatics. The grammar-

translation method uses artificial sentences and not complete texts to illustrate complete and specific grammatical features. These forms, the students have been receiving, from the school and some modules of the universities, but when the second form of recognizing specific grammatical features is applied to them, they lose the north and take the students rather through pure orality without mediation. An English syntax in the understanding of phonetics through listening. Translation is seen as a method that affects the translation itself, towards the development of the ability to build good structures, but this is not always the case.

(Alcalá Riff, 2022)He considers that Chomsky together with Foucault, make an analysis of the argumentation reference and the context that surrounds it are two elements: on the one hand, human nature, which is not always recognized by English teachers. Understanding the plane of human nature, considering students as beings who have brains, who have hunger, desires, and on the other hand the fact that they are little recognized aspects,

Within this scheme of Chomsky's generative grammar, commercial reality deserves to provide the student with that descriptive, adjectival quality: *good* (good), *great* (stupendous), *handsome* (attractive), *happy* (happy); and most adjectives allow the student to distinguish themselves by their qualitative descriptions with qualifying adjectives such as good, smart, or short. Ability to develop spatial descriptions in demonstrative adjectives such as this, that, these, or those.

**Methodology**

From the point of view of the narrative of the problem, it is a qualitative-quantitative investigation. It is an expository, descriptive investigation. Since the analysis of the sample is a field investigation. A bibliographic and field analysis has been carried out. In the bibliographical analysis, authors with a theme related to the different pedagogical and cultural difficulties of teaching the English language in business and economic centers are analyzed.

**Analysis of the results**

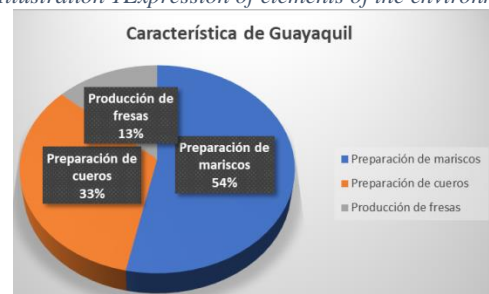
1) *Competence related to Linguistics (describes aspects of daily life within their environment and talks about them (for example, their neighborhood)*

**Underline which of the statements is correct.**

*Guayaquil is characterized by the preparation of seafood*  
*Guayaquil is characterized by the preparation of leather goods and shoemaking*

*Guayaquil is characterized by the production of fruits such as strawberries, blackberries, and naranjillas.*

*Illustration 1 Expression of elements of the environment*



**Crafted by: Star Chang**

In the translation and interpretation, 54% agree that Guayaquil is characterized by the preparation of seafood. 33% translate and interpret more wrongly because Guayaquil is not characterized by the production of leather and shoemaking. 13% have not guessed what the production or productive culture of the city of Guayaquil is either.

1) *Competence related to biology (conception of the materiality of objects and people) (Competence of the Common European Framework of Reference B2: Looking at reality as something new)*

**Identify by underlining which statement is correct**

Table 1 Competition: Looking at reality as something new

**The color of the office carpets was pale**

1. The color of the office carpets were pale ( F )
2. The color of the office carpets was pale ( V )

**Illustration 2 Competence to detail aspects of objects**



**Crafted by: Star Chang**

87% of the students correctly affirmed that "The color of the office carpets was pale" is the correct expression of "The color of the office carpets was pale", complying with the Competence related to biology (conception of materiality of objects and people) (Competence of the Common European Framework of Reference B2: Looking at reality as something new.) In the expression: *The color of the office carpets were pale*, 13 %.

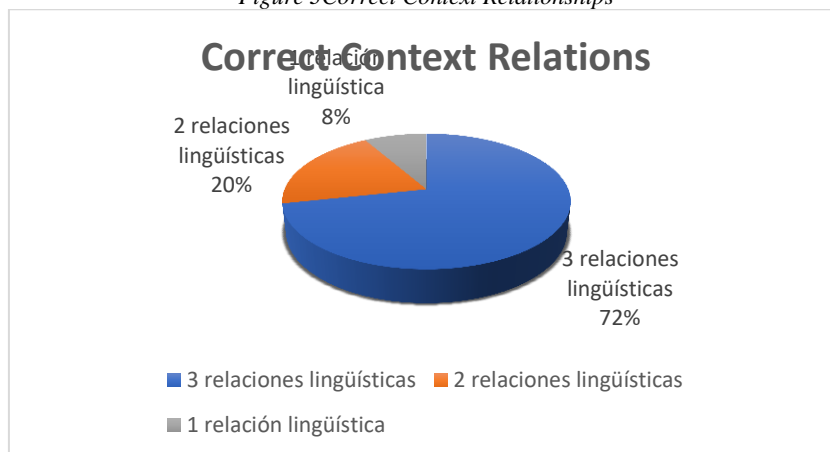
1) *Neuroscience-related competence (Can explain a problem) Match the correct translation with lines according to the real context of the statements and determine which expression belongs to it.*

**Table 2 Competition: can explain a problem**

I never answered the doctor that my lungs hurt, due to the Covid virus	<i>He replied to the doctor: My lungs hurt; I think it's because of the Covid virus</i>
I answered the doctor: My lungs hurt, I think it's because of the Covid virus	<i>I answered the doctor: My lungs hurt, I think it's because of the Covid virus</i>
He replied to the doctor: My lungs hurt, I think it's because of the Covid virus	<i>I never answered the doctor that my lungs hurt, due to the Covid virus</i>

**Crafted by: Star Chang**

**Figure 3 Correct Context Relationships**



**Crafted by: Star Chang**

In this part of the investigation, the verb is used in the past tense, but in different ways, *replied*, *answered*, with its different use in the third person singular and in the first person, the 3 expressions being correct, but the correct answers were that a 72 % hit the correct expressions in their translation and in English, 20% got two hits, and 8% just one hit.

4) *Competence related to psycholinguistics (communicates spontaneously with work colleagues or immediate superiors (for example, questions about the job position, makes complaints about working conditions, vacations, etc.)*

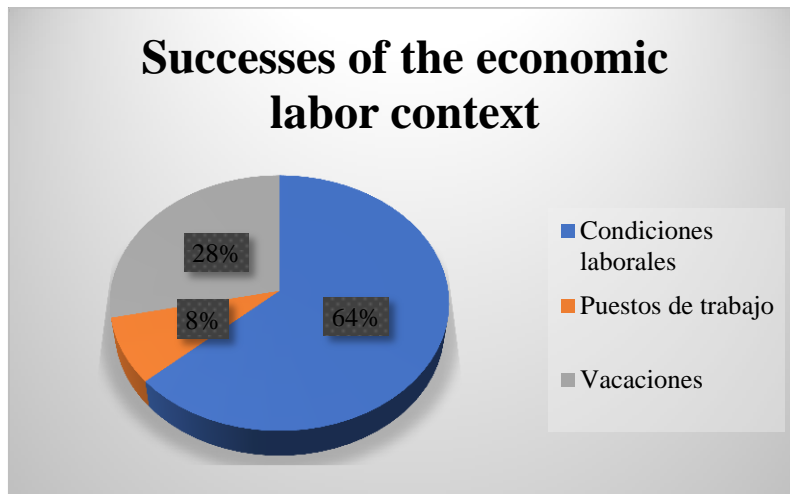
Identify the expressions with their corresponding translation

**Table 3**Psycholinguistics: spontaneous work communication

I am going to ask for a vacation at the end of the month and rest in Salinas or Esmeraldas.	Sales reports are already up to date.
Sales reports are already up to date.	Did you pay those who worked last night on time?
Did you pay those who worked last night on time?	I am going to ask for a vacation at the end of the month and rest in Salinas or Esmeraldas

*Crafted by: Star Chang*

**Illustration 4**Successes of the economic labor context



*Crafted by: Star Chang*

These answers show that the expressions *I am going to ask for a vacation at the end of the month and rest in Salinas (to measure labor aspects) or Esmeraldas or Sales reports are already up to date, which qualifies the ability to describe a very important element such as sales within marketing. In the expression Did you pay those who worked last night on time?* 64% chose to express their language competence from the working conditions, 28% from the characteristics of the jobs, and 8% chose the jobs as a competence related to psycholinguistics with questions about the job, raise complaints about working conditions, vacations.

5) *Competence in mathematics (gives instructions for carrying out simple tasks of daily life (for example, to merchants).*

**Fill in dates and amounts (choose only one answer)**

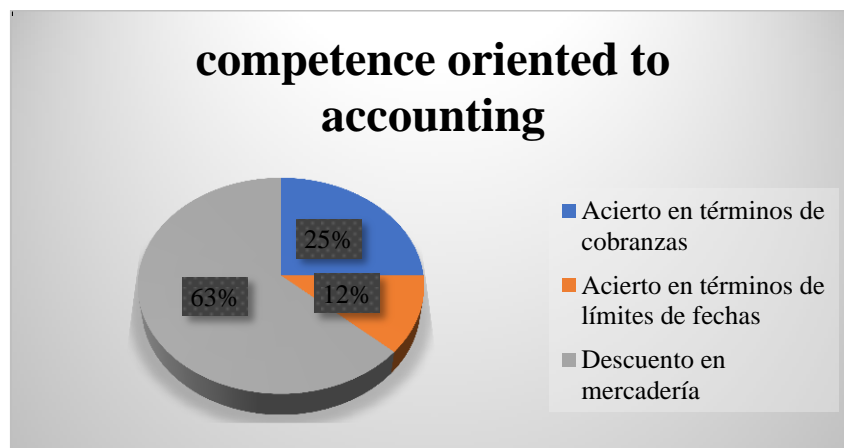
- 1) If the value of the pants is ....., how much to discount by .....
- 2) They received ..... at the cash desk yesterday, and ..... today. What's the difference...?
- 3) In bulk purchases, there will be an ..... discounts until before .....

4) *Table 4*Perform tasks associated with mathematical calculation / (translation algorithm)

They received \$12,345 at the cash desk yesterday, and \$16,890 today. What's the difference, Janeth?	If the value of the pants is ....., how much to discount by .....
In bulk purchases, there will be an 8% discount until before April 30	They received ..... at the cash desk yesterday, and ..... today. What's the difference, .....
If the value of the pants is \$18, how much to discount by 10%?	In bulk purchases, there will be an ..... discounts until before .....

*Crafted by: Star Chang*

5) *Illustration 5*Linguistic competence oriented to Accounting+



**Crafted by: Star Chang**

The students selected the analysis of dates in 12%; 62% preferred expressions in terms of merchandise discounts. The understanding of discounts is good, and it reaches a level of preference and certainty of 62% associated with reasoning within Economic Sciences, they maintained a 25% preference and certainty in the topics of collection terms.

### Discussion of the results

The answers to question 1 associated with the competence related to LinguisticsIt is characterized by demonstrating that students can describe aspects of daily life, which allow measuring the capacity for verbalization and adjectives within their environment and showing that this makes it easier for them, for example, to talk about their neighborhood or their city in expressions such as *Guayaquil is characterized by the preparation of seafood, which shows the knowledge that students have of Guayaquil's capacity for the preparation of dishes associated with seafood.*

From the results of question 2, it can be deduced that the competence related to biology from Chomsky's vision is related to the conception of the materiality of objects and people, which is part of the Competence of the Common European Framework of Reference and that corresponds to level B2 of language proficiency in looking at reality as something new. From this look as something new, the importance of the adjectival phrases in the expression *The color of the office carpets was pale is discovered*, which allows detailing aspects of the objects.

In question three, in this part of the investigation, the verb is used in the past tense, but in different ways, *replied, answered*, with its different use in the third person singular and in the first person, being the 3 correct expressions, *He replied to the doctor: My lungs hurt; I think it's because of the Covid virus, I answered the doctor: My lungs hurt, I think it's because of the Covid virus, I never answered the doctor that my lungs hurt, due to the Covid virus;* of which, but the hits were that 72% hit the correct expressions in their translation and in English, 20% got two hits, and 8% just one hit.

Of questions, from question four, what you want to qualify second language skills such as communication-related to the job, the expression related to complaints about working conditions, and to know if an issue related to vacations is expressed, for that the expressions I am going to ask for a vacation at the end of the month and rest in Salinas (to measure labor aspects) or Esmeraldas

or Sales reports are already up to date, which qualifies the ability to describe an element very important as are sales within marketing. In the expression *Did you pay those who worked last night on time?* The reception of the terminology was different: 64% chose to express their language competence from the working conditions, 28% from the characteristics of the jobs.

In the last question, the students deferred the date analysis and only 12% selected it; 62% preferred the expression: *They received \$12,345 at the cash desk yesterday, and \$16,890 today. What's the difference, Janeth?* Understanding discounts is good and reaches a level of preference and certainty of 62%, so the affinity of the student with his career places him as having the predilection associated with reasoning within Economic Sciences, they maintain a 25% predilection and certainty in the issues of collection terms.

### Conclusión

Since the main objective of the university is to prepare the future engineer or graduate to enter the world of work, many students do not work but prepare to work, but in the development of the curriculum, have ideas of working life that facilitates the acquisition of vocabulary.

Many of the students acquire good levels of English through personal and private studies, but not because the high school or university education system has managed to improve the profile

The influence of the context on the student's biolinguistics using Chomsky's foundation propose changes associated with science from bilingual didactics.

The semantic understanding of the questions allowed from the contextualization proposed by the competence system of the Common European Framework of Reference, to assimilate the semantics and already in classes to obtain phonetic knowledge to improve diction.

By valuing the socio-cultural aspects that modify the didactics of the English language for economic career students, their critical

spirit increased, since they could organize a discussion based on what is known.

By establishing the level of semantic concretion from the location of the student in their spatial temperament categories that is transformed into the narrative applied from English to the commercial world.

Reading and listening comprehension are based when the student in second languages learns to differentiate and narrates, the causes and effects. the socioeconomic context, the affective and cognitive factors, as well as the linguistic context in the learning of the English language in university contexts, from Chomsky's point of view.

When the local contexts are exemplified, the levels of linguistic competences in which English is measured as a second language can be met.

### Recommendations

A curricular reform is necessary, to prepare the future economist to reach the world of work, with the linguistic skills that allow them to contribute with their ideas in working life that facilitate the expressiveness of vocabulary adapted to the commercial world.

As many of the students acquire good levels of English through personal and private studies, the second language must be improved, starting at school,

The influence of the context on the student's biolinguistics must be carried out with the help of Chomsky's foundation, who proposes an understanding for the elaboration of summaries of short texts, from trade or long text works, with the narrative of sales directed to friends and relatives, also the academic letters prepared with texts on the buying and selling customs important in the verbalization of English.

As the semantic comprehension of English will allow from the contextualization; writing email in English; and employment letters, from the competence system of the Common European Framework of Reference, and by assimilating the semantics of the commercial narrative it is possible

When assessing the sociocultural aspects that modify the didactics of the English language, the ability to make summaries of Higher Education students will do so from changes associated with science from bilingual didactics.

The degree of success in the narrative must start from the initial purpose of the curriculum, therefore it must be planned from Chomsky's vision with the support of neuroscience and development of psycholinguistics from bilingual didactics.

Reading comprehension must be measured from the student's achievement in a progressive and listening way from Chomsky's point of view. combined from the socioeconomic context, affective and cognitive factors.

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