

<p><b>TEACHING AND LEARNING BUSINESS GERMAN: DIDACTIC APPROACHES</b></p>		<p><b>Linguistics</b></p> <p><b>Keywords:</b> Business German, authentic materials, technical Language Business Language, Terminology, Didactics, intercultural communication.</p>
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**Abstract**

The design of lessons for the Business German subject necessitates adherence to specific didactic parameters to ensure the effectiveness of the learning process. This article elucidates critical factors to contemplate when strategizing and conducting Business German classes. Commencing with a comprehensive needs analysis is pivotal when imparting the technical language of Business German. It is imperative to discern the precise requirements of learners while taking into account their objectives, interests, and professional backgrounds. Subsequently, teaching content and learning objectives can be meticulously outlined. The utilization of is paramount, offering learners insights into the real-world business environment and illustrating the application of technical language within a professional context. Additionally, it is imperative to incorporate intercultural aspects, as Business German is frequently employed within an international framework. Given the ever-evolving nature of the economy, it is vital to ensure that Business German classes remain current. Inclusion of contemporary examples, case studies, and information regarding economic developments is essential to enrich the lessons. This approach provides learners with insights into ongoing trends and challenges in the business world. Consequently, learners can gain a deeper understanding of how terminology is applied in real economic contexts and prepare themselves for the dynamic nature of the business landscape. Through consistent updates to teaching content, learners can also cultivate the skills needed to analyze and critically assess information from diverse sources, thereby continually expanding their proficiency in Business German.

**1. INTRODUCTION**

In recent years, the demand for Business German in the context of German as a foreign language has surged significantly. This can be attributed to the expanding international division of labor and the growing economic interdependence brought about by globalization. There is a substantial interest in acquiring practical, job-related proficiency in the German language to navigate effectively within the professional realm of the economy. The proliferation of textbooks dedicated to Business German on the market underscores its status as the most widely sought-after technical language among learners.

The current significance of teaching technical language in the business field within the subject of German as a foreign language necessitates a thorough examination of the didactic parameters for Business German. Remarkably, this topic has not yet received comprehensive attention in the existing literature. The development of appropriate teaching methods and materials, custom-tailored to meet the learners' needs, assumes a pivotal role in the instruction of Business German. Offering learners practical and pertinent content that equips them for the demands of the professional world is of paramount importance. By delving into the didactic parameters of Business German, we can make a substantial contribution towards optimizing teaching in this domain.

### *1.1 Objectives*

This paper encompasses several sub-goals. In the initial section of the study, we aim to endeavor the definition of the language of economics, exploring it from various perspectives, if feasible. This crucial preliminary step forms the bedrock for subsequent analysis. The primary focus of the study centers on the didactic aspects of Business German as a technical language. We delve into pertinent attributes that hold significance from a didactic viewpoint. Furthermore, we outline the prerequisites for effective technical language instruction in the realm of economics. This analysis seeks to establish a robust comprehension of the didactic necessities for Business German lessons.

## **2. DEFINITIONS OF TERMS**

To commence, we establish precise definitions for the terms “technical language” and “business language.” These definitions are instrumental in facilitating our initial foray into the subject matter and delineating the scholarly framework of our work. Subsequently, we present the paramount characteristics of Business German as a technical language, delving into both its lexicon and syntax. In this context, we highlight specific linguistic traits and idiosyncrasies that bear relevance for grasping and effectively utilizing the technical language within a business context. Furthermore, we extend our examination to encompass textual aspects, delving into the various types of texts pertinent to Business German. This comprehensive exploration provides a thorough understanding of the linguistic and textual attributes inherent in the technical language of Business German.

Another important aspect is the didactics and methodology of technical language teaching. First, the relationship between technical and general foreign language teaching is analyzed. The differences and similarities between these two areas are highlighted. Various didactic models for technical language teaching are then presented, which are specially tailored to the area of business German.

As part of this study, various didactic aspects of the technical language of business German are presented. First, a didactic concept is presented that aims to teach business German effectively. Methods and approaches are presented that help learners to successfully acquire and use the technical language.

Furthermore, the question of the optimal time for the start of business German lessons is discussed. It discusses whether it makes sense to introduce technical language teaching at the early stages of language learning or whether it is better to wait until learners have sufficient general language skills.

Another important aspect is the interplay between technical language pedagogy and intercultural communication. We underscore the significance of factoring in the intercultural dimensions of Business German, as business interactions frequently unfold within an international milieu. We delineate strategies for cultivating intercultural competencies within technical language instruction, with the aim of preparing learners for the demands of the globalized economy.

### *2.1. On the Term “Technical Language”*

The term “technical language” has remained notably elusive in its definition. According to Fluck (1996), this challenge primarily arises from its usage in juxtaposition with an equally vague term, “common language,” and its inclusion of various domains such as crafts, technical fields, scientific discourse, and their intermediate forms (cf. Fluck 1996, 11). Hoffmann (1985) offers a definition of technical language as “the entirety of linguistic tools employed within a specific field of communication to facilitate understanding among individuals operating within that field” (Hoffmann 1985, 53). Bussmann (1990) also highlights the communicative aspect in her definition, characterizing technical languages as “linguistic varieties” (Bussmann 1990, 235). She further elucidates that technical languages “serve the purpose of precise and nuanced communication in the context of predominantly job-specific subject matter and areas of expertise” (ibid.).

It's essential to acknowledge that, due to the diverse perspectives and approaches to defining technical language, there exists no single, universally accepted definition. The broad spectrum of technical languages and their diverse applications complicates the formulation of a one-size-fits-all definition. Therefore, in the context of this study, it is imperative to take into account the varied definitions and approaches and establish an appropriate classification for the term “technical language”.

### *2.2. On the Term “Business Language”*

First and foremost, it's crucial to underscore the flexibility and ambiguity inherent in the term “economy,” which finds application both in general and technical contexts. The term “Business German” is analogous to similar constructs such as “Business English,” “Business French,” and “Business Spanish.” While it is generally comprehensible, a closer examination unveils a somewhat amorphous landscape, filled with varying interpretations (cf. Frenser 1993, 235). Buhlmann (1989) endeavors to bring lucidity to this multifaceted terrain and delineates the intricate term “business language” in the following manner: “The term ‘business German’ or ‘technical language business’ serves as an umbrella term encompassing various technical languages utilized by individuals with distinct educational backgrounds, diverse roles, and disparate communication objectives and modes within professional, academic, and/or training-related contexts associated with business” (Buhlmann 1989, 85-86).

In accordance with Hoffmann, it can be asserted that “business language” encompasses all technical languages, namely, all linguistic tools employed within a delimited realm of communication, specifically within the business domain, with the aim of enhancing mutual understanding among the individuals operating within that domain (cf. Buhlmann and Fearn 2000, 306).

These definitions underscore the multifaceted and intricate nature of business language, including Business German, which is employed by diverse groups within a spectrum of professional, academic, and educational contexts connected to the field of business.

Hoffmann (1992) accentuates that business language, as a technical language, is more challenging to apprehend compared to technical language in natural sciences and technology. This complexity arises from the fact that language usage in business endeavors must accommodate a wide array of communicative needs and demands (cf. Hoffmann 1992, 159). Buhlmann (1989) elucidates that we should consider the term “technical language of business” to encompass all technical languages utilized in business or in business-related communication (Buhlmann 1989, 86).

Bolten contends that, owing to the considerable diversity inherent in the term “economy,” the technical language of economics stands apart fundamentally from other technical languages such as those in technology, medicine, or the natural sciences. Bolten underscores the existence of distinct subsystems within the technical language of economics, encompassing areas like stock exchange terminology, monetary policy language, and negotiation jargon (cf. also Fluck 1985, 60-63). He emphasizes that possessing knowledge of these subdomains does not inherently translate into the ability to effectively employ the language in everyday business interactions.

Due to this complexity, Bolten emphasizes the need for a target group-oriented approach to learning the technical language of business German. The composition of the learning target group plays a decisive role in the selection of the specific sub-areas of the business language. In this context, Bolten regrets that the target group remains largely open in most textbooks.

Considering the target group is of great importance, since different professions, sectors and fields of activity within the economy each have specific language requirements and communication needs. A tailored approach that responds to learners’ needs and interests is therefore crucial to effective Business German teaching.

### 3. THE DISTINCTIVE CHARACTERISTICS OF BUSINESS GERMAN AS A TECHNICAL LANGUAGE

#### 3.1. *Lexicon*

It is widely acknowledged that technical terms hold particular significance within technical languages, serving as carriers of specific meanings and forming the bedrock of technical languages. In comparison to words in everyday language, technical terms are renowned for their precision and ability to function independently of context (Fluck 1996, 47).

Mohn and Pelka (1984) concur with this perspective, underscoring that vocabulary is the defining feature that most conspicuously differentiates technical languages from other linguistic forms. Conversely, Pfeiffer (1986) points out that no technical language can entirely dispense with function words and fundamental vocabulary. These linguistic elements, too, are indispensable for comprehending and proficiently employing technical language.

#### 3.1.1. *Terminology*

Terminology, or subject-specific expressions, stands as a central element within the domain-specific lexicon. It serves as the linguistic representation of a particular concept and is constructed by assigning a specific concept with a well-defined content and scope to a word. The alignment of a concept with a term often transpires through an explicit definition, which imparts the meaning of the term within a particular communicative framework. It is noteworthy that the same word can have distinct terms linked to it in different specialized languages. In simpler terms, identical concepts can bear different terminological labels across various technical languages. This underscores the notion that technical language terminology is both specific and context-dependent, facilitating precise communication within a designated subject area (cf. Buhlmann and Fearn 2000, 33).

#### 3.1.2. *Technical vs. General Vocabulary*

In the technical language of business, it is often difficult to draw a clear boundary between technical and general vocabulary. Technical terms in the economic context can be similar or identical to words in everyday vocabulary in their formal side, i.e. their expression side. However, the difference lies at the level of meaning, where a technical term has a specific substantive meaning that differs fundamentally from the general meaning of the corresponding word. (cf. Fluck 1996, 47)

Since the field of economics is closely linked to everyday life, there is a mixture of technical and general-language words. Some words that are anchored in the basic vocabulary of everyday

language are also used as terms in business language. Examples of this are terms such as “*world market*” or “*industrialized countries*”.

This mixture shows that a strict separation between technical language and general language is not always possible, especially in German business language. Barter and commerce were historically one of the first forms of human communication, which is why elements of the basic vocabulary of national languages are used simultaneously as terms in business language. This makes it clear that a strict separation between technical language and general language is often not feasible in this area (cf. Pongracz 1989, 232).

### 3.1.3. *Metaphors*

Metaphors constitute a significant component of the lexicon within Business German. Metaphors are linguistic figures of speech or comparisons that elucidate an abstract or intricate meaning, thereby enhancing comprehension. In technical language, particularly within the sphere of business language, metaphors are prevalent. Frequently, these metaphors acquire a terminological character and are employed as established expressions in technical language. Instances of metaphorical expressions in business language encompass phrases like “standing on the edge of a precipice,” “conquering a market,” or “making money.” Metaphors serve to render communication in business language more effective and concise. They empower speakers to articulate complex concepts and contexts lucidly while retaining the technical language's specificity. Hence, it is imperative to recognize and grasp the metaphorical dimension inherent in business language to adeptly orchestrate technical communication (Buhlmann and Fearn 2000, 322).

Metaphors form an important part of the lexis of business German. Metaphors are linguistic images or similes that illustrate an abstract or complex meaning and thus facilitate understanding. In technical language, especially in business language, metaphors are common. Often these metaphors take on a terminological character and are used as fixed expressions in technical language. Examples of metaphorical expressions in business language are “standing on the edge of a precipice”, “conquering a market” or “making money”. Metaphors help to make communication in business language more effective and concise. They enable the speakers to convey complex ideas and contexts clearly while maintaining a certain technical language. It is therefore important to recognize and understand the metaphorical dimension of business language in order to successfully design technical communication (Buhlmann and Fearn 2000, 322).

### 3.1.4. *Ad hoc Formations*

Another feature of the vocabulary of the technical language Business German are spontaneous word formations (*ad hoc* formations), which are only used in certain text types. This finding is also confirmed by Buhlmann and Fearn (2000). Hohne (1992) adds that such word

formations are usually transparent and are motivated by the requirements of linguistic economy and clarity. This means that they have a clear semantic basis.

### 3.2. *Syntax*

It is now generally accepted that technical languages do not have their own exclusive syntax, but make a specific selection of syntactic resources from general language. This aspect is also emphasized by von Hahn (1983), who points out that there are no fundamental differences, but rather certain shifts in emphasis with regard to the function, distribution and frequency of linguistic elements in the area of business language. Hohne (1992) shows this specifically for the technical language of business German.

Buhlmann and Fearn (2000), state that the main clause generally predominates in technical texts. However, the ratio of main clauses to subordinate clauses varies greatly depending on the subject area. Compared to the scientific and technical languages, the proportion of pure main clauses in business German is lower. However, Buhlmann and Fearn (2000) note that the numerical ratio of main clauses to sentence structures depends heavily on the content presented the personal style of the author and the type of text.

In journals, newspapers and magazines in particular, the proportion of sentence structures is increasing and complex sentence nesting occurs. The variety of subordinate clause types is also increasing, with the many object clauses being particularly noteworthy. Temporal clauses are also common in newspapers and magazines and influence the use of tense forms.

### 3.3. *Text types*

According to Buhlmann and Fearn (2000), the technical language of business is characterized by a considerable variety of text types. (cf. Buhlmann and Fearn 2000, 307). In the following, some text types relevant to business German will be mentioned in order to give an impression of the differentiation of the text types:

- *Company-to-company communication:*

Letters, telex, telephone calls, invoices, delivery notes, forms, import and export papers, customs documents, negotiations (such as purchasing, sales and control talks and their preparation), advertising texts, contracts, etc.

- *Communication in company:*

Report, analysis, statistics, memorandum, circulars, conversations, telephone calls, conferences, meetings, calculations, production and financing plans, cost calculations, balance sheets, annual accounts, etc.

- *Communication in the training situation* (university, vocational school):

Lecture, specialist lecture, handbook, encyclopedia, legal texts, comments, magazine, information documents from the Chambers of Industry and Commerce, etc.

- *General information*: Encyclopedia, handbook, monograph, legal texts, comments, regulations, magazine, etc. A complete listing of all text types existing in the business language is impossible due to the variety. Furthermore, the new media play an important role for business communication, as they harbor a very large potential for new text types, including the now widespread text type e-mail and the communication options via the Internet (e.g. homepage) should be mentioned here. Furthermore, it is worth mentioning that in comparison to statements about stylistic features of other technical languages.

#### **4. DIDACTICS OF THE TECHNICAL LANGUAGE OF BUSINESS GERMAN**

The complexity of the term “economy” already points to the difficulty of developing appropriate teaching concepts for the technical language of economics. However, the complexity of business language and the associated challenges in the classroom can be overcome by using the following procedure when planning courses, according to Buhlmann (1989, 104). Source: Buhlmann (1989, 104)

In order to design the lessons efficiently, it is crucial to determine the target group precisely. Based on this, the areas are determined in which the learners come into contact with the German language. The corresponding contact zones then provide the basis for the selection of text types and the determination of the learning situations. By researching the identified situations, the concrete learning goals can be defined by assigning texts and defining skills. An important aspect is the precise identification of the target group, since the more homogeneous the learners are in relation to the target activities and learning requirements, the more effective the lessons will be. This is particularly important for the appropriateness of the technical learning content. This involves, on the one hand, the distinction between technical languages in horizontal stratification and, on the other hand, the degree of specialization within a technical language. (cf. Buhlmann, 1989)

Defining the target audience for business language classes is a challenge because business jargon is vast and complex. When examining textbooks for business German, it often turns out that the target group is not sufficiently specified and that partial aspects are randomly compiled. Furthermore, the information on addressee determination is often kept very general. (cf. Morgenroth 1993, 161)



#### 4.1 *When is the Right Time to Teach the Technical Language of Business German?*

The right time for teaching the technical language of business German depends on various factors, such as the language level of the learners, their interest in the field of business and the goals they are pursuing with learning the language. In principle, the technical language of business German can be taught in different phases of language acquisition. However, some basic knowledge of the German language is necessary in order to understand and use the technical vocabulary and the specific expressions in the business sector. It is therefore advisable that learners already have an advanced basic knowledge of the German language before they deal more intensively with the technical language of business German.

Lessons or self-study of the technical language of business German can be integrated into various phases of language acquisition, for example:

*Advanced beginner level:* As soon as the learners have basic language skills, the first elements of business language can be introduced in order to prepare them for dealing with economic topics.

*Intermediate language level:* In this phase, specific courses or materials on business German can be used to deepen the vocabulary, grammar and expressions in a business context. This can include, for example, dealing with business correspondence, understanding business texts or training in presentations.

*Advanced language level:* At an advanced language level, learners can further deepen their knowledge of business German and deal with more specialized subject areas, such as international business relations, finance, marketing or human resources.

It is important to note that business German instruction or self-study is most effective when combined with real-world applications and authentic materials. It can therefore make sense to use economic texts, specialist journals, films or discussions on current economic topics in addition to language lessons.

Buhlmann and Fearn (2000) state that, in comparison to scientific and technical jargon, linguistic competence in the area of business generally requires a higher linguistic level. (cf. Buhlmann and Fearn, 2000: 323). From this it follows that technical language courses in business German should be carried out when the essential aspects of morphology and syntax have already been covered. This is due to the fact that the scope of the lexical learning material is also very large in the field of economics and given the entirety of lexis, syntax, morphology, communication strategies and text structures, the course cannot introduce the language of economics in depth (Buhlmann and Fearn, 2000: 323).

The statement by Buhlmann and Fearn (2000) is indirectly confirmed when examining the textbooks for the technical language Business German in the classroom of German as a foreign language. The majority of these textbooks are aimed at learners at the intermediate level who have already acquired basic knowledge (usually at certificate level).

Armaleo-Popper (1982) takes a contrasting view. Her point of view is based on the assumption that people who learn German abroad do so in order to obtain specific information in their area of expertise. Armaleo-Popper argues that there has not been sufficient justification that acquiring a technical language requires a basic knowledge of colloquial language and that the transfer should be from colloquial language to technical language, not vice versa. Armaleo-Popper observed that the transfer from colloquial German to a technical language with completely new topics was not going smoothly. However, it was found that the transfer from a technical language learned first to other technical languages and subject areas meets with less resistance. Motivation plays an important role here if the introduction to the language takes place via a subject-related area that is important to the learner. The integration of language studies and specialist studies is also emphasized. According to Armaleo-Popper, the learner is initially just as unfamiliar with the lexis and structures of the foreign language as they are with colloquial language, but the topic, the context and the model of reality to which reference is made are not unknown.

The standpoints of Buhlmann and Fearn (2000) and Armaleo-Popper (1982) clearly show that the didactics of business German make a clear statement difficult due to the complexity of business language. The decision as to whether the German business language should be introduced directly via the technical language or only after acquiring basic knowledge depends on the target group.

In the case of Armaleo-Popper, which is about students abroad who are learning business German in order to obtain additional information for their studies, direct entry via the technical language is an option. Armaleo-Popper suggests using the reading comprehension method, which takes advantage of learners' prior knowledge or interest.

However, when it comes to a target group such as managers who are already working in Germany, there is a high probability of faster learning success if the participants already have basic knowledge of the German language. In this case, they may have to fall back on a wide range of language skills in their professional environment. In both cases, however, it should be noted that the homogeneity of the learning group plays a crucial role in learning success. A homogeneous group makes it possible to better tailor teaching methods and content to the needs and previous knowledge of the learners.

#### 4.2. *To Convey Subject-Specific Lexis and Syntax*

The teaching of subject-specific lexis and syntax in the field of business German is of great importance in order to provide the learners with the necessary language skills for the professional context. Here are some aspects of the didactics of technical lexis and syntax:

*Basic lexicon:* The linguistic ability to act in the field of business requires mastery of a wide range of basic lexicon. This basic lexicon can be systematically consolidated more easily if only specialist texts are used in the classroom. Technical texts present an excerpt from the technical reality with the corresponding lexical units, which are determined by current events (cf. Buhlmann and Fearn 2000, 324)

*Syntax relevant to the lesson:* The syntax in the business context should be derived from the texts dealt with in order to be recognized as significant by the learner. It is important that the teachers work out and explain the syntax from the texts in a targeted manner in order to enable the learners to understand how to use it correctly (cf. Ohnacker 1992, 151).

*Grammar structures:* In addition to building up subject-specific vocabulary, knowledge of subject-specific grammatical structures is important. Teachers should specifically deal with grammatical aspects such as the use of tenses, prepositions or sentence structures in the business context. This can be done through specific exercises, grammar explanations and application examples.

*Careful planning and adaptation:* The teaching of subject-specific lexis and syntax in the field of business German requires careful planning and adaptation to the needs of the learners. Teachers should design lessons in such a way that learners can actively interact with subject-specific language and use it in authentic situations.

#### 4.3 *Didactics of the Technical Language of Business German and Intercultural Communication*

The technical language of business or business German is particularly complex compared to other technical languages, since the aspect of interculturality plays a major role. The increasing international cooperation in the economic sector due to the founding and expansion of the European Union, the change in political systems since the 1990s and globalization have increased the importance of intercultural communication in the economic environment. Economic, political and cultural processes as well as communication processes are increasingly crossing national borders. The task of foreign language teaching is to sensitize the pupils to intercultural dialogue and to prepare them for it as best as possible with appropriate learning methods. Simply pointing out cultural differences is not enough. Teaching methods must be developed that enable learners to

put what they have learned into competent action. Ignoring culture-specific aspects in business communication can lead to failure, which in most cases results in financial losses. Overcoming this cultural “blindness” should therefore be an important goal of technical didactics in the field of business German.

Here is an example we brought that could possibly lead to misunderstandings between German and Albanian business partners:

Suppose a German businessman is negotiating a contract with Albanian business partners. In the German business culture, great importance is often attached to punctuality. The German businessman therefore expects the Albanian business partners to appear at the agreed time for the meeting. However, Albanian business culture has a different perspective on punctuality. In Albania, it is often acceptable for business meetings to start with some delay. Being a few minutes late is considered normal and is not considered impolite. If the German businessman shows up for the meeting on time and the Albanian business partners aren't there yet, he could possibly be frustrated or angry. He might assume that the Albanian business partners are not taking the meeting seriously or are unreliable. On the other hand, the Albanian business partners might be surprised when they see that the German businessman is already waiting for them. You might think he's too impatient or has an overly formal and inflexible attitude. (Gjuzi-Bushi and Kristo 2023: 23ff.)

In this case, misunderstandings and irritations can arise if both sides do not take into account the cultural differences regarding punctuality. In order to avoid such situations, it is important that business partners from different cultures communicate in advance about their different expectations and views on the topic of punctuality. It is therefore important that intercultural aspects are also taken into account in business German lessons. Pupils should be sensitized to recognize cultural differences and to react appropriately to them. In this way, misunderstandings and conflicts can be avoided and successful intercultural business communication is made possible. Van der Wijst and Ulijn (1995) show in this regard: “Interviews with business people from various European countries confirmed the important role that differences in discourse style can play in business encounters. These differences in discourse style are all the more important, since unsuccessful negotiators appear to use such cultural differences as an explanation for a lack of agreement.” (van der Wijst and Ulijn 1995, 313) The development of intercultural competence should go hand in hand with the acquisition of technical language skills and must be consistently promoted in the classroom.

The development and promotion of intercultural competence is also necessary to prevent hasty negative stereotyping. Grindsted (1995) gives the following example to illustrate: “Danish negotiators unfamiliar with the Spanish way of life who have been to Spain to do business are inclined to characterize Spaniards as very hospitable and hot-blooded, but as slow negotiators, not too trust-worthy, and very self-assertive - whose organizing ability certainly leaves much to be

desired. Spanish negotiators not acquainted with the Danish lifestyle who have been on business travel to Denmark will report that Danes are good organizers and very efficient in every respect, but reserved, uninvolved and much too interested in getting down to business.” (Grindsted 1995, 203)

Different cultural norms, values and behaviors characterize the international business environment. Understanding these differences is crucial to communicating effectively with business partners from other countries. Business German serves as a bridge to grasp not only the linguistic aspects, but also the cultural subtleties and to establish successful business relationships.

## 5. CONCLUSION

It is indeed challenging to define and typologize the term “business language” as it represents a complex and multi-layered technical language. The diversity and complexity of business language makes it difficult to differentiate and systematize it, as well as to develop suitable didactic approaches. However, the fact that there are many textbooks on the technical language of business illustrates the importance and demand of this technical language. In fact, there is no other technical language for which there is as much teaching material as for business German. In view of the increasing demand for Business German in the classroom of German as a foreign language and the abundance of teaching materials, it is urgently necessary to carry out a thorough analysis of the didactic parameters of the technical language Business German. Such an analysis can be used to develop suitable teaching and learning approaches to meet the needs of the learners and to ensure effective teaching of the technical language of business German.

This article has given an overview of important didactic aspects of the technical language of business German. He has emphasized the importance of the specific linguistic characteristics of technical language and discussed when the appropriate time is to teach technical language. In addition, the need for interculturally oriented didactics of the technical language of business German was emphasized.

Another focus of the article was the role of textbooks for the technical language of business German in the classroom. It was discussed which requirements must be placed on textbooks in order to meet the needs of the learners.

Finally, it was determined that there is a need for the creation of more specialized teaching materials in the field of business German. This is important to ensure appropriate teaching that meets the different learning goals of different target groups.

The demand for intercultural didactics of the technical language of business German is of great importance. In view of ongoing globalization and increasing international cooperation in business, it is essential that learners not only have specialist knowledge, but also develop

intercultural skills. Workers working in the field of business must be able to communicate effectively with people from different cultural backgrounds and avoid cross-cultural misunderstandings. This requires an understanding of cultural differences, communication styles, business practices and social norms in different countries and regions.

When creating textbooks for the technical language of business German, it is therefore important to take intercultural aspects into account. This can be done, for example, by including cultural material that gives the learners an insight into German culture and the world of work. In addition, learners should be encouraged to make comparisons between their own culture and German culture in order to reflect on their own thinking and acting.

Interculturally oriented foreign or technical language didactics not only enables learners to acquire language skills, but also a comprehensive understanding of the cultural dimensions of business communication. This will better prepare them for the demands and challenges of the international business world.

The article has certainly covered important aspects of the didactic parameters of the technical language of business German, but there are many other interesting questions and topics that could be further explored and discussed.

The use of new media in teaching the technical language of business German is definitely an exciting topic. In today's digital world, there are many ways to make lessons more interactive and practice-oriented. The integration of online resources, multimedia material and digital learning platforms can help make learning more effective and motivating.

Another interesting approach would be the conceptualization of a regional textbook for the field of economics. As economic conditions, industries and business practices differ in different regions, a textbook specifically tailored to the needs and requirements of a specific region could be of great benefit. It could include regional case studies, industry-specific content and country-specific business information to provide learners with a comprehensive understanding of business language in their specific work environment.

In addition, other topics such as the development of evaluation methods for technical language teaching, the promotion of oral communication in business language or the integration of professional internships and real work projects in the classroom could represent further interesting questions.

The didactic parameters of the technical language Business German are a dynamic and constantly evolving field of research. By giving new impulses and examining various aspects in depth, we can continuously improve teaching in this area and offer learners better conditions for their professional future.

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