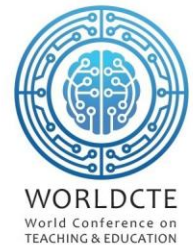


# 5th World Conference on Teaching and Education



08-10 December 2022

Berlin, Germany

## Teaching business English - technologically enhanced project-based approach

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### **Abstract**

The present paper aims to analyse the challenges of teaching business English concepts with the use of projects and technology during the online classes with the students from the Marketing Faculty within the Bucharest University of Economic Studies. The study proposes to highlight important aspects of the teaching/learning process revisiting a series of applications used with the purpose of adapting learning to the present work context. Starting from the theoretical background of metacognition as proposed in the reflexive pedagogy theoretical framework by Bill Cope and Mary Kalantzis in the 7-affordances reflexive pedagogy and the metacognitive approach to education (DJ Hacker, J Dunlosky, AC Graesser), the present paper focuses on the means by which students become aware in the process of learning foreign languages with specialized vocabulary as central aspect. The analysis is underdone within the technological context and follows the students' evolution while using online applications such as Publisher, Google Forms, Google Slides, TikTok which facilitated the apprehension of the four Ps, SWOT, PESTEL analyses and the 5 FORCES business concepts highly used in the Marketing field. The three modes of persuasion (ethos, pathos and logos) have also been used in order to analyse commercials. The analysis is done by in depth approach of the three parts which make up metacognition: declarative knowledge, procedural knowledge and conditional knowledge and how students manage to learn both the foreign language, the new vocabulary and navigate new technology. Nevertheless, being aware of the learning progress, students may become more critical with themselves, which might lead to poorer learning results but as a whole the metacognitive process is an efficient part of the learning strategy.

**Key words:** learning process, metacognition, online tools, specialised vocabulary