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**PROFESSIONAL COMPETENCE OF BUSINESS ENGLISH TEACHING PROCESS**

**Summary.** The article under consideration deals with the problem of identifying professional competencies of business english teaching process in higher institutions. The investigation comprised two correlated scientific directions: theoretical and practical analyses. The first one was directed towards the investigation of teaching business communication skills through various methods and principals. The second one was focused on initiative intergration of different business environments in teaching learning process to professional skills creation. As a result, the main purpose is to get the job done combining both theoretical linguistic standarts and real business world experiences.

**Key words.** Competence, Business English, skills, communication, global scale of English.

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**ПРОФЕСІЙНА КОМПЕТЕНТНІСТЬ ПРОЦЕСУ ВИКЛАДАННЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ**

**Анотація.** Розглянута стаття присвячена проблемі вивчення професійної компетенції процесу викладання ділової англійської мови в вищих навчальних закладах. Дослідження проводилося на основі двох взаємопов’язаних наукових напрямів: теоретичному та практичному аналізі. Перший з них був проведений у дослідженні наявності комунікативних навичок у діловому комунікаційному суспільстві необхідних для викладання ділової англійської мови. Друга частина була присвячена реалізації інтеграції різноманітних реальних ділових видів середовищ для створення необхідних навичок в навчально-методологічному процесі. Як результат, досвід ділового середовища та застосування теоретико - лінгвістичних стандартів визначено як найважливіший потенціал досягнення високого рівеня володіння ділової іноземної мови.

Ключові слова. Компетенція, ділова англійська мова, навички, спілкування, англійська мова у світовому масштабі.

**Introduction.** English communication takes places all over the world circling approximately all business aspects. Business English is the type of English used in business contexts or a variant of International English. Business English teachers should understand that they deal with organized approach to providing customers with the goods and services they want. Global English can help learners cut through the complexity of the proliferation of regional dialects, especially if English is not the mother tongue, and participate confidently in conversations with English speakers worldwide as a lingua franca. We encourage the students seeking to create a strong foundation of English competency to achieve business goals to talk with international representatives, navigate the future realities of global business. Employees globally see Business English as a key tool to advance their future careers, but only 7% of non-native speakers can communicate effectively at work.

**The aim of the research** is to provide efficient and effective communication through teaching non-native speakers Business English like a pro focusing on vocabulary and topics used in the worlds of business. The study attempts to investigate the teachers’ competencies to run successful business courses.

**Hypothesis.** By investigating the teaching business process and the skills needed to provide the capability of business English knowledge, we are to suggest two interrelated processes to present the practical outcome in the form of methodological aspect carried out the possibility for learners better manage important global business challenges and the ability to communicate in the business environment with creating practical guide in order to teach English for specific purposes among future professionals.

**Methodology.** The importance of the English language for Specific Purposes (ESP) is increasing substantially. It has become indispensable for future professionals. The main task of teaching is to prepare students to correspond the multinational companies requirements. There are a variety of challenges for Business English teaching to enter a special area of language training to cope with any business situations and understand a specialist language used by the business community.

These recent developments in the field of teaching business English have provoked an interest among the following professionals as Jackson J., Gilsdorf J., Frendo E., Martin Barge, William Tweddle, Paul Emmerson, Jacob Wackerhausen Acito F., McDougall and others.

Teaching purpose itself has to be directed for achieving its main goals. The purpose includes different broad aims that should be attained in Business English (BE) teaching. Due to Basturkhem [1] it is essential to outline the following objectives. The first one is to reveal subject - specific language use. How the language works in real business atmosphere setting by the target business community. The second is the development of students’ performance competencies. It is substantial for learners to use the acquired linguistic knowledge and skills for executing their day-to-day activities. The third objective is to help to understand the work-related policy. The fourth objective of teaching is developing strategic competence and it is defined as “the means that enables language knowledge and content knowledge to be used in communication” [1, p.139]

Several classifications of ESP exist in the theory of teaching. ESP is divided into two main domains: English for Academic Purpose (EAP) and English for Occupational Purposes (EOP). [4] EOP in its turn is subdivided into English for Business Purposes (EBP), English for Professional Purposes (EPP).

Teaching the students EBP is the research of our investigation. Teaching English through the business environment requires advanced teachers’ competencies.

Business English is a wide embarrassing term that is used to describe the type of language used by people to do business. While defining the term business English we come up with a diverse range of sentences, encompassing language like business communication skills needed for the world of work and other aspects of culture.

It suggests looking at the endless variety of activities that business people may perform using the English language: socializing, buying, selling, telephoning, negotiating, writing correspondence. [5] The language is used to achieve the end, and its successful use is seen in terms of a successful outcome to do the business transactions or event. Due to all above mentioned definitions we clearly can admit that the business English is closely connected with the general English. For teachers it is important to distinguish the difference in these both kinds of English teaching. We should dip into the atmosphere of business community to achieve the right purpose of business teaching.

There are four types of business communication: communication among business professionals working in the same industry or business sector, communication among business professionals working in different industry, communication in the same industry, but holding different positions and professional backgrounds and communication with the lay people.

The main objective of the Business English teaching is to help the non-native speakers students learn the following things: how to do business in English and the language the students need to do it.

Nowadays there is a huge variety of business literature with different BE contents on the teaching learning market. With respect to their contents, no two BE courses are identical. Each course has its own content set depending primarily on the needs, goals and requirements of the BE learners and their management. A competent teacher should correctly choose the right course with all its specific components towards the students of a certain faculty. It is based on a thorough needs analysis, which ought to be conducted at the beginning of each BE course. Practical advice and tips on BE analysis are investigated by BE specialists Donna 2000, D. Bell 2002.

The course should cover the following items:

1. the linguistic competence ( lexis, grammar, pronunciation, the four main language skills: reading, listening, speaking and writing)
2. business environment competence ( business communication skills, business topics, discourses and genres)
3. intercultural competence (corporal - cultural competence)

Linguistic competence is directly connected with general English but is scanned from the business point of view. Vocabulary component covers the introduced important words and phrases providing through the real practice. There is a useful focus on phrasal verbs and collocations used in business.

The grammar tackles key structures that students should be able to use. Controlled exercises allow students to check they can use the forms before given an opportunity to hear and produce them in realistic business situations in later activities.

Pronunciation is the ability to listen and understand. It is necessary to help students improve their productive and spoken pronunciation. The learners should be intelligible to a wide range of other people when communicating in English and make their communication skills more effective. The teacher like an investigator should focus on the features of different accents.

Writing practice helps students deal with the most important types of documents at work. Key writing skills are focused on in the process of the guided writing, such as using appropriate style and register, reformulating, ordering and expanding from notes.

The business environment competence suggests themes and topics in the depth of the business context allowing the students to concentrate on developing comprehension skills.

Intercultural competence is one of the main business procedures helping take plunge into cross-cultural elements of the business communication.

Every module should contain not only the mentioned items, but as well other features containing reviews to catch up quickly on any lessons missed, additional material containing the extra materials students need to do pair or group work activities.

The statistics say that 7% of the second language speakers felt they could communicate effectively in English at work. Living in highly developed society, nowadays, employers are looking for professionals with clarity and high level of business English skills, including for specific tasks, such as negotiations, solving logistical problems, or presenting a new strategy.

A teacher is responsible to create the following learning objectives using a variety of sources:

1. syllabus
2. course materials
3. national curricula
4. Common European Framework of Reference (CEFR)
5. Workshops with experts from around the world

Having done the experiment with the second year students of Business faculty we found out that only 15% can express opinions regarding possible solutions giving brief reasons and explanations. Even those students whose general English proficiency is high, moving from general English to specific business English is challenging.

Business English process is to help students activate and extend their knowledge of business English, gain the necessary confidence and skills to use it for their own purposes.

Through the integration of different business disciplines and an explicit business plan focus, the students have high expectations of the business course. We, as teachers, should always strive for teaching methods that encourage deep learning instead of surface learning. “The sequential character of the 3P model is appealing to us, we find the relations between presage, process, and product important – the constructive alignment: 1. Presage/process: student factors and teaching context – learning –focused activities. 2. Process/Product: learning – focused activities – learning outcomes”. [6]

The learning objectives are that the students acquire a deeper understanding of a subject and its sub-parts. Another aim is to understand how these sub-parts (marketing, management, financing, accounting, human resources) interrelate. How do we know that we have reached the right objectives?

A huge availability of courses very often misleads to the right choice of achieving settled objectives.

Course book “ Business partner” refers to “communication skills” and “business skills”. Every unit has a lesson on these two areas, the first one means that the soft skills you need to work effectively with people whose personality and culture may be different from your own, and “business skills” means that practical skills you need in different business situations, such as skills for taking part in meetings, presentations and negotiations. This course is based on authentic videos and articles from leading mass media. They offer a wealth of international business information as well as real examples of British, U.S. and non-native –speaker English.

Each lesson starts with a lesson outcome

For example:

Unit 1. Career choices. 1.1. Transferable skills (video,vocabulary, pronunciation, project). 1.2. Careers advice ( listening, grammar, pronunciation and speaking). 1.3. Communication ( video, functional language). 1.4. Business skills ( listening, functional language, task). 1.5. Writing ( model text, functional language, grammar, task). At the end of each unit Business Workshop (listening, reading, task).

This course has got an access to MyEnglishLab: downloadable coursebook resources, all video clips, all audio recordings, additional interactive video activities, reading bank, writing bank and self-assessment.

Learning process is standardised according to the global scale of English, which objectives are aligned with the Common European Framework of Reference. The scale is designed to motivate learners by demonstrating incremental progress in their language ability.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 10-20 | 30 | 40 | 50 | 60-70 | 80 | 90 |
| A1 | A1 | A2 | B1 | B2 | C1 | C2 |

The competences of Business English process presupposes the implementation of three components of teaching: plan, process and product.

|  |  |  |
| --- | --- | --- |
| Plan | Process | Product |
| students’ curiosity | stimulation | relations and concepts |
| Student group | communication  | result towards the effort |
| concepts of everyday life | skills development | entrepreneurial experience |

When considering the introduction of new teaching methods it should be clear that change does not happen over night. It takes time. We can not expect everything to run smoothly. The research analyzes the effectiveness of multiple classroom assignments for teaching skills in business course. The pedagogical strategy, a self-analysis, journal articles, a lecture, videos all improve the students’ competencies during classes.

**Summary.** We investigated the material helping us to introduce methods for teaching as well as communicating with students based on the business environment, increase their knowledge and interest for understanding the subject of business. We believe that the usage of these activities increased student involvement and motivation, the theoretical aspects of a subject to hands-on problems. What is important is to try to improve our teaching process letting the changes take time and to learn from made mistakes. Our task is to teach how to create, evaluate, analyze, apply, understand and remember.

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