

THE PRINCIPLE OF INTEGRATING SPEAKING, LISTENING, READING AND WRITING IN THE COURSE OF BUSINESS ENGLISH LEARNING

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For Business English courses the importance of the principle of integrating speaking, listening, reading and writing is much greater than for courses of General English. This is because in business activities based on solving the problems being presupposed by professional needs these four basic types of communicative activities (speaking, listening, reading and writing) are naturally integrated due to professional requirements to a specialist. It is obvious that the above principle should be introduced as wide as possible into learning process at tertiary level as the basic one, though, it is often underestimated.

Recent numerous publications in methodology reflect scholars' significant interest in the issue identifying efficient ways for developing FL learners' integrated skills (J.Brine, M.Finocchiaro, T.Hutchinson, K.Jones, S.Kozhushko, E.Prochaska, J.Richards, P.Robinson, O.Tarnopolsky, S.Waches, A.Waters) needed for those engaged in business activities. Undoubtedly, a person involved in business in the course of any business talks (listening and speaking) has to read some documents (reading), write some notes on the basis of which the texts of further agreements may be written (writing). Drafting the agreement necessitates getting familiarized with numerous materials (reading), getting consultations and conducting talks with partners over the telephone (listening and speaking) or via e-mailing (writing).

Such integration of speaking, listening, reading and writing in professional activities being based on the constructivist approach enables to model professional activities and guarantees links and transitions from one kind of communicative activity to all the others in the course of BE learning. Thus, to be effective learning process should be rearranged by implementing the elements of the constructivist blended learning approach having been defined as "a synergic learning structure, dynamically and organically combining into an invisible unity traditional classroom learning with online learning for creating a more flexible learning environment with the purpose of intensifying and facilitating the practical training process"[1].

Taking into account the instant lack of academic hours given to learning the target language at non-linguistic Universities in Ukraine this process necessitates following the terms providing FL learners' proficiency level alongside with working out and introducing in learning process the tutorials facilitating students to realize their personal potential [2]. That could be done by means of introducing the coursebooks realizing the following principles:

- a) integrating English speaking, listening, reading and writing in the learning process;
- b) learning materials authenticity;
- c) authenticity of students' learning activities and learning communication;
- d) developing students' informative competence in English.

The type of BE coursebook under consideration for students not majoring English [3] has been worked out and successfully introduced for the recent years at Tavria state agro-technological University due to its structure that allows to reveal learners' background knowledge with further directing and involving them into practicing integrated skills by means of discussions, developing own cases, preparing presentations on topic issues.

Applying the above teaching aids makes learners motivated participants of various learning activities (role-plays, imaginative continuous simulations, projecting, presenting information having been searched by them) by means of giving them and developing gradually their learning autonomy in the course of Business English learning.

References

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3. Караєва Т.В. Ділова англійська мова / Навчально-методичний посібник для студентів немовних спеціальностей; ОКР: магістр денної форми навчання. – Мелітополь: ТДАТУ, 2012. – 121 с