

THE COURSEBOOK FOR TEACHING BUSINESS ENGLISH

AT NON-LINGUISTIC UNIVERSITY

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Nowadays Business English learning acquires more significance due to development of business activities in various spheres of life in Ukraine. The problem that BE learners experience deals with the lack of teaching aids being able to satisfy both those who teach and learn BE. The common disadvantage of available foreign textbooks is that they do not take into consideration the peculiarities of national mentality as well as the background awareness of BE learners, say, on organizing business in the western countries. This very fact induces native scholars (Tarnopolsky O., Kozhushko S., Gorbunova N., Bubnova D., Zubchenko N., Lychko L.) to work out the course books taking into account the above mentioned shortcomings.

Both perfect willingness and urgent necessity to make the process of business communication in English to be not purely academic but truly real one for the learners has served as the ground in the attempts to create acceptable teaching aids for university students non-majoring English. The coursebook for teaching BE that has been devised at Tavria State Agrotechnological University is aimed at business communication, therefore learners study business in business communication and by means of business communication [1] in accordance with up-to-date approaches. It can be qualified as task-based as learning tasks are the ones from various spheres of business activities that learners should solve by means of English [2].

The coursebook under consideration is content-based as BE is being learnt by means of information content covering spheres of business, marketing and management. It is theme oriented (theme-based) as well since both information and learning activities have been focused on 12 themes (being comprised in “Personal Identification” and “Business Communication” modules) including the whole learning content that has been chosen [3]. It makes up integral complex for learners including Student’s Book intended for class work; Work Book –for home work; Individual Assignment has been worked out as optional tasks for highly motivated learners to be done both individually and in groups; English-Ukrainian Vocabulary. It is also provided with video pieces having been retrieved from the Internet sites providing the principle of authenticity of

learning materials. It should be noted that all the teaching materials (texts, documents, templates, samples and video pieces) having been chosen for learning are authentic and used for reading, listening, speaking and writing tasks realizing the principle of integrated skills in the course of business English learning. The need to do the information search for team- and group-work being presupposed in the tasks assists much in developing learners' competence in using the Internet called informative competence with the aim of solving the tasks concerning their ESP studies [4].

In conclusion it is worth mentioning that building up BE teaching and learning founded on the above mentioned principles for the students non-majoring English provides for the successful outcomes of the entire learning process so far as learning activity arrangement promotes students' learning autonomy required for providing adequate to communication by means of the language being studied as well as arranging conditions for forming the independent language users.

References

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2. Prabhu N. Second Language Pedagogy. – Oxford: Oxford University Press, 1987. – 153 p.
3. Brinton D., Snow M., Wesche. Content-Based Second Language Instruction. – New York: Newbury House Publishers, 1989.
4. Tarnopolsky O. Constructivist Blended Learning Approach to Teaching English for Specific Purposes. – London: Versita, 2012. – 254 p.