Российский университет дружбы народов им. Патриса Лумумбы

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЛИНГВИСТИКИ И ЛИНГВОДИДАКТИКИ ИНОСТРАННОГО ЯЗЫКА ДЕЛОВОГО И ПРОФЕССИОНАЛЬНОГО ОБЩЕНИЯ

Сборник материалов
I Международной научной конференции

23–25 января 2003 г.

РОССИЙСКИЙ УНИВЕРСИТЕТ ДРУЖБЫ НАРОДОВ

I МЕЖДУНАРОДНАЯ НАУЧНАЯ КОНФЕРЕНЦИЯ

Актуальные проблемы лингвистики и лингводидактики иностранного языка делового и профессионального общения

Материалы конференции

Москва
Издательство Российского университета Дружбы народов
2003

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Международная научная конференция «Актуальные проблемы лингвистики и лингводидактики иностранного языка делового и профессионального общения»: Материалы конференции / Отв. ред. Е.Н. Малюга, А.Н. Гиривенко. - М.: Изд-во РУДН, 2003. - 136 с.

ISBN 5-209-02202-1

В сборник включены тезисы докладов и сообщений участников международной научной конференции, состоявшейся 23-25 января 2003 г. на экономическом факультете Российского университета дружбы народов.

Тексты материалов, предоставленных авторами на дискетах, печатаются в авторской редакции.

ISBN 5-209-02202-1 **ББК** 81.2Англ

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Business English Teaching Methods

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(Academy of Management, Togliatti)

Business English. Language versus Skills

"Are we teaching language or skills?" This question is often debated among Business English teachers .1 strongly believe it is impossible to focus on language without consideration of skills involved. Business English methodology is far-ranging and eclectic. It places a great emphasis not only on training total skills: speaking, writing, listening and reading within a business context, but concentrates on such areas as presentations, meetings, negotiations addressed as management skills training, where behavioral strategies and techniques play an important role.

Last academic year we piloted teaching negotiations for future managers and employed a case study method with a student -centered approach. We have drawn on, aspects of developing negotiation skills, practice in language, style» and cross-cultural awareness. I am sure this approach develops communication competence by putting the students in the center of the action. Our students use language actively, practice communication skills, learn the fundamentals of a negotiation process, develop an awareness of different cultures' approach to negotiation.

A classroom becomes a workshop in training communication and language skills, cross- cultural awareness. A teacher acts as a reference person in negotiating strategies and stages; a trainer who provides language input and trains negotiation strategies; a facilitator who helps to create dynamic partnership in learning between the teacher and the student. This partnership enhances the learning experience, helps to achieve communicative competence. The teacher focuses on providing the students with vocabulary, grammatical structures, content feedback, as well as helping them to become sensitive negotiators. In their turn students ask for vocabulary and structures. Moreover with the case study method students are allowed to communicate in their own individual groups, multiplying the opportunities to produce language and to be corrected as well as to practice communication and negotiation skills. Besides this method allows to expand students' repertoire of communication skills by requiring them to develop presentation, team working, networking, critical / analytical problem solving skills, and become sensitive negotiators.

While planning a classroom activity it's necessary to be well aware of the sequence of a negotiation case. Each case consists of all or a part of the following segments:

1. Original contact via letter or telephone.
2. Arranging a meeting, including decisions regarding place and time.
3. Preparation for the negotiations (badges, visiting cards, etc.).
4. Preparing for the negotiations by filling out the Negotiation and Position

Presentation Worksheets. (Each delegation has to formulate goals, priorities, bottom line, assess the balance of power, etc.)

5. The host team prepares the setting and agenda.
6. Socializing (including introductions), gift exchange (if appropriate); explanation of the agenda by the host team and information about where and when meetings and social activities will take place.
7. Negotiations and breaks (any break is considered as a continuation of negotiations).
8. Written documentation of the agreement.
9. The team assigned with the responsibility for documenting the outcome of the negotiations summarize the results and send them in the form of a letter to the othe'r'team.
10. The other party will write a letter either confirming or questioning the stated results.

The language presented in our course shows how to work with the collaborative model of negotiation in English. We cover different stages of a collaborative negotiation beginning with

Relationship building: first impression is of great importance. You try to establish a friendly rapport, a good atmosphere, a climate for the whole negotiation. It's necessary to know how to greet and introduce people, how to keep a conversation moving, using the small talks.

Agreeing procedure: agreement on overall objectives and procedures ensure that nothing is forgotten or left out, and that both sides have a clear idea of the agenda. As for language means it's important to know how to introduce & check acceptance of objectives, how to create a climate of cooperation.

Exchanging information: this step is to make clear opening statements using proper lexical means.

Questioning: after the opening statements the suppliers usually ask questions to get more information about customers' needs.

Options: at his stage both sides brainstorm a lot of different ideas and options for working together. It's important not to evaluate or criticize the ideas.

Bidding stage: it's a heart of negotiation when 2 parties put forward proposals and bids. The purpose of a teacher is to input the language for formulating reasons and proposals and to teach how to bid.

Bargaining: at this stage further offers can be made. The offers are frequently linked to certain conditions and terms of a contract The ability to use appropriate language to link offers and conditions to achieve agreement is necessary to develop.

Setting and concluding: at this final stage the participants summarize what has been said .The language to close the negotiation should be taught.

The enumerated stages provide you with a vivid picture what language we present and practice with our students in a classroom in order to introduce an idea, to establish the ground, to agree objectives and procedures using appropriate forms to achieve tactical ends, to put forward an option, to bid developing sufficiently

good command to interact with clarity and precision, to discuss conditions and terms of a contract, etc.

As for interaction we train students how to react to what other people have said, to interrupt politely, to ask questions, to respond correctly questions, to correct misunderstanding, to accept or reject proposals, etc.

Drew Rodgers says: "Negotiation is not just a matter of arriving at a contract - the deal. It is a complicated process that involves a number of factors, many of which are culturally determined. You must never assume that your counterparts from another culture think like you do. Doing so can lead to misunderstanding, frustration, and distrust, which may sour the climate of negotiation and even lead to failure to arrive at an agreement." The classical examples of misunderstanding are: the question of time, disagreement on the importance of protocol, conflicts arising from a deal orientation versus a relationship-establishing orientation.

We provide our students with informative culture based texts on the following points: time, contract, deal v relationship, protocol, decision making, conflict, direct v indirect communication, win-win v win-lose. The students are to read the information, discuss in groups the areas of possible misunderstanding and conflicts due to cultural differences and to present their opinion to the whole class. The purpose of this exercise is to create an awareness of possible differences in values, which can lead to misunderstanding, frustration, and failed deals. This is a consciousness - raising exercise to sharpen students' sensitivity to other cultures' approach to negotiation.

The implication is that while we as language trainers need not feel that we are teaching skills, attention has to be paid to way the students use language in order to achieve particular ends. This will include attention to structure, projection, clarity, propriety and accuracy. In so doing, the language trainer does not have to approach a course from the point of view of setting out the stages of a negotiation, developing the participants' skills at negotiating and making them manipulators of these stages.

But the language trainer does have to know what these stages are, otherwise there will be no focus in the language training, and the students may be unable to relate what they have learned to the real situations in which they should apply it.

Dolganova O.V.
(Moscow School of Social and Economic Sciences)

Business English: Presentation That Sells

Business English has been part of the curriculum of a great number of prestigious universities and small business schools for years. It seems hard to add up something new to numerous and various techniques offered for the course in existing course books, educational videos and teachers' resource books.

Nevertheless, there is always room for innovation, improvement, new ideas, approaches and techniques. Especially when it comes to such field of Business English as Presentation.

A carefully structured presentation, with clearly defined communicative

targets, lends itself well to the simulation stage of a language training course. On the aural side a presentation provides intensive and extensive listening practice for language learners; on the oral side it can be an excellent vehicle for the practice of newly acquired language skills. Though presentation skills are various and many and have been described by most respected authors, each time a presentation takes place - it's unique and requires a new carefully thought out approach. The reason is quite simple - the product is new, the audience is new, the environment is new, in fact, everything is new. It's another day and another game. And the presenter has to win! Such is his objective.

Thus the task of the teacher is not only to teach a student how to effectively and successfully present his project/product here and now. The task is to achieve by means of various techniques such flexibility of the student's mind and such diversity of his skills that no matter what, no matter when, no matter what the audience and the circumstances are, the presenter does hit the target and does it most effectively!

For learners of Business English, making a presentation in English can be difficult and demanding. The presenter needs skills such as vocal variety, breaking the ice, using visual aids which go beyond the range of ordinary language courses. "Presentation That Sells" is a practical course which has been designed at the Academic Linguistic Center of MSSES to develop these skills and more than that to achieve the flexibility and diversity of them. It takes learners systematically through the key communication and language skills needed to make clear, well-organized presentations and enables them to develop these skills in realistic ways.

The overall aim of the course is to raise the non-native manager's level of proficiency in English, both as presenter and as receiver of business information in English speaking contexts.

Galashova E.G.
(Odessa State Economic University)

Business English Teaching Methods: Communicative Approach. Critical Thinking

Expert preparation purposes determine training purposes and problems and communicative approach assumes a pivotal role in this process of Business English teaching. The teacher is to search such forms and methods which would result in students' recognition of the role of the foreign language in society.

New methods and techniques of foreign language training imply authenticity of the educational process - the use of such materials and tasks which will stimulate a realistic situation in the classroom and result the development of interpersonal skills.

Communicative games serve this purpose.

The game is a means of pedagogical heuristics. The problem solving which forms the communicative game essence develops creative thinking and provides active character of knowledge and skills mastering.

In view of individual differences in foreign language acquisition it would be

helpful to use cooperative learning activities in the classroom during practice teaching. Cooperative learning allows for a balanced exchange between teacher and the students; students arrive at a greater degree of grammatical correctness, accuracy and faithfulness achieved through discussion and negotiation because participants are required, for instance, to justify their positions while arguing about specific cases or situations. Another non-negligible advantage of cooperative discussion is the reduced stress and anxiety in cooperative learning situations, which more readily contributes to the development of "linguistic self-confidence".

Business English learners must be aware of performing tasks frequently needed in business settings. Students should have access to discourse practices available in real life interaction, such as steering the topic into a desired direction, posing questions about the business transaction, or requesting clarification in the case of miscommunication. It is not sufficient that students demonstrate only their proficiency in business terminology and practice; they should also be able to demonstrate a critical reflection of business practices and economic topics.

The business community in particular has considered critical thinking a vital skill sorely needed in today's economic climate. In fact, emphasizing in students the importance to evaluate critically the course content causes them to develop skills that have an application reaching even beyond the foreign language classroom.

Thus the process of Business English teaching requires a system of methods which implies the use of communicative and cooperative approaches, creation of authentic conditions, stimulation of productive creative thinking.

Gorodetskaya E.Y.
(Far Eastern State Technical University, Vladivostok)

Development of Students' Reading Skills through Reciprocal Teaching

As far as many teachers of the English language for proficiency encounter the problem of involving students in active reading and comprehension of the text content, the search for the methodology stimulating students' engagement in the process of reading is of great value for both teachers and students. Reciprocal teaching may be described as the method which gives students the required cognitive and metacognitive strategies to understand the reading process. This teaching method provides models and requires interaction and feedback to engage learners and reinforce comprehension in jointly reconstructing the meaning of text.

There are four skill areas to activate and monitor reading comprehension:

(a) summarizing; (b) questioning; (c) clarifying, and (d) predicting.

Reciprocal teaching is introduced as a strategy to improve students' comprehension of the text while involving them in a verbal exchange of ideas. Students "reciprocate" their skills, experiences, and understanding as they follow the model.

The process begins with the instructor modeling the steps of reciprocal teaching. The instructor reads the text segment and summarizes the passage. Next, the instructor asks the students a question to which the students respond orally. The

students ask a question of the instructor about the text for the purpose of clarification, and finally the instructor and students predict what will occur next. The process should be repeated by the instructor until students are familiar with the sequence of activities and the skills involved. A student then performs the modeling role in either a large group or in small groups or pairs with the instructor acting as "coach", ultimately withdrawn from the process. There are a number of advantages of the model described above:

1. The primary benefit is that comprehension is likely to increase;
2. Through reciprocal teaching learners become aware of their cognitive resources and their "self regulatory mechanism" which they use in their efforts to understand what they read;
3. Students practice four basic reading skills and test their ideas against those of their peers. At the same time, they are listening and speaking in English in an authentic academic setting;
4. Students' vocabulary needs are contextualized and clarified and they can use relevant vocabulary during discussion of the text;
5. The reader's independence from the teacher encourages autonomy in the reading process.

All these factors make the reciprocal teaching model very attractive for effective development of students' reading skills and a valuable teaching tool in the ESL classroom.

Ivanova T,
(PFUR, Moscow)

Some Techniques of Oral and Written Business Communication Course Teaching

Business Communication Course is relatively new for our department and for foreign language teaching in general. It was introduced for the students of the engineering faculty, as for all other foreign language learners several years ago as a response to the urgent and vital demand in specialists on labor market both in this country and abroad able not only to translate technical texts but also to communicate on business matters with their foreign partners. Soon this course at our department has became part and parcel of the general program for teaching translation since every translator is required to be an expert in whatever types of intercultural communication. However its origins were also motivated by stronger and deeper relations established between Russia and the rest of the world, which constitutes international community of civilized countries.

Another reason for business communication course can be explained by the fact that due to Internet our planet is becoming smaller. Its spreading brought to life an objective necessity to exchange personal information, for instance, to congratulate your friend with some important moments in his life, to express your sympathy on some sad or unpleasant situation, etc. One travels much today all over the world and needs to know how to book his tickets, how to inquire for his luggage

lost, how to write a letter of gratitude or in what form express his claims.

Moreover, everyone wants to get a good and highly paid job. To achieve this aim one is to know how to compose his application letter, his CV and cover letter to draw the potential employer's attention and convince him in being the most appropriate person to be invited for the interview and to be hired.

And how to cope with an interview and to impress the possible employer with your strongest points if you do not know the main rules to be followed by an applicant? But how to teach all these aspects? Where to get texts, exercises?

Frankly speaking, at first we felt enthusiastic with various British publications on Business Communication, such as "New International Business English" by Leo Jones and Richard Alexander (Cambridge University Press, 1998), "Business Basics" by David Grant and Robert McLarty (Oxford University Press, 1995), "Business Class" by David Cotton and Sue Robbinson (Longman, 2000), "Business Opportunities and Business Objectives" by Vicki Hollett (Oxford University Press, 1998), etc. It is that these manuals possess numerous linguistic information about different sides of communication discourse. They are saturated with all the richness of social language and most phraseological units, which are widely spread in the English language culture. Besides they are supplemented by tapes to listen to and to develop listening skills. There are very useful exercises for drilling your grammar in connection with business language. These books contain topical texts, which explain different characteristic features proper to certain language communities. However their application as textbooks in the Business Correspondence Course for native Russian language speaking groups met a number of difficulties. These difficulties can be explained by cast of mind, which does not appear to be similar for people, who belong to different cultures. It made us choose our own way of Business Communication Course Teaching.

On one hand, the best and strongest points, all the richness of the. factual material, facts, language patterns, etc. were borrowed from the original textbooks altogether with their oral exercises sounded by native speakers. Special place was assigned for social language patterns and situations, in which they are mostly used. But we have created our own logic, which is in the mainstream of the Russian people psychology.

We became completely conscious of the necessity to develop two types of communication skills simultaneously. And to use a two-way translation in most situations to strengthen the acquisition of language patterns. That is why our course is entitled "Oral and Written Business Communication". It comprises reading material for comprehension and discussion, language patterns and situations in which they may be used and a number of exercises for written and oral form of work. The content of our course orients us and directs our teaching methods towards the development of written and oral communication discourse, altogether with listening and speaking skills.

Oral and Written Business Communication Course comprises:

Part 1.

Personal private letters written on various occasions, their content, form and mailing. Phraseological patterns proper to them. Forms of oral personal

communication, including telephone skills.

Personal business letters written by an individual to different companies. They include a letter of request, a letter of order, a letter of adjustment, a letter of commendation. Much attention is paid to the composition of such a letter, its form and generally used words and word-combinations. All the terms and patterns that constitute the core of such letter are drilled in an oral speech in the form of different dialogs.

Application for a job as a topic includes all the letters that are written for a job hunter: application letter, CV, cover letter. Besides students are taught how to prepare for an interview both in form and in essence, how to answer the most difficult questions, how to behave and how to lead an interview, what points to choose to characterize them and many other things. Students are given opportunity to discuss ways of searching for job at the lesson. They are to discover by themselves what is a success, what is the job, which could bring them satisfaction in life and desire to develop further their knowledge and skills.

Part 2.

It comprises all types of business letters, which are exchanged by the companies or written by a representative of one company to his acquaintance in the other company on behalf of his company's affairs. They are: a letter of inquiry, a letter of order, a letter of offer, a letter of delivery, a letter of payment, an insurance letter, a letter in which you are booking tickets or making hotel reservations. One of the main teaching techniques is directed in this case at the formation of two-way written translation skills. The final point is a contract. Students are supposed to learn how to write and negotiate every point of it.

Each of our classes consists of writing, reading and translating of business letters given in concrete life situations. The second and obligatory part of the class structure is a dialog on the topic of the day. Much attention is paid to telephone communication skills as one of the most difficult forms of discourse without a direct eye contact. They are practiced in a company of all the social language patterns proper for the concrete situation.

The results of the learning are tested and checked in the form of **business games**. There are two games, which culminate each part. The aims of the first game are to test the ability of the students to express themselves in a written and oral form in their search for an application. This business game is organized in the following form. The group chooses two students to play the role of Chief manager and Personnel manager of a foreign company, which sets up its branch in this country. Their task is to write a company's presentation in the Russian market and to describe their openings or vacancies with all the requirements for those who are burning to get the job. The rest of the students are expected to make their choice among the given positions, write all types of application letters in order to demonstrate the written business skills, be able to discuss the interview appointment with the Personnel manager and show their oral business communication skills during the interview. At the end the Chief Manager and the Personnel manager are to draw conclusions to give their sound proves in favor or in contra of this or that individual. This game gives us extremely wide and vivid opportunity to check all the possible

skills, social language patterns and some special vocabulary, which may be connected with a certain sphere of the desired occupation.

The **second** game is led at the end of the Part 2 of Business Correspondence Course. It characterizes the students' group work. All the students are divided into two groups, which represent two companies-partners. One of them is a supplier and the second is a purchaser. At first these companies exchange different kinds of business letters. Then they are willing to meet to negotiate a contract. Students play roles of managers in different spheres. Some of them are responsible for the reception of the guests, booking their tickets, reserve accommodation, even meeting them at the airport or at a railway station. Others, if the group is big, respond for certain items of the contract negotiated. This game also gives possibility to check the level of both written and oral business communication skills acquisition. As a rule students do their best to show willingly all the knowledge received. Language acquisition altogether with behavior patterns, which are characteristic for the concrete culture create an atmosphere that resembles much real life situations. It helps students to sound natural in applying business language.

Some lessons can be leant from the experience received in the business communication teaching process at the engineering faculty. They are the following:

- two way translation is indispensable, especially in forming written business communication skills;
- oral practice must accompany all the topics;
- oral practice is to be approximated as close as possible to real life situations;
- social language patterns are no less important for successful business communication than special terms.

Kundik O.I.
(Saratov State University)

Business English in a Secondary School. Why not?

Teaching Business English to the 9th-11th forms' students in a secondary school is an exciting but challenging experience. Some challenges faced are the following:

- The search for and the choice of the appropriate teaching materials is not an easy task. ELT catalogues are of great help. The books 'Work in Progress' and 'More Work in Progress' by Andy Hopkins and Jocelyn Potter (Addison Wesley Longman Limited) could be a good option. The course is aimed at preparing learners of English to perform general communication skills in the world of work, for example, meeting visitors, telephoning, understanding and sending faxes, letters, e-mail messages etc. The companies featured in the books represent different business areas: the media, public relations, manufacturing and retail. The levels (post-elementary and intermediate) correspond to the English language

level of the 9th-11th forms' students from different kinds of secondary schools.

- The lack of business (work) experience and a small life experience of the students can cause some difficulties in doing a number of exercises and activities. The tasks about a fax-machine, a credit card machine or a currency exchange machine are a bit of a problem for learners as they have never used them. The international airport facilities, traveller's cheques, credit cards are unfamiliar for many students and sometimes for a teacher as well Different teaching approaches in the general secondary school English course and an elective Business English course could require a period of adaptation. The amount of listening in the course is much bigger in comparison with the usual practice of teaching English in a secondary school. A workbook accompanied with a cassette (that is listening at home) is a new idea for learners. Students are very often not accustomed to a group (team) work and projects.

Lopina L.M.
(Vologda State Technical University)

The Communicative Approach in Teaching Business English

In the last two decades Business English (the international language of business communication) has attracted increasing interest and awareness. The term "Business English" is used to cover the English that is taught to a wide range of professional people, as well as people working at management level and people still in full-time education preparing for a business career. For teaching Business English we require modern approaches and methodology, which give attention to the practical application of the language, to give a full and many-sided development of students' abilities. The main principles of the communicative approach apply to Business English as much as to General English. According to the communicative approach language is viewed as a system for communication. Proficiency in Spoken English is developed through role-plays and discussions in pairs and small groups. The objective of the role play activities is to prepare students to function in situations where they will need to use specific skills such as interviewing, making presentations, asking for and giving advice and many others. The small group discussion work concentrates on providing students with a context in which they can express their own ideas and comment more fully. The selection of appropriate tasks depends on the needs of the learners in relation to their jobs - i.e. what business situations they have to deal with aз well as to their level of ability. The teacher's role is primarily to facilitate communication. The learners should feel confident and relaxed. Members of a group should not feel exposed to criticism from the teacher and other students. In this frame of mind, they will be more likely to speak. Interaction can be encouraged by asking many questions and giving them time to answer. The teacher should establish methodology, which on the one hand,

might help to focus work on mastering effectiveness of communication and on the other hand might help to determine the most suitable teaching materials.

Malykh Y.S.
(Moscow School of Social and Economic Sciences)

Using the Internet in Business English Classes

Among the facilities that the Moscow School of Social and Economic sciences provides the students with is a free access to the Internet. What is more, the Academic Linguistic Centre has a Language Resource Room equipped with computers and other technological innovations. I would like to point out we have been using the Internet as a teaching resource/tool for more than three years.

Unlike ready-made computer-based educational programs, namely CD-ROMs, our Internet-based materials are tailored to the needs of our students. There is no difficulty in introducing some changes in order to update them.

The Internet-based activities can be subdivided into two categories:

- online activities, e.g. surfing the net in search of particular information;
- printed activities, e.g. crosswords created with the help of the Internet.

We consider the Internet as a modem profound source of information. It provides materials for Business Studies as well as Language ones. In this respect our task is to make them 'user-friendly' for the learners of Business English.

Musikhina O.N. Kintchina E.V.
(Kuban State Technological University, Novorossiysk Branch)

Approaches to Business English Learning

When speaking about Business English teaching we must but say that language learning and language teaching go parallel and we should like to view here three basic approaches to language acquisition, which have been developed so far: the behaviorist, the nativist and the interactionist approaches to the problem.

Following Haliiday's, 1975, argument about language learning and language acquisition, behaviourism and nativism could be considered as approaches to language acquisition, whereas the interactionist approach, with its emphasis on process and the learner's/student's active participation, could be viewed as an approach to language learning.

The exponents of the behaviorist approach maintain that the environment heavily influences the learners/students. They acquire the linguistic behaviors which

are presented and reinforced by the environment (Skinner, 1957).

The nativist approach is advocated by such theorists as Lenneberg, 1967, and Chomsky, 1965. These theorists maintain that a human learns to talk because he or she is either biologically or innately prepared to do so.

The main criticism against these two approaches to language acquisition is that they take the learner's role to be a passive one. Language is something "out there" that's why the learner (a child) is expected to acquire either because he/she is biologically or innately prepared to do so.

The interactionist approach, on the other hand, has attempted to explain language learning by emphasizing the active participation of the learner (or a student as in our case) in terms of the learner's/student's strategies for actively interacting with linguistic and non-linguistic aspects of the environment in the course of his/her development. Language learning is largely determined by the active engagement of a student in using the linguistic signals of communication he/she is exposed to (as he/she does with the non-linguistic signals) and by the ways in which individuals in the environment respond and react to what a student says and does. This approach to language learning takes the learner/student to be an active seeker and processor of new information, selectively paying attention to the environment as he/she communicates. Hence, learning to communicate through language involves a natural two-way process where the student and the environment (human and physical) interact and influence each other in a reciprocal way.

Interactionist psychology (see Bruner, 1975, 1977, 1978; Ryan 1974) has mainly dealt with the "ways and means" i.e. strategies; teachers and professors as well as students make use of to communicate non-verbally as well as verbally. Verbal communication, however, presupposes a certain perceptual, conceptual and cognitive maturity in students. It is cognitive psychologists like Piaget and his followers who have mainly dealt with the learning and development of perceptions, concepts, cognitive structures and abilities, as well as thought and reasoning in learners/students. These two psychological approaches seem to be complementary. Indeed, several psychologists (Sinclair de Zwart, 1973; Bloom and Lahey, 1978; Sinclair, 1978; Karmiloff-Smith, 1979) are clearly pointing the way towards blending these two approaches into a unified theory. This unification may have important consequences for foreign language learning since learners/students are perceptually, conceptually, cognitively (and linguistically) developed when they start or continue learning a foreign language or any branch of it, i.e. Business English.

Pavlova L.V.
(Magnitogorsk State University)

Teaching Business English through Roleplaying

Roleplaying is a particularly effective way to motivate students in professional training. It has quite a number of advantages. One of them is that roleplays resemble real-life communication. Roleplaying can be used as an informal means of having students act out situations and events related to business. Students

must use their minds, voices, bodies and creative ideas to communicate in an original way. Roleplays can be used to encourage students to be more able to express ideas and feelings. In a role-play students are not themselves, they take on a fictitious role - that of chairman, group chief executive, managing director, group company secretary, etc.

So how exactly do we use roleplaying in teaching business English? The students are told in the first week of class that they are to create a company. To introduce a role-play effectively we use appropriate authentic materials: advertising brochures or booklets of famous companies. The students are given one week to choose operating divisions they would like to work in. Besides, each student chooses a position they would like to hold in their operating divisions. After deciding on the kind of company, its name, operating divisions, the preliminary part of the course is finished, the real course can begin.

The role-play is divided into several episodes, each of which examines a different function related to business English.

For example the first episode - Creating the Company - is an opportunity for the students to discuss general points of their company: the location, the number of operating divisions, number of employees, and so on. This episode introduces the vocabulary of job titles and job responsibilities.

Next we have an episode on Marketing and Promotion; in which the students are to create an advertisement. This is an opportunity to demonstrate their creative talents. Next comes a report on a new product or service recently launched by the company. The students are required to report on that event including details about the product or service launched, the origin of the idea, feasibility study, the marketing process, sales trends, etc. The next episode is on expanding the company, and this involves describing business trends and future plans, analyzing the expansion project and financial review.

The final episode continues the theme of future plans. Now it is time to complete the Annual Report, and then comes a formal oral presentation. The day of the presentation the entire class is a role-play. The students now have a lot more information and language capabilities. In addition, the students realize at this point how much business English they have learned. The particular value of roleplaying in teaching business English is that students can study various aspects of business English within a coherent framework. Free expression and seeing others in different situations can be helpful for students as they grow and develop behavioral business patterns of their own, and apply business English in the most profitable way possible.

Popova G.S.

(Perm Regional Institute of Pedagogical Information Technologies)

Intensive Methods, Multimedia Programs, Video and Karaoke in Teaching English

English language is necessary in many spheres of modern life: in professional activities and everyday life. More and more people feel need in practical mastering

of English. Therefore course "English for Communication" was developed and is conducted now at our institute. At the lessons students learn how to behave in different situations, for instance: travelling, visiting friends, discussing plans, etc. Besides we learn how to write a resume, to negotiate, to hold a meeting, and to take part in it, to compose an agreement, thus we combine English for everyday situations with Business English. Intensive methods, multimedia programs, video and karaoke help to make our lessons as effective and informative as possible.

Intensive methods and suggestopedia. Centering, music, positive emotions, physical movement, games, role-play and relaxation are integral parts of our lessons. They help to create peaceful atmosphere, to get rid of error's fear, to leave the outside world and immerse us into the world of English.

Multimedia programs which present information with the help of texts, graphics, color, sound, animation and video are widely used at our lessons. They give every student an opportunity to record his (her) voice and compare pronunciation with native speaker's, to learn grammar rules and do grammar exercises, to drill, compose dialogues and learn them, to train reading, play games and learn new songs.

Video is very useful in motivating and stimulating. It is an efficient way to learn more about a topic, to make cross-cultural comparison and memorize colloquial forms of English. We usually watch video extracts from such multimedia programs as **REWARD InterN@tive (YDP** Multimedia, 1999) and **Business English** (Syracuse Language Systems Inc., 1999) and sometimes well-known feature films (we have already watched The Mummy and Conspiracy Theory). Before viewing video extracts students are given a list of items and questions. After viewing they answer questions about the plot and some details, and write down things which are different from Russian culture or the same.

At the end of every lesson we sing **karaoke-songs.** Students like this "task" very much and moreover it's a good way of recycling language in a "fun" format and developing natural sense of language achievement. Our favorite are such well known songs as **Words, One way ticket, Wind of Change, Yesterday,** etc.

In conclusion I would like to underline that the goal of our course is to develop students' autonomy in their own language perfection and use that is why at our lessons we do both learn English and learn how to learn.

Roslyakova E. F.
(Belgorod Consumer Cooperative University)
Clarence B. Davis
(Marian College of Fond du Lac, WI (USA))

Using Films to Address Diversity Issues

The notion of culture is dynamic as is culture itself, constantly adapting to radical changes in the human environment.

The present authors wish to respond to the problems of the cultural norms of behaviour and the difficulties of dealing with diverse populations by developing

mentality of business among the next generation of Russian entrepreneurs through an English-language curriculum for schools of business. Several approaches may be used to deal with these problems, including traditional readings and discussion, role playing and games that help students look on those who may have different customs as acceptable partners or customers, and immersion through field trips or travel experience.

Within the context of courses teaching the modern language of international business, English, an additional means of engaging diversity issues, may be through study of selected American films. But there is basic a problem in using American films to look at diversity issues in the CIS, largely for the reason that most Americans (and American filmmakers) haven't got a clue about such diversity, apart from the understanding that there are some Jews and people of Caucasian nationality (PCN) living in Russia. Most American films therefore aren't useful in a direct way to address this problem of Russia and the CIS.

Besides, many American films are often dismissed as vulgar, uninspiring, and commercially driven. However, that is not to say that such American film material cannot be used to trigger discussion and analysis by Russian students about such issues in Russia, using the paradigms in the American films by way of comparison. Despite their artistic deficiencies, American films and their social documents contain significant insights into issues useful for classroom instructors on a number of levels:

1) Concepts of race, class, and gender in their societal frameworks are defined in a broadly understood pattern.

2) Significant issues for the practice of business in a diverse community are illustrated.

3) Such films provide excellent language practice that is especially significant because it may relate to the pattern in which language is currently used in both formal and informal business environments.

Despite their utility, these films normally require deconstruction and analysis within a framework of American cultural familiarity. Nuance, dialect and unique usage are frequent elements in such entertainment. And of course it must be explained that drama may distort reality.

Most of the films are comedies, Award Winners, which seem to work well in stimulating discussion. Diversity issues, cultural awareness and social problems can be effectively brought into the classroom in a non-threatening context that make them accessible to students for discussion.

A model for teaching such films includes previewing the work in order to develop the necessary vocabulary and identify scenes that illustrate the issues of diversity to be addressed, making note of useful material. Selected scenes can be shown in class for analysis.

Intrinsic to the exercise is the need to adapt the illustrated American examples to a CIS context.

Are there similar circumstances that must be understood? What attitudes and actions seem particularly appropriate or inappropriate? What is the practical consequence of the issues raised in the film and what impact on the culture of

business may their solution have? What films are best to use? There are several very popular ones that lend themselves to useful discussions under the guidance of their instructor who is, at the same time a cross-cultural interpreter. A few examples may suffice. "Mystic Pizza", a film set in a working class Portuguese neighborhood in New England, deals with issues of ethnicity, class and (peripherally) gender. Women who work at the titular small business cope with class and role issues in social relationship, while the owner of the business seeks a means to gain publicity for the restaurant with a larger audience.

"Pretty Woman[11] is a story of a "hooker with a heart of gold" whose good efforts are often challenged by stereotyping and dehumanizing reactions of many she encounters. The film contains useful insights on customer relations in business and social class. Its powerful message stresses the importance of avoiding rash judgments of customers and the need for polite service.

"Erin Brokovich", based on a true story, presents issues of gender and class in a context that explores the interaction among employees of a small law office who are bringing a class action lawsuit against a giant utility company. The interaction between the newly hired legal aide and company lawyer is priceless in presenting class as a barrier to understanding. An Oscar winning performance by Julia Roberts.

In "Tootsie" Dustin Hoffman renders a superb performance that raises issues of gender in the workplace.

How is one to respond to these problems? The challenge is to develop the mentality of business among the next generation of Russian entrepreneurs. The authors believe that with appropriate instructional preparation, such cinematic documents will make points much more vivid and memorable for students and will lead to the development of their consciousness related to diversity issues.

Salanovich T.F.
(Belarus State Economics University, Minsk)

Idiomaticity of Business English and How to Teach It

This paper will discuss different ways of expressiveness used in Business English, with a special emphasis on various types of set expressions and metaphors. Existing approaches to definition and linguistic classification of set expressions are reviewed, the treatment of metaphoricity of Business English vocabulary is given and some teaching implications concerning idioms and metaphors are discussed.

We proceed from the assumption that the English language of business communication is a highly figurative one abounding in idioms, set expressions, phrasal verbs and metaphors.

In this paper by a set expression we mean a vocabulary unit resulting from the integration of two or more words functioning as a whole and characterized by unity of nomination. Distinctive features of set expressions are that they are usually syntactically and morphologically restricted. Structurally and semantically set expressions can be divided into certain groups: idioms (e.g. *touch-and-go, get a*

golden handshake, to break even), multi-word or phrasal verbs (e.g. *take over, bring forward, break down)* and institutionalized phrases (e.g. *in addition to, to begin with, first of all).*

An idiom is a sequence of words which operates as a single semantic unit, and the meaning of the whole cannot (or can hardly) be deduced from an understanding of the parts. Very close to them are phrasal verbs that are often extremely unmotivated and semantically opaque structures. The third group consists of a wide range of expressions that are in fact deducible from the constituent parts, but language learners would be unlikely to generate such expressions themselves from their prior knowledge of the individual words. That is why these expressions need to be consciously learned just as much as idioms or phrasal verbs that are semantically opaque. It should be remarked that the authors of books on Business English idioms tend to refer to all the three types of phrases mentioned above as *idioms.*

As for the problem of metaphors in business vocabulary, we proceed from the suggestion of modem linguistic research that metaphor, far from being a literary device, is intrinsic to the nature of everyday language and the language of business communication in particular. We encounter metaphors in case when the meaning of a word or phrase will have a conventional pragmatic meaning additional to the surface meaning (e.g. Demand *fell* as the dollar *rose),* or, as in the case of idioms, the whole will have a meaning radically different from the parts (e.g. *We're not out of the wood* yet, but things *are picking up* a bit.). The second part of the paper is devoted to teaching implications of the above mentioned vocabulary items and discusses the principles of their selection and grouping for teaching purposes, at what stage of the course they should be introduced and finally what activities might be employed to teach them. So an attempt is made to answer three questions: what, when and how to teach? Examples of activities for teaching set expressions and metaphors are suggested. The idea of incorporating metaphorical concepts (like *Business is a sport, Business is a gambling game, or Money is a liquid)* in vocabulary activities is considered in a more detail as a very productive one.

Sapozhnikova E.V.
(The Urals State Law Academy, Yekaterinburg)

Incorporating Job Ads in Teaching Business English: Employment

Employment with multinational companies and foreign firms is becoming increasingly widespread. That is why preparing for a job interview constitutes one of the important components of BE courses. This preparation is aimed at developing skills necessary to successfully communicate in the course of the interview and in other situations involving descriptions (both written and oral)

of work experiences, job responsibilities, required skills and abilities. In these cases BE students encounter certain grammar and vocabulary problems which can be even more complex with low-intermediate students of BE. British and American job advertisements provide a priceless source of relevant grammar patterns and vocabulary. BE teachers can offer a series of their own exercises on the basis of job advertisements and other newspaper and Internet materials which enable BE students (even low-intermediate ones) handle these problem areas. Besides the use of authentic materials makes these activities more true to life.

I teach at the Business Law Department of the Ural State Law Academy. Business Law is a combination of business and legal topics, which makes finding a proper balance between Business and Legal English one of the top priorities in our work.

But among Business English topics "Employment" is the one very thoroughly studied by our undergraduate students. So alongside with price-fixing cases, copyright and trademark infringement, anti-trust legislation and criminal liability of producers of defective goods, in addition to classical Employment areas like Job Interview, Writing an Application Letter, and Giving Job Description our undergraduates also read about and discuss problems of Employment Law, current changes in employment legislation, sexual harassment issues, breaches of employment contracts etc.

As I am not going to dwell upon problems of Legal English, I will get down to the point given as the title of the workshop " Incorporating Job Ads..."

Why j ob ads? They are an invaluable source of information about people, places, customs, traditions of the community. They reflect current changes in the language. Besides, they can contain a wide range of text types and language styles not easily found in conventional language-learning materials. For many students the ability to read and understand English language advertisements for work purposes represents a very real goal. And what makes job ads a very important tool for every teacher of Business English is that they can be used effectively with a wide range of levels from elementary to advanced. For instance, BE teachers can work with job ads of various length (from a short paragraph to a complete page), which offers them a great deal of flexibility when planning lessons and selecting materials. And here one of the basic rules to follow is **-grade the task, not the material.** Your students are able to understand language at a higher level than they are able to produce.

BE experts say that BE materials should be authentic, cross-cultural, motivating and personal, inter- and intra-national.

The materials that I'm going to speak about are job advertisements. The skills and the knowledge acquired after working with these materials help BE students give job descriptions, participate in job interviews and write letters of application using proper idiomatic language.

I decided to collect several forms of exercises for both low-intermediate and upper-intermediate students of English.

Grammar structures and speech patterns are structures with Gerund, Infinitives, Present Simple Active and Passive.

Materials required: a page of authentic job ads. **Ex.1** You make 3 lists: a list of jobs advertised in the newspaper, activities/job responsibilities (gerund) and some personal characteristics (adjectives or nouns).

a) On the basis of 4 speech patterns you can have your students discuss whether these jobs, activities and traits of character are commonly associated with men, women, or both.

Extension - With upper-intermediate students this can lead to discussions about gender stereotypes as an extension.

b) Then you can ask them to make up sentences matching the jobs with the activities and personality traits. Then show them the original ads which were the source of these exercises and give the chance to check their ideas.

Ex.2 Write out some job responsibilities (to-infinitives). Have your students make up sentences about these activities and the jobs they correspond to on the basis of the given speech patterns. **Extension** - true/false statements about jobs and job responsibilities connected with them.

Ex.3 Choose 3-4 job ads and get the sentences mixed up. The students are supposed to restore the original ads.

Ex.4 Make a list of fringe benefits and additional benefits from the ads. Have your students decide which of these are important in a job.

Ex.5 Another matching exercise is matching salaries (decide on proper remuneration) with the positions advertised. **Extension** - discuss the differences in payment for the same jobs in our country.

Ex.6 If you work with a number of advertisements you can rank the jobs - which are the most popular, prestigious, well paid, more interesting etc.

Ex.7 Delete the job titles and ask your students to match jobs to the descriptions or deduce the title from the description. Ex.8 Take a long job ad, delete some basic phrases, write them down next to the ad and ask the students to fill in the blanks. Ex.9 Prepare a job description without giving the title of the job. Ask the other students to guess the job.

Extension: speak about your future profession (or current position) stating the job title and the job responsibilities. **Ex.10** Job interview - for upper-intermediate and advanced students. You need a set of ads and several groups of students. First brainstorm questions. Each group consists of 2 interviewers and 1 candidate. Give one job ad for a group. Students are encouraged to use grammar structures and speech patterns from the previous exercises.

Ex.11 Choose a job ad and write a letter of application. **Ex.12** Take several newspaper (or magazine) photos, put them in front of your students and ask them to guess what the occupation of people in them is (they choose from the list given on the board.) After that you can give the students these articles to read and discuss.

Shevchenko O.L. Chebotareva L.I.
(Kiev National Economic University)

Case Study and Discussion in Teaching Business English

Case studies and organizing discussion groups have become increasingly popular in teaching Business English and are becoming widespread. In the past 10-15 years a lot of methodologists have called on teachers to teach Business English in its practical setting. It appears to be widely accepted that case studies are an appropriate method for teaching Business English and a number of case studies are now beginning to appear in a lot of textbooks.

There are a number of questions which need to be raised in connection with case studies in teaching Business English, for example: when are case study methods more appropriate than other methods? When organizing discussion groups is more useful? The term "fieldwork" is often used in connection with social practices in the field of activity in which they take place. A case study or a discussion usually implies a single unit of analysis. This also might be something more complex, aggregated.

Case studies give us the possibility of training Business English and of using the foreign language in a particular business situation.

Different types of case studies are employed by teachers of Business English nowadays. We should be able to decide which one to use in different language environment: descriptive, experimental, illustrative exploratory explanatory/ etc.

If we take descriptive case studies, we should remember that they should focus on the description of some economic activity or some economic unit, e.g. it may Sescribe an accounting system or a company, its structural hierarchy, objectives, etc.

Illustrative case studies deal with illustrating some new and possibly innovative practices, developed by particular companies in overcoming difficulties in any sector of their activity.

Experimental case studies could be employed to examine the difficulties involved in implementing the new proposals and to evaluate any possible benefits.

Exploratory case studies can be used to explore the reasons for particular economic practice. So, the objective of such research is to produce generalizations about some economic practices.

And the last type, explanatory case studies, attempt to explain the reasons for observed economic activity. In business the English language is used as a vehicle for the exchange of information and instructions. So, we need to develop in our students certain basic skills to participate successfully in this exchange.

The teacher's role in controlling discussions and case studies is crucial. Such creative work usually leads to reducing the psychological distance between teacher and students. We support the idea of teacher not correcting students' errors too frequently. Being interrupted and corrected makes the

students hesitant insecure in their communication. It seems far better for the teacher to use the activities for observation and to help only when help is demanded by the students themselves. Even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say. In our teaching practice at Kiev National University of Economics we have been practicing case studies for the last ten years very extensively.

Samokhina T.S,
Dianova E.M.
(Moscow State Pedagogical University)

BE as Teaching Strategy

BE is often viewed by teachers as a highly specialized, subject treating professional areas such as trade, commerce,; finance. Our basic assumption is that BE is not limited to a restricted range of subjects. A more productive approach as we see it is based on understanding BE as teaching strategy which can be successfully applied in our classroom irrespective of the aspect or topic we teach. It happens when we base our teaching, on the requirements set by the modern job market to the workforce of today. The major demand on the modern professional is the ability to make decisions in his professional capacity based on the information search and information analysis same as the ability to present it verbally and in writing in conformity with the norms of effective communication.

Thus teaching becomes goal-oriented, setting the objective to teach our students to perform both logical and communicative tasks which can form the basis for their future successful job-performance.

The course-book which we wrote for advanced students is going to be demonstrated as proof of our viewpoint. It covers tl range of topics which can hardly be referred to the tradition subjects of BE but includes business - oriented communicative tasks such as reasoning, defining, generalizing, classifying comparing and business-oriented activities such as marketing research, decision making, problem solving, writing a document independent project or a report, conducting a survey, drawing and presenting a chart.

Slejtovitch V.S.
(Byelorussian State Economic University, Minsk)

English for Business Communication in Job Hunting Process

A very broad area of teaching Business English requires specification with regard to the field of application. In this context, business communication in the process of searching for a job that requires the knowledge of English is becoming a special timely area of expertise and teaching. The paper in question discusses both written and oral aspects of business communication for job hunting in English. These skills are of practical value not only for those who want to work or study abroad, but also for those applying for available openings in the CIS countries, including the Republic of Belarus.

The key idea about the process of job hunting as part of business communication is that it is *a two-way street,* meaning that whatever is written or said must be oriented at a certain *audience* (a potential recipient of written/oral messages) from whom it is natural to expect getting a feed-back. This helps to avoid unnecessary "faux pas" and concentrate on effectiveness of business communication process.

The presentation is based on the research done as well as recently published course of English for business communication (V.S. Slepovitch. *Business Communication: Job Hunting in English.* - Minsk: TetraSystems, 2002). Even though the course in question is approved and recommended by the Ministry of Education of Belarus for students of economics and international business, it is in fact to meet the demands of a much broader audience. There is complete information on the procedure and components of job-hunting as part of business communication Process in the book. And yet, it is not so much a reference book that students and college graduates need for being successful in a highly competitive process of job hunting. What is more essential for them ~ and that is what the course offers through a variety of practical tasks and case studies based on want-ads in English printed in local press - is developing the techniques and business communication skills in such fields as:

(1) job market research (how to research companies, research with the Internet, cultivating networks, and interaction at career fairs);
(2) using all sources of searching for openings (want-ads or classified advertisements, networking, contacting companies directly, executive recruiters and employment agencies, and online services;
(3) self-assessment of one's personality and skills with the purpose of matching one's benefits to the needs of prospective employers;
(4) writing different formats of resume (chronological, functional, target, combination, alternative, creative alternative, "resumap", and Curriculum Vitae), cover and reference letters, other job search letters, and designing business cards;
(5) handling an interview as a final stage of a job search process with a focus on specific features of a hiring interview, overcoming fears

during an interview, being prepared to interview questions, awareness of an applicant's role and responsibility in an interview as well as the ethical issues in business communication.

As follows from the above, the paper's goal is to draw attention to teaching English for business communication through an analytical approach to marketing and positioning oneself making the best use of one's "selling point" to be able to hit a very practical target of finding a job with the knowledge of English. The payoff for the development of national economy is certain to be substantial in the long-term perspective.

Tamosiuniene L.
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ICT in Language Teaching

Though computer assisted language teaching has a great many supporters in theory, in practice there are still very few really successful classroom practices that would equally suit teachers capacity to manage the class and learners reaction to environment and to language learning. Often each computer assisted language class bears a character of an experiment rather than a well-established teaching method. Particular challenge appears to create instructional strategies to suit different learning styles and different language teaching purposes. The attempt is made to analyze in practice reading, writing and speaking lessons in computer classroom with special focus on the individual performance of the students and relate this performance to their manifest learning styles (Gardner, Kolb). Also the study is made to determine the best type of instruction for socially dependent and socially independent students (Diaz, **Cartnal).** Group-work value was brought to attention by the students as an indication of their understanding of academic environment.

Also a comparison is attempted of the student behavior in the computer classroom in a language class and in a technology class.

The hypothesis is that socially dependent students become much better peer instructors and interact easier with the peers and the teacher than the independent learners who are reluctant to propose for the whole class a structured learning plan. Varying degree of computer command may not create somewhat more feasible differences for the writing and reading classes. However, the degree of computer command may greatly affect group work when the group consists of male and female students. A certain evolution of style of learning has been observed.

A short survey has been carried out to find out whether the computer assisted language learning was previously known for the students of the university and whether a computer classroom was used for the language teaching purposes. The whole analysis is based on practical experiment in the computer classroom within a period of one month.

Yanushkevich I.F. Koretnikova L.I.
(Volgograd State University)

Special Technologies in Teaching Business English

When teaching business people foreign languages it may be difficult for a teacher to find out what sort of language is really used in business meetings and interactions. One of the sources can be video courses which contain many useful examples of interactions common in business.

While teaching managers-participants of the Presidential Programme for about 4 years we have been using the authentic videos "Starting Business English" (BBC English) and "International Business English"(Cambridge University Press). Our view is that SBE is ideal for the pre-intermediate learners, IBE can be taught to the intermediate/upper-intermediate learners immediately or it can be used after SBE if the syllabus provides enough time for this kind of activities. Although such videos are scripted and may lose many aspects of authenticity for the sake of drama, clarity and the training purpose, still they may be a stimulus for many oral and written activities. On the whole, 20 lessons of SBE and 7 lessons of IBE last from 8 to 15 minutes and are intended for repeated watching. Before watching the teacher provides the learners with a list of new words which can be worked at before or just after the first watching and questions and tasks to the unit. Using video is more advantageous than the combination of a textbook with an audio recording. First, special technologies make the lesson more effective. The teacher can play video recording without sound and give the learners the opportunity to guess what is going on from the actions and body language of the people of the film. Video can be stopped at strategic points to ask the learners to predict what will happen or will be said next, to discuss a particular scene or to talk about the people in the picture. Also the subject-matter can be used to set up a role play, to ask the learners to summarize, to write reports, to act out scenes using their own words and so on. Second, as is known, a part of the information is communicated by non-verbal means. Paying attention to such subtle means of expression as body language of native speakers, their intonation and pitch, the learners develop their cross-cultural awareness. All these things make video an excellent means of mastering Business English in the classroom.

Yeskova E.G.
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Language Teaching, an Art or a Science?

The article is about different types of approaches to foreign language teaching, which are used more often. This article shows differences of the terms "approach", "method", "technique".

All these terms formulate ideas concerning learning and development in

student that make important implications for second language teaching and providing of optimal input. Learning should always be one step ahead of development. If a teacher can choose the right approach to the learners we admit that it is a real art.

The relationship between a student and a teacher is extremely complex and uneven and cannot be reduced to a simple formula. Learning itself is a dynamic social process through which the teacher in a dialogue with a student can focus on emerging skills and abilities.

The presentation reveals what teachers need to know in order to perform their job professionally and effectively, how numerous technical and not technical resources can be used to enhance the teaching learning process.

It is not a secret for anyone that the real teacher should be a good psychologist, possibly a friend, well-informed in different fields of science.

The teachers of our university try to adopt different hew methods. Among them:

- brain storm;
- presentation (using group discussion); map-mind technique.

We should use all the resources and we can exploit to keep up to date. I t is known that science progress is growing rapidly, and a big part of any ESL teacher's (especially a University teacher) responsibility is to keep abreast of new developments. Also a great affection in the article is drawn not only the teachers' skills, but class organization toot. The correct shape of a lesson or class - organization is the most effective way of learning and understanding any academic material. Any lesson, should have a beginning, a middle, and the end. Here it is mentioned what each part of a lesson consists of needs variety. Grouping is one aspect of the class that can be varied, moving students of the whole class to small group activities.

It is offered to apply the principle of variety to series of lessons. For example, if one day has been spent on accuracy -oriented practice activities, add variety by planning some fluency - oriented communication activities the next day. Or move a receptive listening exercise test situation to a relaxing low-pressure game.

There are many recommendations given in the article.

It is interesting either for experienced teachers or novice teachers. After reading this article everyone can come to the conclusion and answer the question: Is language teaching an art or a science?

World Experience of Teaching ESP and its Application in the CIS Countries

Almabekova O.A.
(Krasnoyarsk State Technical University)

Using Fiction Books and Films in Teaching ESP

Most materials used in teaching English to non-linguistic students are impersonal and lack expressive means. Fiction books and films where action takes place in a particular sphere of industry or business, related to students' specialty could be a pleasant alternative to traditional texts and educational video materials.

All advantages of authentic materials fiction books and films have additional value of personalization and visualization.

Fiction can be an inexhaustible source of factual and cultural information dealing with students' profession and a background for developing language and conceptual skills. Fiction books and films present all layers of authentic language from poetry to professional jargon and motivate students to reflect on ethical and psychological aspects of students' specialty.

Among possible activities are:

- Looking for specific factual information (e.g. filling out tables, constructing spidergrams)
- Searching cultural peculiarities (comparing and contrasting with Russian reality)
- Composing students' own dialogues
- Prediction (e.g. drawing a possible career ladder of a hero)
- Problem-solving
- Note-taking
- Title giving

Besides, fiction books and films can be used as a starting point for discussion or as an epigraph to a writing task. They can be helpful in developing guessing from the context and motivating creative thinking (analysis, synthesis, evaluation, etc).

All these benefits make fiction films and books a useful tool to achieve communicative and conceptual goals of teaching ESP.

Garskaya L.V.
(Voronezh State Pedagogical University)

ESP: A Project Design Model

Apart from learning EFL writing in the academic setting, students are willing to master other types of writing for their own practical and professional needs (Business English, ESP) relating to such activities as filling in an application form, composing a curriculum vitae, submitting an individual project for

participating in exchange programs, proposing research to be carried out at a host institution.

The paper is concerned with an analytical survey of a sample project on applied linguistics. The project has been developed by the writer of the proposed paper under the title "Teaching Proficiency in Academic Writing: Contextualized and Personalized Practice". The project was presented as an application proposal and submitted to the Fulbright commission in the pursuit of receiving a scholar program grant for conducting advanced research in one of the American universities. The degree of its assessment is high enough; the score given to this project is 7,3 (out of 7,6 points).

The aim of the survey is to single out the following;

(1) the system of parameters implied in requirements demanded as necessary for designing such a type of project at philological discourse level;
(2) appropriate markers viewed as criteria of a positive or negative assessment of the level, adequate or inadequate, at which such parameters are realized in the context of scientific prose.

Particular consideration is given to the analysis of the discourse basic parameters and their markers of success that have been achieved, above all, through utilizing Anglo-American sociocultural standards of writing in the field of scientific professional communication.

Kapustina L.I.
(Moscow School of Social and Economic Sciences)

English for Professional Development: Political Theory/Philosophy

So much time, effort and new ideas have been put into the development of ESP that the time has definitely come to produce course books for different professions to test them in the classroom and then to compare and discuss the results. This would signify a new level in developing this field and will make it possible to work out structural and methodological principles of creating such course books.

The Academic Linguistic Centre of The Moscow High School of Social and Economic Sciences (Russian-British Post-Graduate university) offers its version of such a course book under a new subtitle "English for Professional Development".

For a number of years the ALC has been running EPD courses "English for Sociology", "English for Social Management", "English for Cultural Management", "English for Psychology", "English for Political Science" with a different course book for each of its main subfields "Political Theory", "Comparative Politics", "Policy Making" and "International Relations".

For our presentation we've chosen a course book "English for Political Science. Political Theory".

All the course books have been designed for teachers of] English who are not specialists in any of the mentioned above subjects. Students' Books are

accompanied by corresponding Teacher's Manuals. These manuals include not only keys but also detailed instructions/suggestions as to how different activities can be used in the classroom. Which certainly does not exclude the teaches' initiative and their own methodological approach. Our approach is intensive (which does not apply to the number of hours allocated for this course), communicative (or interactive, if you consider the term more appropriate), grammar-based and student-centered.

Kokorina O.B.
(Higher Commercial Management School, Moscow)

The Role of Business Video in Teaching Business People

I. Teaching Business English - an essential part of business education. Internalization and globalization of business mean that knowledge of one or two foreign languages is an enormous advantage, while lack of language skills has become a real handicap in our days.

II. Learner profile.

Job-experienced people are highly motivated to learn Business English in order to acquire skills necessary for them to do business efficiently.

III. Video films - part and parcel of the Business English syllabus. Videos are an effective tool to enhance learners' motivation as they give a wealth of resources to develop their communication effectiveness.

IV. Three principal groups of videos used at Business English sessions in the HCMS and their characteristics. The three groups include ELT videos, authentic promotional and training videos, and Cosmos TV recordings. The choice of videos depends on the learners' language proficiency, syllabus themes and teaching objectives at the corresponding level.

V. Four stages of working with video films.

1. The pre-viewing stage. It helps learners understand the video and arouses their curiosity and interest.

2. The viewing stage. Silent viewing and viewing the video with the sound. Assignments recommended at this stage.

3. The post-viewing stage. It provides a good opportunity for developing the learners' communication skills.

Suggested activities at this stage.

4. The follow-up stage. At this stage the teacher can train not only speaking, but reading and writing skills as well.

VI. Conclusion. Factors that contribute to making video sessions successful.

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Let's Play a Game

It is the truth universally acknowledged that when learning is pleasurable, the involvement and recall on the part of the student increase dramatically. But though the games are now an accepted device in learning of foreign languages, they are now less used in specialized courses.

Students will sometimes tell you that they have no problem with specialist vocabulary: 'I know the English of my job'. It is not a good idea to take this statement at face value. It can often mean that they understand the vocabulary of their job when they read it, in a manual or report for example. But knowing vocabulary involves more than simply recognizing it.

Sometimes a student understands the meaning of a word when reading or listening, yet finds it difficult to remember when it is needed for speaking or writing.

Students may remember the word, but use it incorrectly. This may be a grammatical problem, such as knowing that 'import' can be used both as a noun and as a verb. Or it may be a question of collocation: the way some words go together and some do not. We can go on a business *trip,* but not a business *voyage.*

Then there is the question of the sound of the word. Can the student pronounce it? And does she or he recognize it when s/he hears it pronounced?

For these reasons - memory, use and sound - it is important to give students a chance to practice and play around with specialist vocabulary so that they can learn to use it more confidently and effectively.

In some ways, learning specialist vocabulary is simpler than learning general vocabulary. It is rarely necessary to decide if a word is formal or informal in style. And most specialist terms have one single clearly defined meaning.

Games provide quite extensive language practice opportunities for both general and specific language skills and they are seen as an integral part of a teaching programme. They can be used to open or close a lesson in a stimulating way, to punctuate a lesson, to relieve tension after a test or concentrated practice session, or at any time that the teacher feels appropriate. The amount of teaching time devoted to games will depend on the individual teaching context, but usually it is a relatively small proportion of the total teaching time.

The games are a useful tool in learning and revising vocabulary both for general and specific purposes. They can help to store vocabulary. The games that can be used here are "Brainstorming", "Association". When you "brainstorm around the word", you can choose a topic word from the vocabulary list you have studied and build a "word net" around it.

Another game that can be offered is the association game. The teacher should encourage students to think of words they associate with some other words. Choose a word on the board, write it and then note down words the students think of. In this game you can drill both grammar and vocabulary using the word as

different parts of speech.

stock	• forces
closed	value

black		leader

One more game that can be enjoyed by the students is anagram (or jumbled words). EEURNTV is an anagram of VENTURE. The letters of words should be shuffled and they can be given to the players to rearrange into words. Usually the words are chosen from a particular category. To make things easier for students the teacher can give a guess for every word as in the following.

The object of acronyms is to devise an appropriate phrase consisting of words beginning with the letter of a chosen word or phrase. Players choose or are given a word, name, or phrase. They try to make a sentence or phrase using words which start with the letters of the chosen word or phrase. The result should describe or comment on the chosen word(s), preferably with humor.

Everybody knows that a crossword is a chequered diagram, usually square, in which the player has to enter words guessed from numbered clues. The words read "across" or "down". In the classroom it is advisable to use easy or quick crosswords that usually have synonyms as clues. The other type of a crossword combines vocabulary and communicative skills. Such crosswords are not complete: the students work in pairs. One student has only half the words. The other half is on the other sheet. Check that the students know the words in their halves of the crossword. Then the students work with their partners who have the other sheets to complete the crossword. | When working together they should follow three rules: speak only in English, don't say the word in the crossword, don't show the partner the crossword.

The use of games must, of course, be matched to students' reactions and response. Some individuals or some groups may not enjoy games and they should not be forced to participate in them. On the other hand, with proper presentation most games can be made attractive and students will be happy to participate in game playing. In this area the relationship between teacher and students is very important and the teacher must judge how to approach the
students with a game. The positive effect of games can be enhanced when students prepare games (anagrams, crosswords or others) for their fellow mates to play and solve.

The teacher must decide in advance how to organize the students and the classroom so that the setting up of a game can be carried out as quickly and smoothly as possible.

It is advisable to encourage pair and group work where possible as this will increase student participation, and the amount of language practice offered to each student will be much greater. It will be especially important for students to be

aware of the fact that the teacher is monitoring all the pairs and groups during the game so that they are discouraged from using their mother tongue in this situation.

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English for Professional Development: Introducing Academic and Professional Vocabulary

International scientific and professional communication can only be successful if specialists easily comprehend the language used by their colleagues worldwide. Russian students often face the problem of dealing with huge amounts of unknown words in their academic studies - but it is hardly possible to find a specialized vocabulary course book for a particular profession.

To help future specialists overcome this problem, a course of *How to Deal with Academic Vocabulary* has been designed at the Academic Linguistic Centre of MSSES. Relevant academic and scientific vocabulary has been carefully examined, classified and grouped according to its origin, word formation or usage and supplied with appropriate tasks and activities aimed at mastering and expanding the groups of words. When offered to students, the course has immediately become popular, as not only does rapidly expand their vocabulary, but enables them to deal wit unknown words through various techniques. Students motivated by using their logical thinking and referring to their own academic and cultural background.

The course has been further developed to expand wore knowledge relevant to the students' professional development. Thus a new type of course book was designed to meet the needs of some of our students - *Vocabulary for Political Science*, which incorporated groups of words used in politics and politics science. The course is now being published as part of the manual *English for Political Science.*

The unique experience acquired in working on this kind of teaching material makes it possible to produce methodologically new vocabulary course books, such *Vocabulary for Sociology (already in progress), Vocabulary for Social/Educational Management, Vocabulary for Psychology etc.*

Mahilenskikh N.J
(Byelorussian State Economic University, Mir)

Professional Speaking and Translation Skills. Development in Case Study

The method of case study is designed to provide student with an opportunity to gain "real world" experience, principle objective of this method is to develop student skills | problem solving and decision making. In studying a case, reader's task is to assume the role of the decision maker consider all the

information available to the decision maker at time of the case event. Alternative solutions to the problem mi be evaluated and finally a recommended course of action must be decided upon. Although there is rarely a single "right" answer to a case problem, there may be several wrong ones - at least "wrong" in the sense that it is difficult to convince anyone else that the decision proposed is reasonable.

This method is widely used at the practical classes on a special subject.

From the linguistic point of view this approach can be looked at as the range of different language teaching techniques. Using this method at the classes of English we cover the following aims: the special terminology study, the functions of the language drill and the fluent speech skills development.

It goes without saying that such work needs a thorough preparation from the side of an instructor. There arouses a teacher's competence problem. It is supposed to be the most serious obstacle in the case method usage.

In the report we deal with advertising and promotion management strategy, as the "raw material" of the lesson. Our audience is usually the fifth-year students of the marketing department, the Master's course students and postgraduate students of Belarussian Economic University. They are already specialists in this sphere of economy, that is why our first step is to provide them with the authentic case, collecting as much facts as possible about the company in question. As a rule such aspects of the mentioned above economic sphere are of a particular importance: advertising, branding and positioning; message strategy and copy testing; media strategy; budgeting; sales promotion: strategy and tactics; point-of-purchase merchandising; agency relations and management; social and ethical issues; projects and exercises in advertising and promotion management and alike. The first task to everybody is to study the information given by the teacher and to find as much as possible additional data about the company under the study in terms of the topics enumerated. Next assignment is to be ready to present the collected material in the form of the report. In this way the whole group comes to know all stuff of the information collected. This stage is the stage of the intensive vocabulary learning. Usually a reporter provides the group with the list of new terms which he came across working on his report. Now all the participants have the pull of necessary words to describe the economic situation of the company.

The discussion itself is organized in different ways. It can be a role play when each participant receives a "position": one will be a Managing director, another one a Financial Director and so on. The task is to think about the improving measures to be taken at the company. Here we activate the functions of the business English, forming the blocs of the necessary words and word-combinations according to the communicative purpose of the role.

Another possibility gained by this method usage is a written language development. For example an essay writing. The aim of such activity is to master the written business style. The group is divided into two parts each of them receives an opposite task: the first should write about the advantages of the existing economic policy of the company (following the mentioned already themes), the second on the contrary describes the disadvantages of it. Their judgements must be strictly proved by the data known. Here again we widely use the language

peculiarities in a different way.

In the report the original materials of a case study are used.

Nikulina E.A.
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Zoo-Component in the Modern Terminology of Marketing and Economics

In the present-day linguistics zoo-morphemic elements are viewed as lexico-semantic variants of the names of animals. The fact that there are a lot of zoo-components in the terms of the modern English language can be proved by such terms of marketing and economics as ***bear, bull, snake, dragon market, tiger market, shark watcher, shark repellent*** and many others. Undoubtedly, some characteristics of the animals, their habits or behavior may be transferred somehow onto the terminology. Thus, the most well-known economic terms ***bear*** and ***bull*** may serve a good example of the transformation in their meanings.

It should be pointed out that in the XVII-th century the jargon word ***bear*** meant a person who played for the fall of the prices. Etymologically the term ***bear*** is connected with the old English proverb *sell the skin before the bear is caught*. In the modern terminology of marketing and economics ***bear*** is defined as "a person who sells shares when prices are expected to fall in order to make a profit by buying them back again at a lower price". The term gave life to such combinations as ***bear hug, bear position, bear slide. Bear hug,*** though, first meant "the action of putting your arms around someone very tightly and quite roughly", and that is the proof that the characteristic of an animal - *strong, rough* - was activated in this term.

The term ***bull*** has the meaning "a person who buys shares in companies hoping the price will rise so that they can be sold after at profit". Usually, the animal is described as *strong, forceful, brave,* no wonder that these seems were basic for the transferred meaning. Some other terms with the same component are as follows: ***stale bull, bull note.***

In the case with the terms ***shark watcher*** and ***shark repellent*** one can observe the hidden seem "dangerous" as sharks usually are. "Shark watcher", for example, is a consultant, who is in a dangerous position as his job is to find out share buyers and to prevent companies from ruin. One can imagine the shark watcher - a wildlife observer - whose job, a dangerous one, is to save people from sharks. As a case of metonymy, *a shark* is a person who is clever at getting money from others in dishonest and unpleasant ways, especially at lending money at high rates or interest.

In conclusion we may state the fact that some characteristics of various animals - transference mostly based on contiguity, may result in appearing of a number of zoo- component terms in the sphere of marketing and economics.

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Reflective English Language Learning for Advertising

In view of the new professional development objectives the personal educational language product of an advertising specialist cannot but be predetermined by implications of advertising as one of the salient discourses and manifestations of consumerism. Uniqueness of this occupation calls for a special synthesis of business and analytical skills and artistic abilities.

Therefore it appears that concept and content of the! English language course for those majoring in advertising should be aimed at encouragement of better understanding of one's own knowledge acquisition and application strategies. A threefold scope of ESP, i.e. learning language, learning through language and learning about language, might contribute to a student's more active language mastering, thus making its learner more reflective and adaptable to communication conditions. Foreign language mastery of an adman should cover not only knowledge of professional terminology and business etiquette but also an awareness of linguistic and other devices of advertising as a means of cross-cultural communication and impact on the potential consumer, bearing in mind ethical aspects of such education.

Hence special attention should be given to the selection and development of real context educational materials, including study of different types of related discourses and topics, e.g. requirements to the creative blueprint, techniques of generating ideas, peculiarities of different types of advertising media, problems of an advertising campaign development in another culture, implications of the English language as a global means of communication in advertising, advertising socially sensitive products, trends in Russian advertising, etc. Among the most important language skills that need to be developed are recognizing the communicative functions of written texts, according to form and purpose; inferring context that is not explicit by using background knowledge; detecting such relations as main idea, supporting idea, etc., deducing causes and effects; distinguishing between literal and implied meanings; detecting culturally specific references and interpreting them in a context of the appropriate schemata, etc.

Personality involving tasks are an indispensable resource in this regard. Students should be enabled to design their own study materials.

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Relevance of Cultural Studies in Teaching English to Law Students

The vocabulary and general style of legal English is diverse. Terminology and syntax will depend on the branch of law on the one hand, and the purpose of the text in question, on the other. Moreover, one word can mean different things in different spheres of law. Another problem is posed by the origins of English legal terminology. All too often it is difficult to distinguish between a word in the

general meaning and a term. Unlike the Russian language which tends to separate the sphere of professional usage from the unspecific, common domain of language (e.g., on the phonetic and lexical levels), in English the borderline is blurred.

Of course, it is possible to make the students memorize every aspect of meaning, or, conversely, to teach legal English branch by branch. However, the first approach will bring us to dumb and unproductive drilling, while the second one is time-consuming and may lead us in the way of teaching law instead of teaching language.

It has proved effective to apply a cultural and historical attitude, at least on the basic stage of legal English studies. This will provide the students with the background information about the peculiarities of the common law system. At this stage, comparative methods will be helpful: would-be lawyers will undertake some research to see how different our legal systems are, and how deeply the legal thought is incorporated into the mind of a Western man.

The historical continuity of state and the very idea of precedent which is the core of case law, has formed the language of anglo-saxon law and, at a closer look, is reflected in almost every sphere of public and personal life: government, church, business, career, family.

The obvious practical consequences of the cultural approach are, firstly, the student's ability to recognize a term in a seemingly neutral context, secondly, a better command of legal English as the knowledge is based on understanding, and, thirdly, a broader legal outlook that will enable one to negotiate effectively with a western partner.

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Социокультурные аспекты обучения языку специальности (на материале юридических текстов)

В современных лингвистических исследованиях особое внимание обращается на то, что субкультуры профессионального общения различаются не только содержанием терминологических систем, но и сложившимися социокультурными традициями лингвистического предъявления коммуникативных ситуаций и обозначения явлений.

Определяя специфику англоязычных юридических текстов, лингвисты выделяют следующие традиции предъявления информации: использование иностранных слов из латинского и французского языков *(ex post facto, voir dire,* etc.), использование ряда слов с синонимичной семантикой для обозначения одного понятия (doublets and triplets- *cease and desist; in my name, place, and stead),* аллитерация *(rest, residue, and remainder),* употребление сложных слов-архаизмов *{hereinbefore)* (Duarte & Martinez 1995, Bielsa 1993, Mellinkoff 1963).

Также следует обратить внимание на необходимость тщательной работы с терминологией и умение разграничивать термины в

соответствии с принятыми в данной профессиональной субкультурой традициями *{homicide - murder).*

Предметом отдельного анализа являются специфические лексико-грамматические конструкции, отражающие сложившиеся традиции письменной *("... set their hand and seal,")* и устной речи (*"It is the order of the court that you are hereby enjoined from harassing, molesting, annoying 6r in any way disturbing the peace and tranquility of\ the domicile of the complainant").* Судебная практика является ярким примером того, как социокультурные традиции отражаются посредством языковых единиц. Так, прокурор штата в США выносит приговор от имени народа (*the people).* В Великобритании обвиняемому предъявляется обвинение от имени королевы.

Владение языком специальности предполагает знание традиций жанрово-композиционной организации текста (текст доверенности, текст поручительства и т.д.)

Все сказанное выше приобретает особую актуальность в аспекте обучения переводу текстов по специальности с родного на иностранный язык.

Business English in Cultural Diversity

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Teaching Cultural Differences and Developing Cultural Awareness of International Relations Students

In our understanding culture is the way in which people solve problems and reconcile dilemmas. Culture comes in layers, like an onion. To understand it you have to unpeel it layer by layer.

No study on intercultural communication can omit the study of basic concepts and considerations underlying this communication process within and between two or more different cultures. Thus we must begin with the study of culture, the communications dimension of culture, the definition of intercultural communication and the study of basic elements in communications, especially with the view of applying them intercultural. On this basis, however, there are different additional forces and elements which shape and determine the communication between cultures. The emphasis, mix and strength of these variables will differ from culture to culture or even from one communication to another. But in a very essential sense they may be considered basic elements in that they are also part and parcel of any intercultural communications attempt. There is no mere linguistic communication without a non-verbal communication element or a non-verbal communication which is not also related to values and social structure. The variables also have to be seen as part of one intercultural communications happening, even though the strength and emphasis might differ from case to case. Therefore they might be called variables, but this does not mean

that they are criteria at random which might be there or not, АП of them are part and parcel of a complicated process of communication. The underlying conviction of all these considerations is the basic ability of any human, being, and culture to exchange information and experience to communicate, and this is to be done in an environment determined by cultural data. Culture itself being a dynamic process is also shaped, extended and developed or limited by exchange with other cultures,

Tree variables for intercultural communication are partly determined by the basic means of non-verbal and verbal communication. They are also influenced by structure, conditions, values and perceptions of the different societies and by the structure and role of communications and communication means in these societies. By analyzing the major variables in intercultural communication we will try to identify the burning issues while teaching cultural diversity: what we should teach, how the culture affects the process of doing business, management and cross cultural communication, to what extend we should be experts of different cultures and where we can get information about different cultures.

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The Dialogue of Cultures in the Teaching of the Art of Presentation

Internationalization and globalization. The steady growth in the numbers of specialists working in joint ventures and enterprises with foreign investors. Increased motivation among students of management to acquire and develop skills in professionally-oriented communication with foreign business partners in a foreign language, most frequently English. Definition of effective professionally-oriented communication in a foreign language.

The interpretation of intercultural communication as a dialogue of cultures, as a means of general human communication that encompasses the exchange of information and ideas, and the study of the cultural values of other nations. The study of oral language in the context of a dialogue of cultures j as a means of intercultural communication. The growing role of the presentation in a foreign language j (English) in the professional lives of managers. The presentation i in a foreign language has become a widespread manner of intercultural communication and is a form of public, official, professional business interaction.

The study of the art of presentation on the basis of a combined linguistic and cultorological approach.

The main tasks facing teacher of professionally-oriented communication in a foreign language in effectively teaching the art of presentation-making to management students.

1. Determining the range of oral skills required by future managers to properly present their company, its goods and services.
2. Determining the criteria for the selection and organization of teaching materials needed to develop those skills.
3. Determining typical difficulties encountered by students in formulating

what they need to say and in understanding audience responses.

4. Determining the order in which methods to activate though and communicative activity among students of the art of presentation should be employed.
5. Developing an effective method of teaching the art of presentation to management students aimed at forming a whole set of verbal and auditory skills and founded on a combination of methods to activate thought and communicative activity and on a combined linguistic and cultorological approach.

The practical goal of such a course should be for students to attain an adequate level of competence in intercultural verbal communication.

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Contemporary Business Correspondence in the USA

The world of business has become sensitive to the problem of sexist language. This problem is closely connected with social tendencies in society. When men filled most of the jobs outside of the home and women's work was largely inside it, masculine terms were used to indicate both sexes in business. Now that women make up more than half the work force, it is no longer accurate to use terms that once were taken for granted.

That is why using language does not restrict itself solely to the male gender that is one more requirement for good business writing today. Besides, using such language helps to avoid alienating women, a problem American society is so concerned about.

The first "stumbling-block" here is the word "man". The word "man" ceased to be used with regard to individual women;, it became a term that distinguished adult males from females. At the same time, it continued to mean both sexes taken .as a group, thereby producing some significant ambiguities.

Many American women today feel that using "man" as a word for people of both sexes relegates women to an invisible status. That is why effective business writers strive to avoid both overly sexist terms and inadvertent sexist references. The problem of sexist- language includes also the usage of masculine pronouns for both sexes.

The successful, conduct of any business, very much depends on communication between parties. Modem technologies are rapidly penetrating into the sphere of social intercourse. But written words, whether on a computer screen or on paper, remain essential to business communication. When old standards of writing are changing from stilted and hackneyed to informal and natural, the need to be aware of modem requirements becomes even more critical. Besides, any cultured business person should know the" rules according to which his or her foreign partner acts in order to cooperate effectively.

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(Yelets State University)

Teaching Communication Techniques in Business English Classes

To be more successful in business communication the ability to speak a foreign language is not enough. Understanding the national mentality is also very important. Communication mistakes can result in broken contacts. That is why teaching the business etiquette vocabulary and manners seem to be necessary in business English classes.

The main principle of the business etiquette is showing sincere respect towards the partner and avoiding anything, which could hurt and insult a person. Business English students should be taught the following things:

Firstly, bear in mind that your partner can be of another opinion. Besides, you can be mistaken. That is why such phrases as "I think", "I believe", "I expect" can be recommended if you insist on something. The phrases "as you know", "you know, of course" show to the partner that you also, believe in his competence. To show respect you can also use a disjunctive question: e.g.: The deadline is on October the 1st, isn't it?

In case your partner makes, a mistake, a tactful way of correcting him would be like follows: "I am sorry, but the payment from, this Letter of Credit is to be affected in US dollars, not in EURO ones". To make the correction even more tactful you can just introduce it as another opinion: "Within five days from the delivery dates? I thought it was within fifteen days".

Secondly, try -not to upset the partner, even though you could have bad news for him. Demonstrate that you are very displeased to tell about this: e.g.: "I don't want to complain, but I am afraid the packing wasn't quite suitable for transshipment. Due to this some of the cargo was damaged".

Always look for a mutual consent: e.g.: "I am sorry, but I am leaving tomorrow. I believe you won't be against it, will you?"

Use euphemisms: "I am afraid we do not need such goods right now" instead of "Your produce is not good for us". Any unpleasant information could be presented indirectly: "I'd like to help you, but..." instead of "I cannot help you". Or: "Your ideas are very interesting, but..." instead of "I don't agree with you".

Together with the verbal means of expression the risk of a conflict and misunderstanding can be decreased by the use of the adequate non-verbal means of expression, such as intonation, gestures, mimicry. For requests a rising tone and the structure of the interrogative sentence could be recommended: e.g.: "Could we fix another date, please?" A frank smile, a friendly look will be helpful. But unceremonious manner cannot be appreciated.

Thirdly, never force your partner to do anything. Let him think it is his own good will. E.g.: "I am glad you give me your support" or "I believed we would understand one another". Never forget to say "please" and "thank you" for any favor.

If you wish to warn your partner against something, just say: "If I were you, I'd never do this". If you want to attract your partner's attention towards the situation, you can also say it indirectly: "They say such decisions are not popular

among the Russian partners".

And some more recommendations for the Russian learners:

Bear in minds is that the English-speaking behavior is rather reserved. Avoid extremities. The same goal can be achieved, but in a tactful and friendly manner.

Mastering communication techniques promotes better understanding between people not only in business contacts but for establishing friendly contacts as well. We believe they are also very important for a successful business.

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Forensic Linguistics and Crossing Cultures

When talking about forensic linguistics as a new integrative field of investigation, one might view it in the strict sense of *"the field of the provision of linguistic evidence"* or in a broad sense including such areas as *Legal Language, Legal Communication, Language and Disadvantage before the Law, Legal Interpreting and Translation, Legislation on Language, Language Rights, Language Crimes* under this label. In this research the term "forensic linguistics" is understood as *the study of interdependence of Law, Language and Culture.* Forensic Linguistics is crossing cultures nowadays in the sphere of international communication. It is especially true about intercultural cooperation in business sphere regulated by international law - that is in international contract and tax law etc.

It's getting vitally important to achieve adequate interpretation of corresponding legal notions and terms, identifying them, when working at an international contract draft or translating it. Business and Legal English has evidently become the global language of international contracts. Nevertheless one has to deal with cultural diversity when business or legal English is used by businessmen or lawyers from different cultural and language communities and from different states and corresponding legal systems. The task is more complicated when we deal with

a) different variants of English (e.g. British legal English, American legal English);
b) different languages, cultures and legal systems (e.g. the legal system of Russia and of a southern state of the USA).

The terminological system of international contracts consists of:

Always look for a mutual consent: e.g.: "1 am sorry, but I am leaving tomorrow. I believe you won't be against it, will you?"

Use euphemisms: "I am afraid we do not need such goods right now" instead of "Your produce is not good for us". Any unpleasant information could be presented indirectly: "I'd like to help you, but..." instead of "I cannot help you". Or: "Your ideas are very interesting, but..." instead of "I don't agree with you".

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Forensic Linguistics and Crossing Cultures

When talking about forensic linguistics as a new integrative field of investigation, one might view it in the strict sense of *"the field of the provision of linguistic evidence"* or in a broad sense including such areas as *Legal Language, Legal Communication, Language and Disadvantage before the Law, Legal Interpreting and Translation, Legislation on Language, Language Rights, Language Crimes* under this label. In this research the term "forensic linguistics" is understood as *the study of interdependence of Law, Language and Culture.* Forensic Linguistics is crossing cultures nowadays in the sphere of international communication. It is especially true about intercultural cooperation in business sphere regulated by international law - that is in international contract and tax law etc.

It's getting vitally important to achieve adequate interpretation of corresponding legal notions and terms, identifying them, when working at an international contract draft or translating it. Business and Legal English has evidently become the global language of international contracts. Nevertheless one has to deal with cultural diversity when business or legal English is used by businessmen or lawyers from different cultural and language communities and from different states and corresponding legal systems. The task is more complicated when we deal with

a) different variants of English (e.g. British legal English, American legal

English);

b) different languages, cultures and legal systems (e.g. the legal system of Russia and of a southern state of the USA).

The terminological system of international contracts consists of:

1. Names of official bodies and officials, whose sphere of activity is concerned with regulating international contracts; *(Attorney General, Procurator fiscal, advocate, solicitor).*
2. Names of transcontinental corporations, whose activity is specifically connected with certain national legal systems *(3M).*
3. Terms, denoting legal institutes of international law, collision law, and international contract law *(Grandfather Clause).*
4. Names of normative and individual acts, laws, documents passed by competent official bodies of certain countries on the issues of international contracts *(act of sederant, Lame Duck Amendment)*

In all these groups there exists: a) A international component - legal notions denoted by these, terms are understandable to lawyers all over the world; a national component (legal terms-realia). They are the cultural component of professional (legal) communication. They denote specific legal notions, existing only within a certain national legal system. Their adequate application, usage and interpretation are possible when taking into consideration the interaction of culture, language and legal system of a certain country.

Malyuga E.N.
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Business Etiquette and its Principles

The word ETIQUETTE has-been known by people since time immemorial (and is rather laconically defined; in "The American College Dictionary" (2001) as "conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any, «ccassion, but the moment one can start discussing "business etiquette" in scientific terms *{and there can he no proper, business without using a foreign language* the 'thing-meant' is growing in size immensely and "business etiquette" becomes a very broad discipline.

"Business Etiquette", therefore, should be by no means reduced to the ability of writing business letters or making contracts or showing signs of respect, it is much subtler .and more complicated than that, this deplorable fact being immediately revealed, during interviews, presentations, meetings, and negotiations.

The worldview of a foreigner may not only be specific, it may be quite different. It is determined by many factors: geography, climate, natural resources, history, social structure, religion, traditions, one's way of life and so on. It .should be clearly understood* therefore, by the students that the word "world view" does not reflect the world in its true perspective, but it reflects the cultural stereotypes of your business partner – of himself, of his own country and the other

countries of the world, including yours. To ignore the fact while communicating with a foreigner would be an unpardonable mistake.

Yet another-paradox: although many people in different countries still cling to their old-fashioned views in politics, the economies in their countries are internationalized to such an extent at present that it is very often.difficu.lt to say whose national product we buy. So many products now are the result of joint ventures. And it concerns not only the products, but also the services we get.

One country can produce a certain type of goods, but the technology of the production may belong to another country and the final product can be sold in some other countries. Practically any modern economy is inevitably mixed. Different cultures have
managed to learn a lot from each other and making profit had a great impact on the process of joining their economic efforts.

It has become clear at the same time that you cannot make profit unless you can communicate with others successfully, be you a manager, a business executive, a specialist in the profession or any other man at work.

But every time you have to communicate with new colleagues, clients customers and patients it is not infrequently a 'New World' for you. And there are so many parameters according to which different countries can differ widely - national or ethnic composition, social stratification, gender peculiarities, age groups and their relations, levels of education and professionalism etc. etc. All in all these parameters constitute, as statisticians usually say, demographic profiles of various countries..

Interestingly enough, nowadays there is no need for you to leave your own country or even your working place: business has integrated to such an extent and workforces have become so diverse that you are very likely to interact face-to-face with the above mentioned diversity of people in your office (so much, of course, depends on where exactly you work).

Business Etiquette in the sphere of cross-cultural communication touches upon the problems of international communication with more attention to the **language of business** as the main but not the only means of communication. This attempt is very important especially now when mixing of peoples, languages, and cultures has achieved an unprecedented level and the problem of **tolerance upbringing** to different cultures has come to the fore.

Melnykova O.A.
(Lvov Academy of Commerce)

Cross-Cultural Communication: An Essential Dimension of Effective Education

Every nation has its own culture. People, representing different cultures,

may have difficulties in communication with one another. Perhaps the most serious problems arise within school or college environment, where many cultural groups are represented. Many students come from cultures, which use different, though valid communication and language systems from what is considered "normal" in the classroom. Moreover, many of them communicate in ways influenced by other cultures.

In culturally diverse communities, differences may be expected to exist in the communication styles of students, teachers, parents, administrators and noninstructional staff. Perhaps the most important reason for educators to understand cross-cultural communication is to improve their relations with the diverse groups of students and their parents. If left ignored, that will inevitably lead to various types of miscommunication and even unintentional result. For example, student who shows little reserve in stating his or her feeling may be misperceived as hostile, or perhaps as dangerous. The student, meanwhile, may see himself or herself as an honest person willing to share feeling as a necessary first step in resolving problems.

Similarly, the student, who looks away from speakers during the conversation maybe erroneously perceived as showing disrespect or not paying attention. The student who freely states his or her position to the teacher may be perceived as challenging the teacher's authority when the student may be demonstrating honesty and pride in the value of his or her opinion.

A variety of cross-cultural problems can arise in school, and it is important that teachers not automatically blame the student or the student's family or culture. Problems often result from misunderstandings or value conflicts between teachers and students who are obeying different culturally based rules.

Therefore we should then seek to remove cross-cultural communication barriers from the school environment. It is also essential to improve relationships across cultural lines, particularly in the upper grades, teach English to develop a unit on "Communicating with One Another”

Such units suggest discussions on rules regarding the distance between speakers, standards for loudness, taking turns during conversations, what students consider to be humorous or taboo. The discussions may be held in English as a common language. The purpose of such a unit would be to teach students both how to communicate more effectively across cultural lines and how to address and negotiate differences speaking English.

Petrova N.A.
(Khabarovsk State Academy of Economics and Law)

Comparative Approach to Teaching Culture at BE Class

Developing cultural awareness of the students majoring in International Economic Relations and World Economy is an essential component of Business English programme offered by Foreign Languages and Cross-Cultural Communication in Business Department of Khabarovsk State Academy of Economics and Law. Comparative approach seems to be very productive in teaching culture and developing the learners' cultural awareness. Implementation of this approach enhances their understanding of differences and similarities between the target and students' native cultures.

The scholars emphasize the need to focus both on the target language, as well as the students' native culture while teaching a foreign language. The belief is based on the theory, that a- native culture is as much of interference for, the second language learners as is native language. Likewise, just as similarities and contrasts in the native and target, languages have been found to be useful means in language study, sq cultural similarities and contrasts, identified and under stopped by language learners, can be used to advantage.

The cultural goals are divided into three categories: developing a greater awareness of and a broader knowledge about the target language culture; understanding the differences between the target culture and the students' culture; understanding the values of the target culture, and the students' culture.

Introducing elements of cross-cultural comparative analysis at BE class is a very useful practice for developing learners' language competence. Besides, it develops students' ability to view the world from different cultural perspectives, empathy, cultural tolerance, and self-acceptance.

Prudnikova N.N.
(Balakovo branch of Volga region Academy of Civil Seryice)

Business English in Cultural Diversity

At present we face business globalization - it's a process of rapid economic integration between countries. The drivers of this process are:

1. information technology (Internet);
2. global and regional organizations (WtrO - World "Trade Organization, WtoO - World Tourism Organization, FTAA -Free Trade Areas of America);
3. issue organizations (i. e. organizations concerned with environmental issues, human rights issues, labor standard issues).

Business globalization makes people from different countries work according to international standards.

English is an international language and it is equally important both for business and for non-profit organizations.

English knowledge is a key (among others) to successful career.

Nowadays Russian Federation is going to become a part of WTO.
This process is multiple-valued, it's not easy but it's a reality we have to be ready for.
The possible consequences are: more sources of financing, lager markets available, greater competition from elsewhere, speed to market, increased effectiveness, innovation and creativity, regional/professional associations, collaboration with government.
All these processes mean greater influence of English language, namely Business English.
One of the barriers to the effective communication is cross - cultural diversity.
Linguistic diversity is not the only issue of cross-cultural communication. As culture is a very complex notion, it has many dimensions: use of language, non-verbal communication, style of negotiations, socializing.
Business English is the challenge of local business environment.
It can help people communicate without superfluous hindrances, as it is not only linguistic training but also a cross-cultural background.
The prime task of the Business English is to manage diversity of the global business environment. Role of women, religion, norms of socializing will always remain different. The task is not to 'wash out' the borders, but to make them less visible. There exist different approaches to dealing with diversity. They are so-called 'melting pot' absolutely irrelevant for CIS (where all the people speak their native language), assimilation (also out of place as countries differ too greatly) and valuing diversity. The third approach seems to be the only reasonable one. It can help to understand different cultures, values and attitudes. It's the most 'functional' way out. Melting pot mentality minimizes and blends differences. It tries to conquer the diversity rather than benefit from it. Valuing and managing diversity maximizes benefits of interpersonal relationships, as it works regardless of human age, race, gender or other diverse traits.
Business English coursework should not only enlarge business vocabulary, but should promote diversity skills training. It should not stress the differences that separate people, it should explain the differences for brining people together. Business English can conduce to learning both other language symbols and other countries realities.
The methods of teaching used should be very close to real life: dialogs, simulation of different situations, splitting the roles and initiating possible scenarios. It's absolutely necessary to learn both conversational norms and rules of written communication. Writing different letters is very useful as it helps to learn widely used set-expressions, present days forms of documents. It's better to organize group work, as every group will be constituted by different people, some of them will play leaders roles, others will 'imitate' the work within a collective (with task performers, idea generators and so on). Students will compete within groups. There'll also occur competition of different groups. The result of group work can be summarized on flip-charts and presented by the most active group members. Realistic simulation, competitive environment, presentation are situations of real life. Such training is absolutely necessary for any businessman. There also occur

many possibilities of interactive study. Business English is not an exception. E-learning focuses mainly on reading, vocabulary, writing and pronunciation drills. Its benefits are the great opportunities of self-control, tracing the mistakes and objectivity of test results. One of the drawbacks is artificial situation of a 'machine dialog'.

To summon this article up I'd like to note that Business English teaching is[1] closely connected with cross-cultural diversity managing. It's one of the drivers of the modern business environment. Its significance is undoubted and wilt become even greater in the course of time.

Shelyakhina N.V.
Sokolova A.S.
(Saratov State Technical University)

Social Communication Aspect in Technical Education

The presentation deals with importance of studying English: for future economists and engineers. It means getting to know; mentality, culture of foreign countries that leads to understanding of different types of communication and right choice of a speech: model. These skills are necessary in the context of globalization, expansion of international cultural, scientific, economical relations. For effective business organization specialists have to be able to persist in their opinion correctly, influence on the partner, subordinates. It is suggested to include rhetoric course! into curriculum of higher non-linguistic educational establishments that presupposes business games, where professional situation modeling takes place. It promotes education of professional communication ability of a young specialist. It is extremely important to motivate students of non-linguistic specialties for studying English and also teach the speech etiquette of English speaking countries, develop all the speech activities. Modeling of different communicative situations and motivation for English usage are also discussed in the presentation.

Smirnova N.L
(Nizhny Novgorod Branch of Higher School of Economies)

The Role of Cultural background in Teaching' Business English

Living in the age of economic globalization has made the nations and even common people economically minded. No wonder therefore that nowadays much attention is being paid to the problem of learning and teaching English, which serves as the universal means of solving acute social and economic problems and reaching agreements in different spheres of international collaboration.

Using modern teaching methods English has been deliberately divided into three blocks - General, Business arid ESP (the Language of Economics) with the purpose of developing a special approach to forming proper skills of communication within each of them. It is obvious though that such a division

bears exclusively educational and therefore temporary character because on the final stage of learning English the above mentioned blocks are to be integrated. It is really important that the role of the General English shouldn't be underestimated since it is on this stage when the cultural background is formed with the students. It is quite evident that proper business communication is unthinkable' without intercultural awareness, which in its turn is based on solid knowledge, acquired by students at classes of General English. Language and culture are so closely interrelated that it is almost impossible to teach a language without forming cultural background. So the link between culture and language makes cultural awareness an essential part of any language course. Traditionally in teaching business language the focus is made on behavioral culture, which is considered to be a cornerstone in building mutual understanding and trust between people of different nations and cultural groups. It's really impossible to deny the value of this form of culture, though at the same time it is necessary to bear in mind that behavioral culture is not something which can be acquired automatically. It is rooted in the cultural education of a person, his spiritual outlook and intuition. It is' difficult to enter business relations with a foreign partner without at least general knowledge about the way of life, customs, traditions, cultural and historical achievements of the country he represents. Since students awareness of cultural treasures and peculiarities of their own country can't be taken for granted either, the problem of using every chance in the educational process in order to fill certain emptiness in the cultural sphere is nowadays as urgent as ever. In our opinion it would be wrong to underestimate the role of independent work under supervision of a teacher in frames of «General English» block which implies independent reading and comprehensive analysis of authentic materials from original books and magazines devoted to history and culture of different countries. This process is very closely connected with forming creative skills with the students, which are very important in all sorts of future business activity.

To awaken the interest in creative personal activity means to emphasize the value of an independent statement of every student thus contributing to his feeling of self-worth and respect for a point of view of his future business partner, representing both a foreign country and its specific culture.

Strigankova E.Y.
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Cross Culture Communication in PR Practice

Public relations is a phenomenon and a necessity of our times. It has been created by the forces that increased the tempo of the world, casting people into many diversified groups, all seeking different objectives yet all having to work together towards common advantages and progress. The , growing complexity of civilizations created problems undreamed of when social, economic, political, and

religious classifications were simple and distinct. Change has been magnified by the combined forces of technology, education, mobility and especially communication.

We are living in the age of diversity. But in most cases the ways people are dissimilar turn out to be trivial, and we appropriately ignore those differences. Public relations practice is potentially filled with embarrassments, missed opportunities, perplexed clients and inadequate performances that can result from misunderstanding cultural differences. PR practitioners need more information about the nature of diversity and a clearer theoretical understanding of cultural variability and what it implies for public relations communicator. Research and theory on cross culture communication in PR are just beginning to emerge, in. fact, to date, no comprehensive theory driven and systematic treatment of multicultural communication in public relations has appeared.

This article seeks to contribute to this problem in three ways: it examines the nature of culture, diversity, public relations and communicative effectiveness; it provides philosophical (dialogue) approach to effective communication in multicultural community relations, as dialogue is both the defining principle and the mechanism for conducting communication relationships within communities; it analyses the role of language as one of the core tools for better communication in the field of public relations (what difficulties PR practitioners might encounter when their intercultural clients use a different language system).

These issues are presented through two types of situations: communicating with domestic publics and communicating with various publics outside the country. These two contexts are identified because of differences in their population dynamics, differences in their public relations objectives and relationships, and differences in their relevant cultural factors.

It is important to note that the popular term for acknowledging differences among groups of people is diversity and an understanding of diversity will make cross culture communication not only possible but necessary. Consequently, practitioners must become more sensitive to increase in diversity (both domestically and internationally) by enacting it as a concern relevant to their professional lives and by responding to it interactively.

This article argues that to get these goals and to improve their effectiveness in culturally diverse settings PR practitioners need special cross culture training. Important components in a curriculum for students headed for careers in public relations are courses in prominent communication theories, social sciences, reseat methods, cultural studies and communication ethics. A focus that is needed, however, is on the large-scale transitions in diversity of population and institutions modes of engagement with those populations. Indeed, public relations executive recruiters do not value highly a specialized degree in public relations but persons who have demonstrated sensitivity to cultural diversity and a commitment to helping others become more responsive to it.

The goal for the future of the field can be achieved only if communication focuses on building strong communities within a more humane global society.

Warren C.
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Managing Diversity: American Scenario, CIS Scenario, Global Scenario

Diversity is increasing in many organizations today due to demographic changes, employment laws, a company's efforts to improve its workforce, and globalization. Differences among a company's personnel can include dimensions such as age, ethnicity, and gender, among others. This diversity can be both an asset and a liability, and management should have the skills to optimize the benefits and minimize the drawbacks.

A diverse workforce can contribute to a company's competitive advantage in several ways: (1) increase in productivity and reduction in turnover and absenteeism; (2) ability to attract talented employees; (3) improved marketing to a diverse consumer; (4) greater creativity through multiple perspectives; (5) wider sources of information; and (6) greater flexibility to respond to change.

Diversity can also be a source of conflict. Misunderstandings, a lack of empathy, intolerance, and, an unwillingness to communicate between and among employees of different backgrounds and with different values systems can result in a hostile work environment. Not only -can such an environment result in litigation if employment laws are broken (in the USA), but a company runs the risk of losing market share. If it becomes generally known that a company does not address its diversity issues, the company can be adversely affected in the areas of sales, brand image, and customer loyalty. As the marketplace itself becomes increasingly diversified, a company will need to ensure that the consumer is positively inclined to its products and services.

Indefinite Tense. But it is of the scientific discourse which use Present for Future and thereby causes such an interpretation of the above utterance.

The utterance " ***To protect against the danger of not being able to provide adequate short-term financing in tight money periods, the financial manages relay on long -term funds to cover some short-term needs"*** *{Financial Management)* has illocutionary force of directive since all subjects nominated by the nouns referring to the professions in the field of economics can be interpreted as addresses of the author of the text books in economics. Such utterances can be thereby defined as syntagmatic directives in the contrary to system ones which don't depend on the discourse type.

The utterance "***How do consumers use credit to raise their standard of living?" Credit*** can be **interpreted** as a syntagmatic interrogative because the author himself, e.g. the speaker will answer the question what allows to define the above utterance as interrogative-comissive illocutionary act. These questions are typical for scientific texts and result in a dual nature of a number of illocutionary acts.

The comissive part of such utterances is more evident if the subject is expressed in the form of the 1^{sl} person: ***How much inventory is to be carried and***

how do we get the funds to pay for it? (*Financial Management).*

The utterance "To succeed at marketing money investors need good sources of information" (Financial System of the USA) has an illocutionary act also of a dual nature. The intention to be performed by the subject by taking some future steps, causes its illocutionary force as directive. Another factor of its illocutionary force as directive is the form of the subject - a person whose professional activities concern the field of economics. Its illocutionary force as representative results from the communication intention expressed in the utterance - convincing, just the psychological state to be expressed by representatives.

Ashurbekova T.I.
(Dagestan State University, Makhachkala)

Modal Words in the Language of Advertising

In modern language studies considerable attention is paid to the problems of linguistic impact. Of special interest here is the language of advertising with its variety of means contributing to the creation of a desirable effect on the recipients. The aim of this work is to study the role of modal words (MWs) in the impact of written advertisements.

Traditionally, the main function of MWs is considered to be that of showing various degrees of correspondence of what is said to the reality (certainty, probability, supposition, doubt, etc.) However, analysis reveals some other effects of MWs. It is believed that linguistic impact is stronger when some meanings remain verbally unexpressed, when the reader/listener is driven to make her/his own conclusions. This may be achieved through various means and, in particular, through MWs. Firstly, being the elements of the speaker's subjective estimate, MWs carry the implication of the speaker's presence which is important for establishing contact. Secondly, they help create an attractive image for the speaker by producing implications such as 'We understand you and know what you want' *(Naturally we offer a full menu of supporting facilities including your own business concierge in room broadband Internet and a full service business centre and, of course, an exceedingly fine lobster),* 'We share your values' *(Of course there is no one more precious than your child),* 'We are unobtrusive and tactful' *(If you expect your banker to look beyond the obvious, perhaps you should talk to us),* etc. Such implications may be essential when the potential customer makes her/his decision concerning the product advertised.

Some MWs tend to occupy the so-called 'stylistically strong' positions - at the beginning and at the end of the text. As a rule, the aim of the first sentence is to arouse the reader's interest and to make her/him read the advertisement. The last sentence may contain the advertiser's most forcible argument in favour of the product. In both these cases MWs make the sentences sound more convincing thus contributing to the impact of the text *(In fact all you need to open an offshore bank account is SI; In fact there are already more than 7500 traveller access points in over 150 countries worldwide).*

MWs also facilitate the perception of advertisements by diluting the high density of their information. In particular, they may break the monotony of sentences with co-ordination while highlighting the most important points *(We offer non-stop flights from Paris - Charles de Gaulle to more than 150 destinations, frequent flights to over 66 European cities and, of course, faster connections).* This function is also typical of such met textual expressions as *needless to say* and *not Jo mention* whose modal nature becomes obvious in paraphrase *(...you will find Global Link an eyeopening experience. More choices. More insight. Greater flexibility. Not to mention the ability to make smarter decisions,* Cf: *... And, of course, the ability to make smarter decisions)*

These are but some of the various effects of MWs in advertisements. If students of Business English are aware of MWs' contribution to linguistic impact, they may employ their knowledge when making presentations, writing business letters.

Borisova S.A.
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Business Space: Constitution and Conceptualization

The problem of space conceptualization has been in the focus of scholars' interest since the ancient times. The recent research in this sphere shows that space itself as a basic category of social being is studied on the integrative base when the results of different sciences are taken into consideration: physics and mathematics, philosophy and psychology, cognitive linguistics and psycholinguistics, etc. According to the anthropological approach the man is considered to be the crossing point of different types of spaces which may overlap with each other: physical, biological, social and personal, psychological, geographical, cultural, economic, etc. We believe that it is also possible to distinguish *business space* which, being a complex one by its nature, involves social, economic, personal, cultural and some other types of spaces. Like all other spaces, business space is constituted by certain things characteristic of this particular space: things, necessary for doing business, people -the participants of this process, certain places where the work is performed, etc. The concepts of business space constituents exist in person's brain being a part of individual mental space and in speech they are represented by certain words and expressions, the number of which is individual and depends on personal social and business experience.

Since early childhood people acquire knowledge about relations between people, including business ones, from different sources: watching real life events, getting information from books and films, and then, being older, from their own experience.

Business space embraces several strata: personal (individual), group, corporate, regional, state, world (global), etc. - according to the different criteria the number of strata may vary.

Thus, personal (individual) business space reflexes the fragments of person's reality

and is determined by the person's position in the company, which presupposes specific "round of duties" of this or that employee. As a rule, the size, of personal business space correlates with the position taken by the person in the company but sometimes people enlarge or reduce it deliberately or unconsciously under circumstances.

Our spatial experience is structured in terms of some "spatial schemes" (G. Lakoff), which may be applied to the business space as well: space itself is understood as **"container",** which includes a concept of "border" separating *internal* and *external* spaces (in/out); **source-way-target** (reflecting the way of business space formation and future perspectives); **connections** (inner and outer relations); **part-whole; up/down"** (hierarchy: employer/employee), **"left/right"** (relations on a horizontal level between people having equal positions in the company), **"front/back"** (past events and future trends).

Business space as a whole is not a mere sum of smaller isolated fragments, it is a complex structure based on multiple co-relations where the result (target-formation) depends on perfect functioning of all its constituents.

Burenina N.V.
(Mordovia State University, Saransk)

Adoption of the Feminist Linguistic Reform in Business English

The feminist linguistic reform stimulated by feminists to eliminate the gender asymmetry in contemporary English has been recognized and adopted first of all in the academic sphere. This explains the most vivid influence of the reform in business communication. Reflections of the process can be found in various types of official papers and in the content of Business English materials.

The first feminist innovation concerns the forms of titles applied to men and women. Titling Women either *Miss'* or *Mrs* due to their marital - status (while all men can' be titled *Mr* regardless of the latter) wag considered to be humiliating women.[1] Therefore *Ms* was introduced to be applied to women without distinguishing their marital status arid now can be found in all types of registration or application forms. Nevertheless one should be careful with this innovation. It is known that this title is preferably used by academic women and lesbians.

The second point of the feminist reform of English is connected with generic *he.* Attempts to solve the problem by introducing a new sex-neutral can be traced back to the eighteenth century, more than eighty bisexual pronouns have been proposed since then. However, only feminists conduced to gradual disappearing generic *he* from written communication, particularly official and business. In numerous first non-sexist papers and Business English books one could find the *he/she* solution of the problem . But singular *they* is nowadays by far the most widespread innovation and the following speech patterns, have been becoming quite common:

If someone has any questions <u>they,</u> could see me after classes.

lA TEFL is looking for an Executive Officer. <u>Their</u> duties will include...

Feminist English reformers consider the, use of generic *'man*' make woman invisible and therefore it, should be banned. Through examination of official and business stuff of recent years shows that *'man'* in generic sense has been completely replaced by *'person'* in singular or *'people'* in plural. Due to the rules of 'political correctness' formulated by feminists *'mankind'* has been superseded by *'humanity** in many discourses. The Dictionary of Contemporary English (Longman Group Ltd., 1995) notes the process of replacing *'fireman'* by *'firefighter', 'policeman*' by *'police officer'* (the list of examples can be quite long) as a trend of contemporary English

The problem of women discrimination by employers in the connection with job payment is discussed in ***Management English Listening*** (Corvinus Publishing House Ltd., 1992) in the part 'Recruitment[1]. In the same book we find recommendations of the authors about how some statements can be de-sexist zed or neutralized.

Davydov M.V.
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Development of English Pronunciation Targets

The present report describes the standpoint of our Department on teaching English pronunciation, particularly, with regard to the problem of the so-called *'Englishes'.* The situation is aggravated by the fact that we seem to have two Standard Varieties of English - *British or RP and American General English.*

The problem has become rather acute because British teachers themselves have started to speak about the necessity of **liberalising** the norms pronunciation. Now, what are the motives?

1. First and foremost, within Britain itself it is the principle of *Democracy* - adherence to only one norm of pronunciation appears to be 'undemocratic[1], some deviations (particularly, if they are connected with Scottish or Welsh accents) are even welcomed. It is not clear, however, how far these deviations can go. Judging by the BBC announcers (we have analysed them quite recently) - not *very* far.

   Secondly, the English language has long ceased to be the *private property* of English people. In many countries - India, Zambia, Nigeria, Kenya, South Africa and so on - English is institutionalized to the point of becoming a *lingua franca* between people who share no other language. In a way English to a great extent has become an Asian or African language. As a result native teachers of English are at a loss and start asking themselves whether a particular nation should copy R.P. or the pronunciation the leaders of those countries and, therefore, teachers can permit African pupils to express their origin through their pronunciation.
2. Some scholars suggest that in this case a more reasonable goal is to be ***'comfortably intelligible'.*** The question is bound to arise: can this degree of

comfort be ever defined in more precise terms, because 'comfort' depends on so many variables.

3. As far as our Department is concerned the position of our phoneticians is adamant: there is only one norm which we can teach to our students actively - R.P. First, because it has always been in the tradition of our scholars to study and teach this particular variant of English, second, because R.P. appears to be not simply 'comfortably intelligible' but just 'intelligible to any of the above-mentioned nations and, last but by no means least, it is aesthetically more acceptable than any other variant. Besides, its position in Britain and in other countries appears to be as high as ever, it is the 'genuine product' (minutely described, supplied with very good textbooks and not actually ***forced upon*** its potential users).
4. In the light of our own position it would be of some interest to have a look at some other reasons which are put forward by native teachers to defend their 'democratic' approach to teaching phonetics to foreigners. The most deplorable fact, of course, is that the 'reasons' which follow are published in the ***"SPEAK OUT! Newsletter of the IATEFL, Pronunciation Special Interest Group"*** which by definition should defend "pronunciation interests". Thus Jennifer Jenkins and Bryan

   Jenner based their reasoning mainly on the fact that two businessmen, one Pakistani and the other Japanese, who both used their own 'local varieties' "communicated successfully" and struck a bargain. *A very doubtful example, because they could have come to the same result without saying anything and merely using gestures. It goes without saying that this kind of reasoning is simply laughable.*

6. Some more 'scientific' reasons. In Clement Laroy's article ***"Pronunciation: looking at the Learner"*** we find the following 'discoveries': "One thing we know for certain about learners is that no two learners are the same. They do not hear sounds in the same way *(Nobody, would argue about that. M. V.D.*). " But in the next paragraph: "Physically no two ears are the same, and somewhat below "The learners' minds are different and used in distinctive way *(Even more interesting and scientific!)".* And in the fifth paragraph: "In schools it is too often a teacher who is appraising, and has power to make decisions that will determine our future! *(So what?).*

But if we want to do full justice to the author we must admit that by the end of the article he writes: "Many learners want to achieve a more native-like pronunciation." And we could not agree more with it.

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The Use of the Rhetoric Law of Mirror Speech Development in Business Communication

Businessmen who make money in Britain could notice that British businessmen usually begin business talks "with the discussion of the weather, sport or their children's progress. One can say that their commercial interests are not stronger than their human values. British businessmen aren't occupied with only their work. They have a great range, of interests like economics, Sport, literature and arts. The matter partly is that beginning their talk with the discussion of the weather, for example: "- The weather is nice today, isn't it?

- Yes, it's wonderful."

or children:

"- How have your two sons been doing at school lately, Andy?

- Terrible! James never starts working, and Malcolm never stops working.

- You're joking, of couirseM hear that Malcolm is likely to win all the prizes at the exams this year",

Englishmen follow **Rhetoric Law Of Mirror Speech Development,** when the speaker imitates the communication style of his opponent. He does this automatically, unconsciously. The Mirror progress proves the principle of similarity of two things. The topical similarity helps to establish and to support good relations with the opponent. This is a good way of being in kind-hearted contact with the partner. It is one of the main principles of non-conflicted communication.

Rhetoric Law Of Mirror Speech Development has its roots in the psychological "situation of rapport". **Rapport** means unity, having equal views and mutual liking of each other. This is cooperation of mutual agreement, mutual respect and strong mutual gravitation. The situation of rapport is created when the speakers are concentrated on the equal ideas. Opposition, mistrust, skepticism, fear, wickedness and other negative feelings and emotions are fading away in such situation. Further you will find the examples of the situations of rapport that are used by shop assistants to achieve success in shopping business. This way of selling is based on the general health care:

"Special children tours to Disneyland! Present your child a week of happiness! Let him see the wonders, in which you can't believe for a longtime!"

Thus, the ways of successful trading tend towards imperceptible creation of the situations of rapport with the buyer. And the buyer can't feel how he falls in the "trap" specially made by the seller. And our "poor animal" leaves its "trap" with the bag of successfully sold products and with thin purse.

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English Prepositions: a Cognitive-Semantic Approach

Within the area of second language acquisition, one of the more difficult problems a student of English faces is acquiring proficiency in the use of English prepositions. The acquisition of ad positions, i.e. prepositions or postpositions appears to be a problematic area for second language learners cross-linguistically, one which is highly susceptible to fossilization.

Errors are inevitable and difficult to overcome, through positive or negative evidence. This is true not only for idiomatic or metaphorically extended usages, but also for some conventional semantic usages as well. In the past, difficulty in acquiring a foreign ad positional system was considered to be largely a problem of vocabulary acquisition. If an L2 learner misused the locative at, it was assumed that the learner simply had not acquired the meaning at.

In recent decades linguistic contexts for prepositions have been analysed in two ways: researchers have attributed the problem to lexical-semantic transfer and /or the influence of pro to typicality.

Our preliminary study suggested that English and native speakers do not conceive of spatial relationships in the same way. Motivated by the results of the preliminary study, the main study was conducted to test the hypothesis that errors in prepositional

usage are symptomatic of two fundamental problems: (1) transfer of an LI lexical underspesification strategy, which results in overgeneralization of the preposition at, and (2)[4]a failure to construct and implement language-appropriate mental representations of spatial concepts and spatial relations.

The errors under investigation are misuse of the three basic L2 English locatives: **in, on,** and at which code containment, support and coincidence (e.g. point of location/site of an activity).

This article argues that the problem is, intrinsically, one of transfer - though not transfer in the traditional lexical sense. Here we define transfer as one of several cognitive strategies used by language learners to deal with the task of learning a new language.

Our studies showed that English and native speakers often construct very difficult schematisations of the same real world spatial event. It appears that these culturally specific viewpoints are also subject to transfer, resulting in similar prepositional usage errors regardless of the level of the learner.

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Some Approaches to the Word Semantic Structure Definition

The problem of the word meaning definition appears to be a matter of primary concern to a large number of modern linguists. The latter specify it as a word "inward structure" containing a certain hierarchy of elementary meaningful

units i.e. semes. It's generally assumed that the word semantic structure is but very seldom represented explicitly by the word morphemes, it's more often revealed through certain elements of the context
the word occurs in. Thus contextual analysis proves to be a relevant semantic research method. We'll try to illustrate the above mentioned assertion.

The semantic group of the verbs that denote light emission *(to shine, to flash, to glare, to gleam, to glimmer, to glint, to glisten, to glitter, to glow, to shimmer, to sparkle, to twinkle)* may be characterized by a diffusive semantic structure and a close synonymy that results in extensive possibilities for substitution. That consequently predetermines the verbs specific contextual compatibility thorough examination.

The analysis of more than 1500 typical examples reveal a striking similarity of the subjects that associate with the verbs under study: e.g. all verbs that denote "unsteady intermittent tremulous radiance": *glitter, sparkle, twinkle, shimmer, glimmer* will collocate with names of jewels (e.g. diamonds; rubies; topaz; pearls; citrines) and small shiny objects (e.g. tinsel; shivers; sequins; crystals; beads). The definition of the verb semantic structure in such cases presents a certain difficulty and necessitates consideration of distant actants realized in the context as attributes to the subjects, adverbial and attributive complexes.

Hence, the cited approach allows, for instance, to define the meaning of the verb *glitter* as "to shine **resplendently** with **many** quick small flashes of **brilliant** light":

e.g.: The tree was **lavishly** hung with tinsel that quivered and **glittered.**

It's worth noticing that the same of excessive light is explicitly revealed in the indirect metaphorical meaning of the verb "to be brilliantly or compellingly attractive usu. in a superficial way: to make a brilliant appearance or impression":

e.g.: The **film premiere glittered** with **royalty** and many **famous stars** in attendance.

The verb *shimmer,* on the other hand, refers to "the **subdued, tremulous changing** play of light on a (generally moving) surface, as of water or silk":

e.g.: .„and saw that his robes, which had seemed white, were not so, but were woven **of all colours,** and if-he moved they **shimmered** and **changed hue** so that the eye was **bewildered.**

The carried out analysis allows to make a conclusion that contextual analysis is very productive for the definition of the word semantic structure and the suggested approach could be applied to the study of word groups with diffusive semantic structure and close synonymy.

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Headlines and Sub-Headlines in Anglo-American Newspapers

When we speak of newspapers we must make it quite clear that there are quite a few researchers who regard them as belonging to a special genre of literature

where different styles of writing can be represented. The prevailing approach, however, is that it is more preferable to speak of a separate newspaper style parallel with the publicist one, those of fiction and science, the style of official documents and so on, and including some features or even whole texts from the other styles in it does not change it in essence.

What is our attitude to the problem? We prefer to share the second opinion, particularly because, as has been shown by I. Arnold, the mentioned views are not mutually exclusive.

The two varieties of the English Language prove to be different from the very beginning. On the basis of the material I have used, the English journalists appear t6 be **more aesthetic** than their American counterparts. It is quite reasonable to assume that it reflects their ethnic psychology. That is probably the reason why our observations turn out td be in contradiction with the widely known concepts concerning the ***British restraint*** and the ***American self-confidence.***

Thus, the British newspaper "Financial Times" widely uses new technologies and among them colourful illustrations, whereas the American newspaper "The Wall Street Journal Europe" uses only black and white printing. More than that, and this is particularly interesting (as it is seen from the newspapers' materials) **the** authors of the English articles are inclined to multilateral headlines. As a rule it is the combination of a headline and a sub-headline, the first of which intrigues the reader's curiosity by its paradoxical or unusual character, obviously bearing the appellative function.

Both the British and the American authors put pure or explicit questions but give concrete recommendations in a very cagey way, preferably, referring us to some authoritative people. But, generally speaking, this kind of writing is more characteristic for American journalists who are probably guided by the old truth **"VOXPOPULI -VOX DEI".**

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Glottal Stop in Contemporary English; Phonetic and Pragmatic Aspects

The glottal stop as a pronunciation feature is characteristic of certain dialects, not infrequently associated with Cockney and also occurs in Standard Pronunciation. A. C. Gimson, an outstanding British phonetician, described the glottal stop in the following way: "in the case of the glottal plosive (stop), the obstruction to the air-stream is formed by the closure of the vocal chords, thereby interrupting the passage of air into the supra-glottal organs. The air pressure below the glottis is released by a
sudden separation of the vocal chords. The compression stage of its articulation consists of silence, its presence being perceived auditory by the sudden cessation of the preceding sound or by the sudden onset of the following sounds" (A. C. Gimson. An Introduction to the Pronunciation of English. 1970, p. 167).

Apart from the glottal stop, but nevertheless very close to it, is the comparatively recently discovered phenomenon of "glottalisation"[1], or, as it might be called, "glottal constriction" when the glottis is narrowed but not completely closed. The constriction of the glottis is accompanied by irregular vibrations of the chords, and this is perceived as the so-called ***creaky voice.*** This phenomenon has not yet been thoroughly investigated and the problem of its use still needs its clarification. The glottal constriction may be regarded as a lax glottal stop.

During the last few decades, as most authoritative linguists have noticed (J. C Wells, D. Crystal, P. Roach, J. Honey), the use of the glottal stop has been on the increase among the educated speakers of English - among those who were formerly expected to speak RP (or BBC English). The phenomenon is said to be observed particularly often in the speech of the young generation. According to Gimson, however, the glottal stop is an insignificant sound in the RP system and there are very few examples in his book where it can be regarded as **a** 'useful' phonetic phenomenon. Moreover, E. Sivertsen, J. K. Chambers and P. Trudgill point out **that** even in dialects (Cockney, Norwich) the glottal stop when it replaces syllable-final strong (voiceless) plosives is negatively evaluated by the speakers - even by those who use it themselves - and tends to be avoided, especially in formal situations.

The spread of the glottal stop is a challenge that teachers of English have to face today. The question is as follows: should the glottal stop be included into the ELT practice and if it should, then, to what extent? In order to answer this question, we have to establish the role of the glottal stop in Standard Pronunciation, and In doing so we should rely upon the pragmatic factors that actually determine the use of this or that particular linguistic phenomenon in human communication.

Linguistic pragmatics studies the language in terms of its particular uses by particular users under particular conditions,[2] In actual speech the use of certain phonetic phenomena (including the glottal stop) can depend on various pragmatic doctors, such as the social status of the speaker and hearer, the social arid educational background of the speaker, the speaker's age and sex, the extra-linguistic context, that is the situation: which the act of communication takes place and in which this or. that utterance is being produced, etc.

[1] The term can be found in the works on experimental phonetics: K. J. Kohler. Investigating Unscripted Speech: Implications for Phonetics and Pnonology // Phonetica 2000; 57. P. 85-94; L. Dilley, S. Shattuck-Hufnagel, M. Ostendorf. Glottalisation of Word-Initial Vowels as a Function of Prosodic Structure // Journal of Phonetics, 1996, 24. P. 423-444; and others.

[2] See H. Haberland, J. L. Mey. Linguistics and Pragmatics // Journal of Pragmatics. 1977, vol. 1, № 1. P. 1-11.

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Some Specific Features of Educational 'Advertisement Perception

According to T.A. van Dijk, during the information processing it's extremely important to make correct suppositions about a certain discourse narration.

Thus, in educational advertising discourse it's necessary to choose the information which corresponds to the consumers' needs. For example, an adequate choice of an educational establishment of educational Titerattire.

As T.A. van Dijk states it is impossible to form hypotheses about the further course of events in all types of discourse with the same precision. But because the topics of many discourses are more or less stereotyped, we can suppose which specific features an educational advertising has.

Owing to the specific features, educational advertisement has a limited number of *topics* such as *age, level, integration of language skills, living conditions, cultural program, list of addresses of local representatives and distributors.*

1) ***age*** - *"target age": the sheets can be used with the students aged 14-18... (Shakespeare's Language by Rex Gibson); for students aged 14 and above (The color Purple by Alice Walker);* Join in *is an exciting new course for young learners (Join in by Herbert Puchta and Gerngross)* /True to Life *is a five level course, taking adult learners from complete beginner to upper- intermediate level.* 2) *levels:* beginner (false-beginner)
elementary
pre-intermediate
intermediate
upper-intermediate
advanced
proficiency

3) ***exam oriented textbooks:*** *TOEFL, CAMBRIDGE EXAMS:*

- Key English Test (KET)
- Preliminary English Test (PET)
- First Certificate in English (FCE)
- Certificate in Advanced English (CAE)
- Certificate of Proficiency in English (CPE)
- Business English Certificate (BEC)
- Cambridge Young Learners Tests *(Starters, Movers, Flyers)*

4) the integration of 4 language skills
reading
writing
listening
speaking

This criterion reflects in the ad text: e.g.: *Gateways* **by** Victoria Kimbrough and Irene Frankel, Oxford University I Press,1998 "*...integrates all four language skills around communicative tasks".*

5) ***living conditions:*** *Junior girls share three or four to a bedroom, while older girls have their own study bedrooms* and ***cultural program:*** *Art, Music and Drama are especially strong at Willingham.*

6) ***list of addresses of local representatives and distributors*** e.g. British Council.

One of the specific features of promotional tools in educational advertisement is a ***blurb*** where the main idea of the book is formulated. The illustration of this is the analogy between the ***"key features"*** of a certain book and its title: e.g. ...is suitable for:

- Staff in multi-nationals and civil servants
- Students on language training courses
- Any student preparing to attend international conference

Meetings by Malcolm Goodale, LTP 1987 Another specific feature of an educational advertising text is the focus on the communicative approach, authentic materials: *"For us the authenticity of Business English materials is of primary importance. "**(Market Leader)*** and the development of four language skills *(speaking, writing, reading and listening).*

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Idiomaticity in Communication

We can present any communication act as a text or a set of texts that form a cohesive whole of interconnected situations, both verbal and non-verbal. The text as an intrinsic unity of language and worldview can bring forth different interpretations, which will result in idiomaticity (antinomy of usual and context-oriented meanings).

The borderline between idiomatic and non-idiomatic units is rather vague. Lack of predictability of meaning leads to misunderstanding and misinterpretation of the situation. Idiomaticity, as the unit property based on the involvement of direct and non-direct meanings, is capable of causing ambiguity of situation.

Idioms and idiomaticity cover a wide range of units, from one-morpheme lexical units through phrases and sentences (proverbs, sayings and the like) to wider contexts including nonverbal signs and different cultural situations. Culture is considered as a total of all material, intellectual and spiritual elements determining social being, connecting the notion of idiomaticity with mono- and cross-cultural communication. Monocultural communication dominates any other type of communication. Very often, we are unaware of the impact of our own culture on communication unless we encounter a cross-cultural complex. Any communication is a complex process based on people's experience and cultural background. Very often, the realized meaning is the function of the semantic

situation, environment, influencing the meaning we attach to the sign. That is, communication, both mono- and cross-cultural, involves lack of predictability (which is the basic criterion of idiomaticity); due to which a new meaning is assigned to words, word groups and non-verbal elements of communication.

Thus, idiomaticity is characteristic of monocultural and cross-cultural communication texts. The statement is true for both verbal and non-verbal elements of communication. The plane of content and the plane of expression are relatively independent, which makes it possible to express the same notion in different verbal and non-verbal forms, depending on the situation. This is one more factor in favor of a complex treatment of a communication situation.

Idiomaticity can be presented as a universal in terms of the theory of communication. Idiomatology as a branch of the theory of communication, on the one hand, borders on non-verbal phenomena and, on the other hand, is an inherent part of speech and language. Cross-cultural idiomatology involves correlation of different mono-cultural types of communication.

Idiomaticity creates an emotionally charged communication context, which is characteristic of any sphere of communication, including business English, advertising, etc.

Idioms tend to become conventionalized, which leads to gradual leveling of the antinomy of form and content. However, it does not disappear completely; it stays dormant until the idiom finds way into a specific text that revives the image due to mixed-up metaphors (idioms). The phenomenon results from the clash of national, social, individual, and cross-cultural worldview.

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Linguadidactical Parameters of Autonomous ESP Studies

The necessity for autonomous studies of a foreign language in non-linguistic universities has been pointed out by a great number of researchers ESP and EGP (Bailey, Onwnegbuzie 2000, D. Thanasoulas 2000, Benson and Voller |997, Sinclair 1999, Cotterall 1995, Crabbe 1993, Tumposky 1982, Gedges & Sturtridge 1990, Dickinson 1997, Tudor 1996). In Lithuania, the researches in autonomous language learning, student's motivation, their attitude towards learning a foreign language, students' subjective and objective needs started about 1990's and plenty of investigations have been presented in scientific papers, international and regional journals.(V. Sernas 1993,1994,1996, A. Ramoskiene 1990,1993, V. Januskevicius 1990, 1993, P. Juceviciene 1988, 1989, L. Siauciukeniene 1999, A. Januliene, L. Kaminskiene 2000).

During the recent years researchers have showed great interest in the individualized studies of a foreign language, self-directed learning. In this respect, a student has appeared in the centre of a learning process, his/ her needs have been taken into account. Therefore, the purpose of this research was to analyze some basic parameters: motivation, attitude, and needs and their influence on the auto

didactical process. **Research objectives:**

1. To analyze theoretical and empirical investigations and experience of the individualization of language learning in Lithuanian and foreign non-linguistic tertiary institutions.
2. To identify students' individual learning style and their individual differences which influence learners' subjective needs.
3. To determine that necessary condition of efficient autonomous language learning is students' autonomy and their responsibility for learning outcomes.

Hypotheses:

1. Students' wishes and needs to learn independently depend on their motivation, attitude and the level of responsibility.
2. Students' ability to learn a foreign language independently has a positive influence on their higher EFL achievements.
3. On the basis of the principal parameters of autonomous language learning auto didactical process takes place when students' self- direction is conditioned by the interaction elements of the individualized process.

The study conducted at Vilnius Gediminas technical university was designed to investigate the applicability of learning parameters in autonomous foreign language learning. Likewise, it tested Dunn, Dunn and Price "Productivity Environmental Preference Survey (PEPS)" instrument designed to measure individual learning style for its validity in autonomous foreign language learning. The study also investigated the influence of motivation, attitude and needs/ objectives on the projections of auto didactical parameter.

Research findings

The analysis of the relationship between students' motivation, attitude, the level of responsibility and students needs and wishes was revealed. Statistically significant correlation between learners' motivation and the sense of responsibility was found (p -.000; r = .646**). Statistical significance between learning motivation and students[5] need for autonomous studies was established with the help of ANOVA (p - .02; r - 3.742). A conclusion was drawn that students' wishes and needs to work independently depend on their motivation, attitude and responsibility. The higher motivation, the more autonomous learning students want to have in this learning process.

Students' ability to study independently has a positive influence on their higher EFL achievements. Statistical significance between 3 tests (diagnostic and 2 progress tests) was determined (p = .000; r = .863**). Cranach alpha coefficient (= .8235) confirmed validity and statistically significant relationship between tests. Those subgroups which were influenced by the experiment and were given the possibility for autonomous studies showed higher EFL achievements than control subgroups.

Positive attitude 1 and positive attitude 2 correlated significantly (p - .001; r = .262**). The influence of basic parameters on the projections of the auto didactical parameter was established with the help of General Linear Model (GLM) (F = 82.784; p = .000). The interaction and positive influence was compared by

Hostelling T^2 test, the results yielded significant differences between motivation and attitude (T^2 = 3.8235; p = .050), autonomous learning (T^2 - 196.795; p = .000), learning achievement results and autonomy (T^2 = 1079.800; p - .000).

The findings of the study were discussed in relation to the results revealed by other researchers, and the conclusions were drawn.

The influence of pragmatic factors on the use of the phenomenon under consideration has been observed in public speaking. The examples have been borrowed from a lecture on philosophy read by an RP-speaking lecturer. The lecturer was obviously trying to convince his audience, to get his listeners interested in the subject he was talking about. As a result, his speech was characterized by clarity, distinctness and tension. A number of glottal stops have been registered. The speaker used them as a means of expressing emphasis but not to replace strong (voiceless) plosives.

The fact that the use of the glottal stop is not infrequently determined by the pragmatic strategy of the speaker can as well be supported by the speech of TV and radio announcers. Thus, for example, in 'business' (in fact, advertising) programmes (Euronews, London International Television) devoted to a particular product, business industry or region and meant for prospective clients or investors the glottal stop is used to bring out this or that word, and this, in its turn, helps the speaker to attract the attention of the audience to the most significant information contained in his message.

The analysis of the material enables us to conclude that ***educated speakers of English do not use the glottal stop to replace strong*** *(voiceless) plosives.* However, the glottal stop can be used as ***a means of adding particular emphasis*** to this or that word that is regarded by the speaker as significant within the context of his speech. In such cases the glottal stop appears to be the result of extra energy of **articulation,** tension of the vocal chords, and it is accompanied by a particular prosodic complex: increase in loudness, slow tempo, falling or rising tones, and pauses. The glottal stop can also be used between vowels on word-boundaries (including the cases where it substitutes for the so-called 'linking r' or 'intrusive r') to make the speech more distinct and intelligible. If the tension of articulation is not enough (which is characteristic of American speech), the glottal constriction (glottalisation) is produced instead.

Translation Studies

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Interpreter Education: A view from the Cognitive Science Perspectives

In interpreter education programs for spoken languages, much work remains to be done to establish meaningful, appropriate, and useful forms of assessment. Since not all interpreter trainers are familiar with research and may not be aware of what it has to offer, the potential of measurement and testing the theory to improve assessment practices remains underappreciated. This paper will attempt to approach the topic from cognitive perspective, exploring the area based on some recent
discoveries and my own practice with the intention of revealing some implications for interpreter training.

Essentially, the interpreting process has three stages: receiving the utterances, switching the utterances, and delivering the utterances. The cognitive evidence and the established mental structure have equipped us with a better understanding of the interpreting process, where the transfers taking place have both negative and positive aspects. This article will concentrate on three key areas: code-switching, attention, and working memory, and it will explore the possibilities of improving the interpreter training process in each of these areas. Although we will make no attempt to discredit traditional teaching methods, both students and teachers will be encouraged to more frequently adopt learning and teaching strategies based on the effects of transfer. Obviously, this is only a first step toward a comprehensive approach. The aim is to maximize and fully utilize the positive influence of transfer, while minimizing the negative side for the purpose of enhancing the training efficiency. Our assumption is that any information remains irrelevant to anyone until it is received by a "structured mind" for a certain purpose. And this article will explore three principal components in the mental structure mechanism: laying a foundation, mapping information onto the structure.

Having been teaching interpreting/translation courses for years at Khazar University, Baku, and overseas and working with students with different native languages, I truly believe that probing into the cognitive basis of interpreting will deepen our understanding and benefit not only our practice but theory as well.

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Words and How We Use Them

When I myself was a student of English, I was very much surprised to know that so many words which seem to be truly English originate from other languages. Now, that I am a teacher of English, I often take my students by

surprise when I say that, for example, the words *robot, pistol* were borrowed from Czech; the words *yacht, wagon, boss, landscape* - from Dutch; the words *prison, parliament, soup* - from French; the words *hamburger, seminar, waltz* - from German; the word *coach* -from Hungarian; the words *violin, cartoon* - from Italian; the words *cargo, guerilla, potato* - from Spanish. Has anybody ever undertaken to count how many words have been borrowed from English to other languages since it started to tread successfully all round the globe?

It won't be an exaggeration to say that the words that penetrated from the English language into the Russian language and are still penetrating into it are constantly growing in number. The reasons are only too well-known even to those who are not involved in language studying. There are no barriers for languages, and words travel freely from one language to another. This is an on-going, a never-ending process.

What I am concerned about as a teacher of English and a person whose native language is Russian, is as it seems to be a continuously expanding intrusion of English words and expressions into the Russian language. People are getting accustomed to using English words in their speech, even though these words have sound equivalents in Russian. Examples to prove the statement are many:

транспарентный (transparent) instead of прозрачный;

индифферентный (indifferent) instead of равнодушный, безразличный;

бейби-ситтер (ситтерша) (baby-sitter) instead of приходящая няня;

ат(т)рактивность (attractiveness) instead of привлекательность, очарование;

шеф-редактор (chief redactor) instead of главный редактор;

супервизия (supervision) instead of наблюдение, надзор;

продюсер (producer) режиссёр-постановщик and the like are in common currency nowadays.

I even tend to think that the structure *как бы* in Russian sentences of the type: Я как бы живу в Минске, Он как бы учится и работает, *Я* спою для вас как бы свою песню, was thrust into the Russian language under the influence of the English structure a sort of (He is a sort of...), like (It's like going ...) so characteristic of spoken English.

I don't think I am a calamity howler and I am quite conscious of the fact that the interpenetration process is inevitable (some words from Russian penetrate into English as well). The usage of some borrowings from English is indeed justifiable as is the case with the words компьютер ^-computer; менеджер <-manager; бизнесмен <*r*- business man, and many more. But I do feel uncomfortable and sometimes even shocked when reading a book of a modern Russian writer I quite over suddenly come across English words and even structures, total strangers in a Russian text. Here are some sentences from one of the books written by *Фридрих Незнанскип; Марш Турецкого*. *Контрольный выстрел. (Москва АСТ Олимп 1996)* - p. 214: "Этот "сет" - галстук, платочек в кармашке и такие же подтяжки - стоят дорого, Турецкий видел в какой-то

витрине - всего-навсего сто двадцать тысяч", (set - набор, комплект); p. 175: "Завтра, завтра, стал уверять Юра, всё будет тип-топ, а сегодня, Саня, извини". (tiptop - разг. превосходный, первоклассный); p. 270: "Саша подошёл, взглянул на корешки книг; учебники по сопромату, строительным работам, всякие справочники - потрёпанные и хорошо бывшие в употреблении", (from well-used?) . My job permits me to be quite at home with the things of this kind. And what about those who are not on friendly terms with English? Those who study or studied other foreign languages? What about those parents who came to a bookshop to find the shiny new methodic packages *"Обучающие пазлы"* (puzzle - загадка, головоломка) for children from 2 to 7 years old on its shelves? *(The authors and the publishers of these miraculous packages are: Субботин Д.А., 2001, Емельянов СВ., 2001, ОКСВА™ - ЦЕНТР, 2001, Издательский дом "Нева", 2001, "ОЛМА-ПРЕСС", 2001).* I asked several people hanging about the bookshop whether they understood the meaning of the word "puzzle". They did not. Neither did the shop-assistants.

I delight in speaking English, in teaching it to my students, but I strongly oppose to using English words when it is quite possible to employ appropriate Russian equivalents. In the book by *Фридрих Незнанский* already mentioned in this paper one can read such a statement: "Пётр Великий за все годы своего безграничного правления не смог так засорить русскую речь вульгарной иностранщиной, как сами россияне всего за несколько лет перехода к рыночной экономике". Let us not clog the native language with unnecessary and sometimes useless foreign words. Let us not forget that any language is after all a true reflection of those people's soul who speak it. Let a highly careful attitude towards the native language become a significant attribute of the national character.

* For the readers' convenience I chose not to translate the exemplifying sentences from Russian into English as well as all the Russian names referred to in this paper.

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Современные информационные технологии в процессе обучения переводу

Современная лингводидактика уделяет значительное внимание использованию телевидения, компьютерных и Интернет-технологий в процессе обучения иностранному языку. Однако практически нет данных о системном использовании ТСО в процессе обучения переводу.

Представляется возможной следующая схема использования телепрограмм и Интернет-технологий в процессе формирования и совершенствования переводческих навыков на уроке иностранного языка.

1 этап- в качестве домашнего задания предлагается текст на иностранном языке для перевода на родной язык.

2 этап - аудиторная групповая работа над текстом: выборочное чтение для отработки навыков интонационно-смыслового членения речи,

перевод текста на родной язык с элементами лингвостилистического анализа, послетекстовые упражнения для закрепления лексико-грамматической базы .

3 этап - аудиторная групповая работа: просмотр фрагмента телепередачи, тематически связанной с текстом. Развиваются навыки аудирования и говорения на ИЯ, а также навыки устного последовательного перевода с иностранного на родной язык.

4 этап - аудиторная работа в парах (в тройках) с использованием Интернет-сайтов.

Преподаватель заранее определяет перечень сайтов, на которых представлена дополнительная информация по обсуждаемой проблеме. Студенты посещают Интернет-сайты и обсуждают материал. Отрабатываются навыки просмотрового чтения и диалогического общения. Далее проводится повторение всех лексико-грамматических конструкций, релевантных для дискуссии по теме.

5 этап - индивидуальная работа (домашнее задание) -перевод текста с родного на иностранный язык по обсуждаемой теме.

Отметим также, что двуязычные сайты международных организаций (например, на русском и английском языках, при условии оригинальности английского варианта текста) предоставляют широкие возможности для анализа переводческих трансформаций и формирования навыков редактирования переводов на основе компонентного анализа текста.

Комплексное использование разнообразных средств массовой информации обеспечивает возможность разнообразных видов работы на уроке, повышает мотивацию обучения.

Bayankina E.G.
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Borrowings in Translated Economic Texts

The paper deals with borrowed words in translated economic texts. All borrowings are divided into two main groups: borrowed terms and the so-called "realities". These two groups are compared and contrasted in order to reveal their similarity and specific features. A term is treated as a word or a word group used to express a specialized concept. A "reality", in accordance with the Russian lexicological tradition, is defined as a word or a word group used to denote objects and phenomena that are common in everyday life and culture of one nation at a certain stage of its economic, social and historic development and are alien to another one.

The analysis of different economic texts has shown that realities are rather frequent in them due to the fact that economic activity of a country is inseparable from the national culture. The paper suggests a classification of economic realities. Among the distinguished classes are such entries as the names of companies, firms, organizations, institutions like *Panasonic, Gasprom, Aeroflot, McDonald's, Lloyd's* etc.; names of national Currencies like *rouble, dollar, frank* etc., everyday

life commodities like *hot dog, Coca-Cola, sneakers, hamburger; double-decker, Kodak* etc. There are also groups of specific realities that denote special concepts or objects typical of a specific field of economic activity in one country and lacking in the same field in another country. The examples of such words are *"franchise* - ", borrowed into the Russian language as *франшиза* or "underwriter" - in Russian - *андерайтер*.

In such cases realities come very close to terms with the only difference that the ingress of the borrowed term into the vocabulary of a new language usually runs simultaneously with the proliferation of the concept as such in another culture, while the "reality" remains a foreign thing. In doing so the term as a rule assimilates unlike the reality which hardly ever Undergoes any grammatical changes. Compare two words that express two insurance concepts: *a policy ~ полис (a term); and a cover note - каверног - временное свидетельство о страховании (a reality).*

Some borrowed words occupy an intermediate position, which is an evidence of an active inter-cultural and inter-economic exchange process. An example is the name of the new European currency *euro.*

The ability to tell apart a term and a reality is closely connected with the proper choice of translation (interpretation) strategies, techniques and means, which in their turn predetermine the quality of the translated texts and in the end the quality of business communication. What could be the arrangement? As a matter of fact the compilers single out nine thematically linked units: bank organization, bank performance, foreign exchange, negotiations, advantages of banking facility, trade finance, trading in the currency markets, projects, trends. The units are self-contained but their grouping can be argued. It seems to be rational if the basis could be more eclectic, in other words — be socialized.

In response to the need for materials, which can be used both by the learner on his own and by the group teacher there should be introduced such units as: management qualities, office talk, company rules and regulations, plans and strategies. These materials are aimed at students who have a professional need for business English in commercial field. Being familiar with diverse teaching techniques employed in the unified course, there seems to be useful to share one's own experience in organizing a system of drills, containing practical lesson-by-lesson notes.

Khankishiyev F.M.
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Translation: Dynamics of Meaning

It was a legacy of structuralism that meaning was for some decades banned from linguistics studies. Even when semantics was accepted as a respectable subject of linguistic research, it was treated as something quite separate from translation - an attitude that has continued until quite recently. It is the aim of this article to show that translation and semantics, syntax, grammar and

meaning, structure and word are in fact interdependent, and that an integration of the two branches of language study are essential for the translation studies.

Since translation is, above all, an activity that aims at conveying meaning or meanings of a given-linguistic discourse from one language to another, rather than the words or grammatical structures of the original, we should look briefly at the most significant and recent developments in the field of study of "meaning", or semantics. Our interest here lies*in the shift of emphasis from referential or dictionary meaning to contextual and pragmatic meaning. Such a shift represents a significant development, particularly relevant to translation, and to communicative register-based approach to translation. The meaning of a given word or set of words is best understood as the contribution that word or phrase can make to the meaning or function of the whole sentence or linguistic utterance where that word or phrase occurs. The meaning of a given word is governed not only by the external object or idea that particular word is supposed to refer to, but also by the use of that particular word or phrase in a particular way, in a particular context, and to a particular effect. In translation, consequently, the translator ought to translate the communicative function of the source language text, rather than its signification. A translator must, therefore, look for a target-language utterance that has an equivalent communicative function, regardless of its formal resemblance to original utterance as far as the formal structure is concerned. In other words, translation should operate or take place on the level of language use, more than usage.

Our assumption is that given linguistic system should be used for actual communication purposes, not on the level of the referential meaning or the formal sentence structure. Conveying textual effect of the original is the final objective to which a translator aspires.

Kobkova A.V.
(Novosibirsk State University)

Economic Terminology in Russian and English: Interlingual Comparisons and Translation

Since early 1990s there has been significant modernization of Russian economic terminology, yet it is still lagging behind and cannot keep up with the development of the English economic terminology. The fact that specialty dictionaries in many cases prove to be not a reliable source of information makes the job of the translator increasingly complex. They frequently have to do a lot of time-consuming work to investigate certain terms but this sporadic research does not result in complete coverage of the subject area, and there is a need for systematic terminological study.

Russian-English comparisons of economic terminology are important because English accounts to a great extent for the changes in the Russian economic terminology in the recent years, both the terminology of economic science and business practice being affected. These changes resulted in a great number of

borrowings from English, including conceptual borrowings.

There are two lines in this study: (1) diachronic research that systematizes and analyzes information as to the development of economic terminology in Russian and English to reveal the major tendencies and make predictions for the future; (2) descriptive translation-oriented studies in particular subject areas focused on interlingual conceptual differences within the terminological system investigated.

A comparative study of the above kinds of terminology in English and Russian shows that there is more concordance between Russian and English terminologies of economics. It can be attributed to a more intensive information exchange. However, there are discrepancies in certain subject areas that pose handicaps to translation practice.

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Zolotukhina V.
Kabaldin Y.
(Komsomolsk on Amur Technical University)

Engineer and Translator: the Regional Aspect of Training

The business environment in the Russian Far East as part of the Pacific Rim countries has witnessed a considerable rise in translation activities during the last decade. But until fairly recently the Lower Amur Region was far behind such centers as Vladivostok and Khabarovsk in the demand for translators. The situation has drastically changed with the development of the Sakhalin offshore shelf oil project and some other economic projects, which calls for specialists with good knowledge of foreign languages.

The analysis of the needs of enterprises resulted in our offering applied-sciences students and in-service engineers an opportunity to acquire an additional qualification in English with the objective of forming language skills which they would need in the business environment of their future profession. The program offers the courses of Practical English; Business English, Area Studies, Stylistics, Theory of Translation, Commercial Translation. Each course is described in the program as to the topics; language contents (general and specialized vocabulary, the level of grammar usage, standard forms for communicating, etc.); skill emphasis (listening and reading comprehension, translation, writing, speaking); methods (video, audio, lectures, workshops); materials (books, specially prepared handouts, miscellaneous video material, self-evaluating tests). The courses are offered at times realistic for all the students.

The approach to the training of translators on the basis of the regional needs analysis is exercised in the following directions. Firstly, we take into consideration the economic needs. This leads to the selection of teaching materials. Commercial translation classes deal with the texts on electronics, timber processing, gas and oil extraction and refining, aviation and shipbuilding. The

main goal of this course is to master the most frequently used vocabulary stock in the required fields and to acquire skills in solving various translation problems on different language levels. Students are trained to perform written translation, per phrase interpretation presupposing the use of note-taking technique, abstract writing. As for the subject area translation, we take for training the texts of the types generally in use in the regional business communication. These include technical documentation, contracts, business correspondence.

Secondly, the program takes into account the cultural and linguistic environment. In the Lower Amur Region translators deal mostly with specialists and businessmen from the US, Canada and South East Asia. That is why we feel it is important for our trainees to gain overview of the regional varieties of the English language. Our aim of teaching English is not only to have the learners communicate with native English speakers, but also with non-native speakers. The English language then plays the role of a mediator between Russian and East Asian communicants. In Area Studies class we give our trainees the idea of specific features of the East Asian English, including spelling and phonetic peculiarities and culturally relevant lexicon. Nativized local varieties of English have innovations which should be considered thoroughly and not looked down on as erroneous forms. Among these are phonetic duplicates as the result of the indifference of Chinese and Korean consonants to being voiced/voiceless (bulgogi / pulgogi / pulgoki); the substitution in Chinese and Japanese of the English sound [r] for
[1], since the latter does not exist in their phonological system: ofisu redii (office lady), him (hill); the variations in the meanings of words, etc. It is also important to develop cross-cultural competence. Factual and achievement culture of the countries relevant for business transactions is taught in Area Studies class. Within the framework of a Business English course behavioral culture is covered, i.e. the way Americans and East Asians typically behave, their attitudes and values.

Lastly, we have to consider the expectations of the learners whose major is either economics or engineering. They have acute sense of purpose and are likely to expect success very soon within a rigid timescale. Consequently, they will be critical of their own performance and of that of the trainer. All this imposes great responsibility on the course designers and trainers.

Vavanova N.V.
(PFUR, Moscow)

Economic Text in the Focus of Translation Analysis

Last 10-15 years Russian society has witnessed the growing attention to different economic problems, so at present the increasing number of texts concerning economics is being translated from English into Russian.

Vinogradov V.S classified all translated economic texts into three main groups :

- Social informational text containing information published by different kinds of mass media: newspapers, journals, magazines, radio and television. All these texts are presented in written

[3] Виноградов В.С. Введение в переводоведение. Общие и лексические вопросы. Москва, изд. ИОСО РАО, 2001

form but on radio and television they are . reproduced orally,

- Social business texts, which are targeted at conveying and fixing business information. Their forms are rigidly regulated and presented in writing.
- Scientific texts - that are oriented at logical research. Such group has a lot of different subsections and subdivisions. We would like to mark out., two major subdivisions. They are scientific monograph and numerous textbooks on various branches of economies.

In our report we, would like to dwell,on the first group of economic texts - texts of social informational texts that is the group of newspaper and magazine articles. Our interest can be explained first of all by the fact that this group is interesting and difficult for translation. In our opinion these texts need thorough translation analysis. To the classification of the text given by Vinogradov we would like to add texts that appear in the World Wide Web.

In his work "Fundamentals of translation theory" A.V. Fedorov ma&$4 that informational texts translated them foreign languages into Russian were hardly ever published in Russian mass media. Wrote "...newspaper informational texts ...are rarely translated to be published entirely in the Russian periodical press."[4] As for texts on economics it remains true at present. Although we can come across such texts on the pages of Russian newspapers, they are not frequent, that can be explained by the observance of copyright rather than lack of interest to them.

However not long ago some source of information was created - the internet, where translated texts are abundant.

Taking into consideration the fact that the basis of our research is analysis of completed translations, we' would like to quote some web sites in the internet network, from where we got the texts. Typical of these are the following: www.inopressa.ru; www.inosmi.ru: www.finansv.ru: www.worldeconomy.ru: This list can be continued.

We would like to underline that lately the quality of translation placed in the network has grown significantly.

According to approach to .translating economic texts these websites can be divided into two main categories. The first category covers target texts (TT) that are translated texts in which translator tries to preserve as much as possible the structure and stylistics of source texts (ST) that are original ones. The second category of web sites (for example www.worldeconomy.com) gives only the analytic and abstract translation.

As we have already "mentioned the translation on both categories of sites are well professionally done, and text for translation are taken form very respectable periodicals" such as Financial Times, Business Week, The Wall Street Journal and so on and so forth) they both fare the valuable sources of material for analysis.

While comparing ST and TT translation changes is the first to be mentioned. They are the object of our research.

[4] Федоров А.В. Основы общей теории перевода (Лингвистические проблемы), Москва Изд. Дом «ФИЛОЛОГИЯ ТРИ», С-Пб., Филологический факультет, СПбГУ

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