1я МЕЖДУНАРОДНАЯ НАУЧНАЯ КОНФЕРЕНЦИЯ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЛИНГВИСТИКИ И ЛИНГВОДИДАКТИКИ ИНОСТРАННОГО ЯЗЫКА ПРОФЕССИОНАЛЬНОГО И ДЕЛОВОГО ОБЩЕНИЯ

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I МЕЖДУНАРОДНАЯ НАУЧНАЯ КОНФЕРЕНЦИЯ

Актуальные проблемы лингвистики и лингводидактики иностранного языка делового и профессионального общения

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Сборник статей

Business English Teaching Methods

Current Trends and Concerns in Teaching Business English. Language Training vs. Skills Training

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Taking into account the current trends and concerns in teaching Business English, it's important to stress the following point: Business English is taught to a wide range of professional people and people in full-time education preparing for a business career.

One of the questions which is often debated among the BE teachers is:

"Are we teaching language or skills? "

Business English course focuses on such areas as telephoning, business writing, presentations, meetings, negotiations. These areas are also addressed as management skills training(usually in the mother tongue),where behavioral strategies and techniques play an important role. There are certain aspects of skills training which are better addressed in the first language and which can be taught without attention to language being used. E.g. body language .In such areas as telephoning ,business correspondence, presentations, meetings, negotiations, It is difficult or indeed impossible to focus on language without some consideration of skills involved.

That's why I'd like to highlight the interrelations between skills and language. To visualize the close interrelation between them I organized the communication skills and language trained while teaching Business English. These skills and language appropriate for business communication I've allotted into the table. Language section is divided into 3 columns: function, structure, and some of the vocabulary.

The overall objective of Business English course is to improve performance. This objective can be achieved successfully if we find a balance in how much time we devote to input and output. With traditional teaching in Business English students find themselves with long lists of phrases: gambits and formulae which are supposed to help them to develop skills through learning by heart the appropriate vocabulary.

We absolutely agree with Mark Ellis and Christine Johnson(1994)who said that teachers "should treat gambits as one of several means of achieving certain goals."

Some research data (Williams,1988) shows that native speakers of English can be limited in use of these gambits. They would more likely indicate disagreement using pauses, stress,

pitch, intonation, etc. Probably they wouldn't use such fixed phrases to express disagreement as "I strongly disagree" or " I disagree completely."

While planning a lesson a teacher should find a reasonable balance in the amount of vocabulary planned for the students. On the one hand students lack proficiency in the language, in the use of different lexical and extra-linguistic means to express their ideas. This is the reason why it is necessary to provide students with a good portion of lexis.

On the other hand students will be unable to learn too long list of phrases at the same time, or they can be confused about differences in their meanings. The solution is to train and develop functions using appropriate for the situation vocabulary and grammatical structures. We have to do it steadily and constantly. Below you'll find the tables .

Telephoning

SKILLS TRAINING	**LANGUAGE TRAINING**		
	Function	**Structure**	**Some of the Vocabulary**
Getting through	Greeting; Requesting; Introducing self; Checking identity; Stating purpose of a call; Receiving phone calls; Stating the subject; Referring to previous communication;	Verb tenses Connectors Questions Prepositions Spelling Numbers Etc.	Expressions used on the telephone expressing appropriacy of greetings, based on familiarity and cultural background; e.g. Caller, dial, exchange, hold the line… Vocabulary expressing: **appropriacy**: "This is…"vs "I am…"; "Is that..?" vs "Are you..?" **politeness:** "Could I speak to..?" vs "Give me…"
Taking/leaving messages; **Leaving messages on an answering machine;**	Offering information; Asking for information;	Numbers Spelling Pronunciation Pace	"Who is calling, please?" vs " Who's that?" "Will you spell your name, please" vs "Say your name in letters", etc

Making appointments; **Making an enquiry;**	Accepting Declining Confirming	Questions; Tag questions; Statement questions; Time prepositions; Adverbs; Time clauses;	"Would you please let us know…" "Please, phone…" "Could we arrange a meeting next Friday?" etc.
Exchanging information	Clarifying; Repeating; Rephrasing; Requesting; Explaining.	Verb tenses; Modal verbs;	Could you repeat that please? Can you give me the information about my accommodation?
Making complaints	Stating dissatisfaction; Apologizing; Requesting; Demanding; Promising.	Verb tenses; Modal verbs; Conditionals; Etc.	"We are concerned that…" "Yet again we have to remind you…" "We will give this matter our immediate attention"
Finishing the call	Confirming; Checking; Negotiating the end of a call; Thanking; Saying good-bye;	Stress and intonation	"It's very kind of you…" It was nice talking to you. Thanks very much for your help. We look forward to hearing from you. Bye for now.

Presentation

SKILLS TRAINING	**LANGUAGE TRAINING**		
	Function	**Structure**	**Some of the Vocabulary**
The content matter of the introduction: • **Organizing the message;** • **Relationship building with the audience;**	Opening courtesy; Greetings; Describing structure; Referring to time policy; Referring to question policy; Expressing intentions; Getting attention;	Verb tenses; Connectors; Will / going to;	Ladies and gentlemen… First I'll give you some background about and then I'll… Consists of; Divided into; Whole; Parts… My presentation will last for about 20 minutes; If you have any questions please ask them at the end of my presentation.

• **Signaling intentions;** • **Emphasizing important parts;**	Stating that you want to speak / continue the talk; Introducing the topic; Stating purpose; Stating aims / objectives;		Using appropriate vocabulary to be polite, avoid offence, create a friendly atmosphere and friendly rapport with the audience. I am going to talk to you about… I am sorry, can I have a word? I have a point to raise… I'd like to continue… The subject of my presentation is… I'd like to explain the background… I want to suggest some solutions… The aim of my presentation is…
The content matter of the main body: • **Organizing the message;** • **Emphasizing important points;**	Moving to a new topic; Postponing; Digressing; Identifying reasons/problems/results Making boundaries Referring to what went before or comes later; Linking and showing the relationship between the ideas; Making new / given information; Identifying the important points;	Connectors, Cohesive devices, When- type clauses; Explicit statements; Use of intensifiers; Word order;	Let's move on to the next point of my presentation. I'll come back to that later… To digress with… The reason is… Let me explain what happened… "Right, OK," Proper use of pauses, stress, intonation. As I said… The above mentioned… Next, then, after, as a result, for example; Stress, intonation; Giving definitions; It is an important point… Really, absolutely,

• **Signaling intentions/** • **Expressing ideas;**	Expressing intentions; Describing process; Expressing time; Expressing condition; Describing location, movement, direction; Describing changes / trends; Focus on the cause of the change or the reason for change; Focus attention on benefits or problems which arose as a result of the change; Giving reasons; Expressing cause and effect; Expressing similarity and difference; Comparing and contrasting; Expressing possibility, probability and certainty.	Will / going to… Present tenses, Active /Passive Voice ; Sequence markers; Verb tenses; Adverbials; Time prepositions; Conditionals; Comparison; Grammatical forms "-er ,-est" Less, the least; more, the most; Not so .. as; as…as; Modal verbs; Sentence connectors; Sentence construction.	definitely, What is important is… It is the cost which is important… Increase, decrease, fall, rise… Because, due to, as a result of, therefore; The same as, Similar to, Like / unlike; On the one hand; on the other hand; as opposed to; in contrast to… Could, may, might; It is likely that; We are likely to…
The content matter of the conclusion.	Summarizing; Introducing conclusion		To sum it up; Let's summarize the main points; So to conclude… Vocabulary appropriate to organize the content of the conclusion.

Rhetorical skills	Putting forward ideas and views; Balancing arguments; Attracting attention; Drawing conclusions; Tactical questioning; Handling of questions;		A story, factual data, anecdote…
Use of visual aids	Referring to visuals; Referring to things outside the oral text;		As you can see…. It can be illustrated by the graph… This pie-chart demonstrates… As … mentions…
Body language			Students are taught what they can do and use, how they can behave, and what they could never do during the presentation.

Meetings

SKILLS TRAINING	LANGUAGE TRAINING		
	Function	**Structure**	**Some of the vocabulary**
Chairing skills: **Controlling;**	Opening the meeting; Nominating topics for discussion; Rejecting topics; Asking people on the subject; Postponing a topic; Coming back to a topic; Referring to time boundaries; Summarizing; Restating; Rephrasing; Concluding; Closing the meeting;	Modal verbs; Verb tenses; Conditionals; Connectors;	Clear and appropriate language to chair the meeting. Formality vs informality: "I declare this meeting open…" "Right, let's get started." Polite vs impolite forms; Neutral forms vs deviant forms; Because, therefore, thus, alternatively, moreover…
Participating	Negotiating procedures; Setting out facts and figures; Expressing opinions; Supporting an	Numerals; Question forms; Sequence connectors; Modal verbs;	Vocabulary necessary for putting forward arguments;

Co-operating;	argument; Agreeing/disagreeing; Expressing reservation; Adding new points; Balancing new points of view; Expressing advantages and disadvantages; Making suggestions; Postponing; Ignoring; Interrupting; Clarifying Rephrasing; Restating to make a point clear; Checking; Motivating for various forms of feedback; (nodding the head, interjecting with "hmm", "right") Repeating; Asking for explanations; Showing understanding Referring to time boundaries; Concluding; Confirming;	Verb tenses; Conditional forms; Question forms; Tag forms; Check questions; Statements questions;	Showing disagreement… Firstly, secondly, thirdly… finally, at last, then… Diplomacy vs forcefulness "Could I suggest …"" You must…" "I'm not sure, if I can go along with that." That's unacceptable, etc. You need more time, is that right? I see, so what you mean is… Avoid specialist jargons, company – specific terms, idioms, highly culture- bound language unless it's familiar to everyone.
Relationship building: **Following rituals;** **Following routines;**	Welcoming; Introducing; Arranging small talk before a meeting; Formal thanks; Saying goodbye; Calling attention; Signaling the start; Giving background		Using appropriate language to be polite, avoid offences, create the right climate

	information; Starting purpose; Inviting the speakers; Asking for explanations; Showing understanding;		
Listening			
Rhetorical skills	Putting forward views and ideas; Balancing arguments; Introducing ideas; Attracting attention; Drawing conclusion;		A story, factual data, anecdote…
Body language			
Tactical moves	Handling questions; Tactical questioning;	All types of questions	

Negotiations

SKILLS TRAINING	**LANGUAGE TRAINING**		
	Function	**Structure**	**Vocabulary**
In addition to the above mentioned			**In addition to the above**
Relationship building, including cross- cultural considerations.	Greeting / welcoming; Introducing; Arranging small talks before negotiations; Formal thanks; Gift giving procedure; Saying goodbye;		Using appropriate vocabulary to be polite, avoid offence, create good atmosphere and friendly rapport with the audience.
Establishing ground.	Introducing an idea; Setting up objectives; Agreeing objectives; Agreeing procedure; Identifying requirements; Attention getting; Interrupting; Opinion giving; Explaining; Requesting; Emphasizing / highlighting; Reaching an		Using appropriate lexical means and grammatical forms to achieve tactical ends.

	agreement;		
Establishing options.	Arguing / rejecting/ accepting; Putting forward options; Introducing different issues;		Developing sufficiently good command to interact with clarity and precision.
Bidding and offering.	Suggesting / proposing; Clarifying/ confirming/ paraphrasing; Generating and evaluating options;		Developing sufficiently good command to interact with clarity and precision.
Bargaining and stating conditions.	Agreeing / disagreeing; Putting forward proposals; Reacting to proposals; Asking questions; Dealing with questions; Exchanging information; Discussing conditions and terms of a contract; Reacting to what other people have said;		
Formal summarizing and concluding.	Generating; Summarizing; Concluding; Closing the negotiation;		
Establishing agreement.	Coming to an agreement using collaborative model of negotiation;		

The implication is that while we as language teachers 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, to projection, & authority, to clarity, and to appropriacy and accuracy. In so doing, the English language teacher does not have to

approach a course from the point of view of setting out the stages of a presentation, meeting or negotiation; developing the participants' skills at the above mentioned ; getting them to become manipulators of these stages.

But the language teacher 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.

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Лингводидактическая интерпретация понятия «деловое общение»

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Современная лингводидактическая теория ставит перед исследователями множество задач, как новых, так и традиционных для этой области знания. Это и проблемы наполнения содержанием понятия «уровень владения языком», проблемы определения и поиска эффективных способов достижения определенного уровня владения языком, проблемы взаимодействия социальных, культурных, индивидуально-психологических и собственно лингвистических (языковых и речевых) факторов в процессе формирования вторичной языковой личности. Проблема обучения «деловому общению» в вузе включает в себя две неразрывно связанных части: 1) определение содержания понятия «деловое общение» применительно к обучению специалистов-

филологов и лингвистов, студентов других специальностей; 2) обоснование принципов отбора, организации содержательного компонента обучения и выбор единицы обучения.

До настоящего времени место «делового общения» в содержании обучения иностранному языку студентов лингвистических специальностей не определено, не изучены и проблемы, связанные с формированием коммуникативной компетенции будущих переводчиков и преподавателей в области «делового общения». Мы полагаем, что важнейшими вопросами, которые должны быть решены в связи подготовкой специалистов-лингвистов к коммуникации в сфере делового общения, являются следующие: определение содержания понятия «деловое общение»; определение места обучения «деловому общению» в составе коммуникативной и профессиональной компетенций филолога.

В настоящее время в стилистике и методике обучения языку сложилось несколько терминологических единиц для обозначения сходных понятий – это *деловое общение, профессиональное общение и бизнескурс*. Под деловым общением обычно понимают речевые стереотипы, принятые в общении в сферах производства, управления и администрирования, более конкретно в данном случае рассматриваются устные тексты, в основном стереотипные, которые используются в стандартных ситуациях делового общения: знакомство, предварительная беседа о возможном сотрудничестве, переговоры, спор, заключение договоров и соглашений; из письменных текстов рассматривается лишь деловая переписка.

Неразличение понятий «деловое общение» и «профессиональное общение в деловых сферах» представлено сегодня во множестве изданий и публикаций, а между тем они являются различными. О связанности данных понятий в современной практике обучения языкам свидетельствует множество публикаций [Клобукова 1999 и др.]. В частности об этом свидетельствует и определение понятия «деловое общение», данное в Словаре методических терминов Э.Г.Азимова, А.П.Щукина: «**ДЕЛОВОЕ ОБЩЕНИЕ.** Вид общения, целью которого является коммерческая и некоммерческая деятельность (обмен продуктами материального, интеллектуального характера и др.). В ходе д.о. каждый из коммуникантов стремится решить прежде всего актуальные для своей профессии задачи» [1999, 67]. Приведенная дефиниция является скорее лингвистической, а не методической, так как из него вытекает смысловая близость таких словосочетаний, как *обучение деловому общению и обучение языку специальности*. Данные понятия можно рассматривать как идентичные лишь при

обучении иностранному языку студентов экономических специальностей. Именно в данном значении используется и заимствованное из западноевропейской лингводидактики понятие бизнес-курс. По указанной причине пособия по обучению деловому общению на иностранном языке насыщены узко специальной экономической лексикой, сложными терминами из сферы финансов, микро- и макроэкономики, отдельных разделов гражданского права, в этом случае овладение нормами делового общения на иностранном языке подменяется овладением узких терминосистем различных, в основном экономических областей знания.

Одним из главных признаков «специального языка» является «ситуация общения в пределах специальной сферы (наука, техника, производство, управление, сельское хозяйство, транспорт, связь, медицина, дипломатия и др.). Специальная тематика, специальные цели беседы побуждают специалистов переходить на профессиональный язык, который в меньшей степени связан с национальной принадлежностью его носителей и не должен зависеть от общественно-экономической формации, идеологии, мировоззрения» [Культура русской речи 1998, с. 171]. К основным лингвистическим чертам специального языка исследователи относят:

- сочетание элементов естественного языка с элементами языка искусственного (специализированных символических языков);
- сочетание вербальных и невербальных элементов в структуре языка;
- стремление к интернационализации средств выражения;
- полифункциональность;
- полиструктурность, которая выражается в существовании внутри языка нескольких слоев: научного, профессионального разговорного; распределяющего языка (языка рекламы, торговли и под.) [Культура русской речи 1998, с. 175-178].

Из сказанного следует, что понятия “специальный язык” и “деловой язык”, являясь неразрывно связанными, все же различны, так как первое является более широким и включает в себя множество экстралингвистических составляющих, описывающих прагматические и пресуппозициональные факторы коммуникации.

Следует предположить, что содержание курса «делового общения» должно определяться на основе множества критериев, основным из которых являются потребности формирования профессиональной компетенции переводчика, специалиста в области межкультурной коммуникации, преподавателя иностранного языка (применительно к студентам филологической и лингвистической специальности);

юриста, социолога, инженера и под. (применительно к студентам других специальностей).

Понятие «деловая сфера общения» является очень широким, постоянно требующим детализации и конкретизации в контекстных условиях, затрагивающую как алминистративно-правовую, так и профессионально-трудовую сферы, согласно классификации В.Л.Скалкина. [Скалкин 1981]. Бесспорно лишь то, что эта сфера является в высшей степени социально значимой, протекающей на основе исчислимого количества целей и характеризующейся определенным набором действий, наиболее частотными из которых следует признать речемыслительные действия, направленные на побуждение адресата речи к каким-либо действиям. Очевидно, в основе деловой сферы общения находится управление (государственно-правовое, межгосударственные отношения, бизнес-администрирование и под.). Одним из основных результатов такого рода деятельности является создание определенного документа, регулирующего правила осуществления конкретных действий. Высокая степень социальной ориентации данного вида деятельности приводит к обязательности ее социальной регламентации.

Следует отметить, что сфера общения тесно связана с таким понятием, как узус, принятыми в определенном обществе традициями общения. Из этого следует, что различные виды и формы человеческой деятельности включают в себя не только типологически общие, свойственные множеству социумов черты, но и особенные, связанные с социальным статусом, этническими особенностями, спецификой конкретной области деятельности. Так, А.Д.Швейцер отмечает, что в отдельных социально-коммуникативных системах "такие функциональные стили, как стили научной прозы, публицистики и официально-деловой речи, обычно представлены в сосуществующем с родным языком данного коллектива языке межнационального общения или языке-посреднике" (Швейцер А.Д. 1976, 107). Это замечание чрезвычайно актуально, особенно для описания деловой сферы общения и обслуживающего ее языка. Выработка традиций общения в различных деловых сферах - процесс довольно длительный, так как речь идет о "приведении к общему знаменателю" таких противоречивых понятий, как традиция и потребности современного общества в интернационализации данной сферы. Но "языковое воздействие" не является единственной формой влияния, зачастую речь идет об определенном заимствовании" самих параметров общения, которые в обиходе принято называть "стилем общения"; существуют даже определения, характеризующие

поведенческие особенности коммуникантов в различных ситуациях: европейский, американский, азиатский, консервативный стили общения, или поведения. Все перечисленное составляет специфический национально-культурный компонент ситуации, или акта общения. Естественно, что при овладении деловым общением на неродном языке необходим не только речевой и коммуникативный тренинги, но и шире –национально-культурный тренинг, вовлекающий обучающегося в широкий дискурсивный контекст речевого акта.

Для определения понятия «деловое общение» следует выделить типичные ситуации общения и определить критерии их дифференциации. Так, могут быть выделены ситуации в соответствии с предметом общения (темой, содержательной сущностью ключевых слов, семантических полей), с отношениями, социальными ролями участников речевой ситуации (спор, взаимодействие, обучение, управление деятельностью, рекомендации и под.). Диапазон этих ситуаций крайне широк и многообразен, их можно определить как предметные (производство, социально-правовые межличностные отношения, экономика, администрирование, межгосударственные отношения и под.), организационные, статусные, нормативные. Одной из отличительных черт делового общения является то, что в подавляющем большинстве случаев оно происходит в социально заданных условиях и носит в достаточной степени нормативный характер, ролевые позиции участников сохраняют силу социального предназначения, однако в каждой конкретной ситуации могут выходить на первый план личностные формы общения.

В соответствии с участниками речевых ситуаций и типами отношений между ними можно выделить ситуации непосредственного общения (два равных по статусу коммуниканта) и ситуации управления общением (один из коммуникантов доминирует в речевой ситуации). По другим внешним характеристикам ситуации общения в деловой сфере, таким, как место, способ, время общения, можно выделить и более конкретные разновидности ситуации, или жанры. Для конкретизации и научного обоснования создания типологии ситуаций общения в деловой сфере представляется важным и актуальным изучение воздействия внутренних компонентов ситуации на механизмы порождения речи. Исключительные возможности в данном случае дает изучение всевозможных типов речевых интенций как чрезвычайно важного звена в сфере взаимопроникновения лингвистической прагматики и психолингвистики.

Для деловой сферы общения следует выделить следующие основные типы коммуникативных намерений:

- формирование у слушающего определенного взгляда на фрагмент действительности с целью регламентации его поведения,
- побуждение слушающего к определенным действиям.

Соответственно данным коммуникативным задачам осуществляется выбор темы, формирование замысла, структуризация содержательного материала. При описании тема обычно выступает как нечто статичное, неизменное, но воздействие требует динамизма в раскрытии темы, или присутствия нескольких тем. В связи с этим основными ситуациями общения следует признать следующие:

динамические ситуации = диалог, дискуссия (в процессе общения выявляются совпадения и несовпадения в оценке участников определенных фрагментов действительности);

статические ситуации = монолог, документ (в процессе общения говорящий стремится воздействовать на слушающего путем формирования у него взгляда на объект действительности, убедить его в необходимости осуществления тех или иных действий);

статико-динамические, или фатические ситуации = диалог, полилог (в процессе общения происходит ориентировка участников общения с целью определения речевых и поведенческих тактик в дальнейшем общении).

Следует отметить, что деление это в некоторой степени условно, так как статические ситуации могут рассматриваться как элемент динамических, чем по сути они и являются, так как любой документ предполагает определенную реакцию, материализованную в другом документе. Динамические ситуации также строятся на основе отталкивания от каких-либо статических ситуаций. Однако именно два основных ситуативных типа разделяют высказывания на монологические и диалогические, лежат в основе их построения.

Оценивая социальные роли участников коммуникативного акта, можно выделить управляемые и управляющие ситуации общения:

управляемые ситуации - участники коммуникативного акта равны по социальному статусу и обладают равными пресуппозициями;

управляющие ситуации - участники коммуникативного акта не равны по социальному статусу и не обладают равными пресуппозициями; как правило, именно говорящий обладает большими знаниями и более значимым по социальному статусу.

Если же оценивать внешние условия общения, то в данном случае можно выделить формальные и неформальные ситуации, к первым следует отнести те формы

общения, в которых учитываются социальные роли участников коммуникативного акта (активных и пассивных): побуждающий – выполняющий, утверждающий - оппонирующие; предлагающий - оценивающий предложения, ко вторым же те, в которых ролевые позиции участников не имеют значения или трансформируются в ненормативные для деловой сферы, речь идет о ситуациях профессионального общения, касающихся методики проведения и планирования дальнейшей работы. В данном случае нарушаются нормативы и эталон деловой сферы общения и происходит ее трансформация в профессиональное общение. Исходя из сказанного можно предположить, что только формальные ситуации общения могут быть управляемыми и управляющими, в неформальных ситуациях данное соотношение нарушено.

При обучении иностранному языку специалистов в области менеджмента, финансовой деятельности, юриспруденции и под. процесс обучения языку строится на основе двух составляющих: базовый курс и профессионально ориентированный курс (=деловое общение), имеются при этом отдельные примеры изначальной профессиональной ориентации курса, то есть ведется планомерная работа по формированию коммуникативной компетенции в виде языковой, речевой и профессиональной компетенции на материале специфического языкового и речевого материала, исключающего практическое применение знаний иностранного языка в других областях и сферах общения (СМИ, чтение художественной литературы и под.). При подготовке специалиста-переводчика, специалиста-преподавателя основное внимание уделяется формированию коммуникативной компетенции в области литературного языка в целом и формированию профессиональной компетенции, которая рассматривается как определенный объем теоретических знаний и практических умений в области анализа и интерпретации фактов языка и речи в сочетании с коммуникативной компетенцией.

Таким образом, лингвометодический аспект рассмотрения понятия «деловое общение» предполагает различное его содержание применительно к различной аудитории. Так, при подготовке профессиональных пользователей языка (лингвистов, филологов) «деловое общение» как объект изучения занимает определенное место и в составе коммуникативной компетенции, и в составе профессиональной компетенции, следовательно, при отборе содержания обучения необходимо учитывать эти моменты. Так, в частности, прагматические параметры, стилистические свойства, лингвострановедческий аспект деловой речи в плане их теоретического освещения

составляют важный блок знаний, составляющих профессиональную компетенцию студента-филолога, языковые и речевые единицы, определяющие умения и навыки владения деловой речью составляют важный компонент коммуникативной компетенции будущих филологов. Таким образом, построение учебной модели содержания обучения деловому общению студентов-филологов значительным образом отличается от подобных моделей при обучении бизнесменов, юристов, управленцев и др. При подготовке последних специализация обучения начинается на ранних этапах в формах специфической тематики, формирования лексикона, изучения грамматических конструкций, употребляющихся преимущественно в книжной (научной профессиональной) речи. Коммуникативная компетенция специалиста в области лингвистики складывается из знаний, умений и навыков, охватывающих все разновидности литературного языка и все виды речевой деятельности, в сочетании с профессиональной компетенцией, которая включает в себя коммуникативную, а также широкий спектр специальных лингвистических, филологических и гуманитарных знаний, позволяющий анализировать и интерпретировать любой материал, относящийся к сфере вербальной коммуникации.

Речевой минимум обучения деловому общению представляет собой концентрированное отражение специфических особенностей коммуникативного содержания изучаемого материала. Для лингвистического профиля обучения характерны свои специфические задачи, вытекающие из практической деятельности обучаемого, что находит отражение не только в выборе доминирующих сфер общения, доминирующего языкового материала, но и способах его презентации, включающих в себя не только частные цели усвоения речевых конструкций, но и лингвистического, а также лингвостилистического анализа и интерпретации. Очевидно, что содержательный компонент курса делового общения также является уникальным по своим свойствам: во-первых, содержательный минимум курса не должен включать узкоспециальные профессиональные моменты, связанные со спецификой деятельности в той или иной сфере. Студент должен получить твердые знания, не выходящие за пределы литературного языка, так как, имея серьезную базу, владея основами деловой коммуникации, вполне возможно углубить свои познания в области специальной речи, специального перевода, если этого требуют условия профессиональной деятельности. Во-вторых, содержательный минимум курса должен включать в себя в достаточном полном объеме теоретические сведения по деловой коммуникации: лингвокультурные, прагматические, социокультурные, дискурсивные, речевые и языковые аспекты, так как

студент-филолог должен не только владеть формами вербальной коммуникации в данной сфере, но должен уметь анализировать деловой дискурс и обладать интерпретационными навыками в данной сфере общения.

Одновременно с этим можно утверждать, что содержания понятия «деловое общение» применительно к практике обучения иностранному языку студентов инженерно-технических, естественнонаучных специальностей имеет совершенно иное наполнение. В данном случае предполагается изучение этикетных форм общения в деловой сфере, а также некоторых стилистических особенностей письменной деловой речи. Предельная информативная предназначенность делового текста должна найти свое отражение в стремлении пишущего к максимально строгому и сдержанному характеру изложения, а тем самым и в стремлении к использованию стилистически нейтральных и/или книжных элементов.

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Business English is Just What We Need

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Does an average EFL teacher in Russia have any need in acquiring Business English? I would say – “Yes, definitely”.

Business English (BE) today is one of the most indisputable attractions for both an average EFL class and a shelf in a book shop. What is behind the interest to it in this country is more or less clear – modern Russian labour market requires from the applicants for the posts in business both knowledge and skills, which are a far cry from plain and simple language skills. But apart from mere obligation to satisfy the needs of learners in BE, does an EFL teacher have any particular point in spending time and effort on acquiring it? - Yes, and very much so, as BE is an eye-opener in so many ways!

But what exactly is implied by BE, and correspondingly, what (and how) to teach is a very controversial subject.

It is essential to try and answer at least the following questions:

- how to distinguish between what BE is and what it is not,
- how to achieve a balance between BE target learners' needs and EFL suppliers' opportunities,
- how to marry the goals of a comprehensive BE course and the limitations of an Educational Institution's curriculum.

In what follows each of the how-questions above will be tackled through the prism of a variety of "myths", currently circulating among the EFL teachers and dominating both professional public discussions and publications, most persistent "myths" indeed.

Myth 1: ***BE is just another ESP***

Business exists and flourishes mostly via communication between people across cultures. That is why the shortest but probably the most concise definition of business is: " Business is communication" (if reverted it reads- "communication is business", which is probably also true, but is another story). It is easy to see that while ESP for, say, geographers or economists will go on existing, if there is no communication between the counterparts, BE will collapse altogether without communication as its basis. While ESP is very largely based on written text, BE is more dependent on oral face-to-face interaction between people (though an exchange of documents takes place too). That is why BE is a much, so to speak, *thicker layer cake,* whose "layers" are numerous:

- knowledge of business,
- knowledge of language(s),
- communication skills,
- problem-solving skills,
- decision-making skills,
- data processing skills
- cultural awareness (to name but a few).

When compared with BE, ESP with its two major "layers" - knowledge of science and knowledge of language (vocabulary, grammar, lng skills) is seen as probably less mouth-watering, but definitely much more consumable "food" for learners.

Myth 2: ***Teaching BE is teaching terminology***

Let us start from looking at the constituents of business. These are at least the following:

- the structure and organization of business,
- producing and selling,

- financing,
- advertising,
- management of business,
- marketing,
- product development,
- the workforce and industrial relations,
- selection and recruitment,
- training and development,
- business environment,
- business communication, etc.

Actually the list may be longer. Besides each of the entries in the account above can be presented as a list of its own constituents, e.g. “business communication”:

- by device,
- face-to-face,
- in groups (small vs large).

Each of these could be developed further, i.e.:

1. communication “by device” means communicating by phone, mail, e-mail, fax, telex,
2. communication “face-to-face” means oral interacting of two interlocutors in various situations of business, like visiting a company or receiving and entertaining visitors, introducing people and being introduced, exchanging information and others – all united under one heading: socializing,
3. communication “in groups” means taking part in and chairing meetings, negotiating, giving and receiving presentations, interviewing and being interviewed.

Knowing ***business terms*** *alone* will hardly ensure the learners’ being effective in the enlisted situations of communication. What they will need is ***communicative competence***, i.e. skillfulness in hitting the targets of communication. This will require

1. good command of general English – developed skills of reading, writing, listening and speaking, knowledge of general and specifically business vocabulary, solid knowledge of grammar and functions (the chunks we generally use to indicate our feelings, attitudes, intentions, etc.: agreeing / disagreeing, asking for / giving opinions, advising / suggesting, etc.)
2. mastering business communication skills (correspondence, telephoning, socializing, meetings, negotiations, presentations)
3. knowledge of the business world, including cross-cultural awareness

4. mastering the management skills of problem solving and decision making
5. mastering the ground skills of understanding business data and modifying business information.

So what we generally mean by Business English is *English for the purposes of effective communication in business in a variety of specific business contexts.* This definition indicates the necessity of studying the whole range of relevant issues, among which terminology is just a fraction. So only a multi-dimensional approach like, e.g. that of rhetoric of business communication, will do in tackling the questions what and how to teach, when we teach Business English..

But the stumbling point is the controversy in approaches to the study of rhetoric of communication (to say nothing of business communication). It is no longer possible to go on drifting apart and is necessary to seek to unite the achievements of numerous sub-divisions of modern linguistics, psychology, philosophy, rhetoric, theory of communication, etc. Let us try and see what a more "friendly like" sort of approach might do.

Communication is always a two-sided process and so cooperation and coordination are a must if the participants wish to achieve understanding and communicate their global messages without any losses to the other party. It means that they should speak the s a m e language.

The problem of "sameness" as it were is not restricted to the adherence to some one language as a tool of communication (e.g. English, Russian, etc.), as we might otherwise conclude if based the reasoning on the idea that "communication is a process by which a source transmits a message to a receiver through some channel"(1). The problem in question becomes transparent if speech communication is described as "a human process through which we make sense out of the world and share that sense with others"(2). But do we make sense out of the world in exactly the same way? - Hardly so. We have differences in perception as individuals, as members of a certain social group, as representatives of a certain culture, etc.

It seems unquestionable that to be able to achieve understanding the participants of the communication act should be communicatively competent, i.e. they should be able to communicate in a personally effective and socially appropriate manner. This is less problematic within one culture than when communication is intercultural.

Teaching rhetoric of business communication in a foreign language involves (apart from other things) mastering such skills as socializing, telephoning, making presentations,

conducting meetings, negotiations. It is easy to see that whatever the skill under study is the involvement of culture is inevitable. Every speech act is based on four basic questions:

What do we speak for? (purpose)

What do we want to say? (plan)

What means do we use (elocution)

What is the response? (relevance).

Question 3 (elocution) is culturally biased and in case there are deviations in "sameness" in the sense described above at any level – be it verbal or non-verbal, "sharing what we make out of the world" will be hardly attainable. In conditions of a real business situation (act of international communication) this might be drastic.

When acquiring business communication skills Business English learners should be taught to be conscious and perceptive to culture behind the English language. They should be familiarized with different styles of behavior in various communication acts through analyzing samples (video, audio, printed text). It is necessary to warn them about and specially train them to deal with various types of audience, so that they became audience-oriented and audience-perceptive. It is also important to make them able when communicating internationally to choose language means and behavioral styles easily recognizable as presentable and acceptable. And they should be instructed as long as possible to level out interference of their native culture without losing their own cultural identity.

The complexity of task of a Business English trainer teaching rhetoric of business communication is thus clear, the same as the necessity to base his practical work on a clear-cut scientific grounds. Solid basis of this kind is provided by modern speechology, which focuses on both parties of a communication act and is interested in the act itself as a conglomerate of language, psychological, social and pragmatic parameters. Its conceptual system as is known roots in psycholinguistics, rhetoric, semiotics and other sciences, which overlapping enrich one another.

So applying categories of speechology to studying concrete situations of business communication and the means adhered to by the participants to communicate purposefully and result fully the same as careful attention to them in a business class can be of great help to a Business English trainer.

Myth 3: ***Russian approach to compiling BE teaching materials is all wrong***

The key feature of Business English is that it is a **multi-dimensional phenomenon** and as such it requires being dealt with on a comprehensive basis. Here I would like to note the seemingly minor discrepancy in British vs. Russian EFL teaching tradition in terming a book

of study. Hardly anybody today notices that what is termed a ‘course book’ in British EFL tradition, is still referred to everywhere in Russia as ‘textbook’, despite all the faddishness of Russian EFL teachers. Hypothetically the term ‘course book’ and what is implied by it, is overlooked by the Russian for two reasons. Firstly the idea of ‘comprehensiveness’ of a book of study, i.e. its inherent ability to satisfy various needs, e.g.: updating vocabulary and grammar, elaborating on the four lng skills (reading, writing, listening and speaking), informing on the essentials of business and contexts of business communication, building up communication and management skills, etc., remained encoded. Secondly, the idea of ‘text’ being the core of a structural unit of a book in Russian EFL teaching tradition is too strong to be shaken off, whatever the new fads and fashions. And so, all or nearly all elements, which are beyond the text and language units, comprising it, are either skipped or distorted.

The day-to day routines of teaching practice indicate that the ‘misunderstanding’, described above, is not as innocent as it might seem on the surface. Otherwise what is the reason for all the bitterness and disappointment of Russian teachers in connection with course books by foreign authors so fashionable of late? The point in question is nearly subconscious drive of Russian teachers (in their search for excellence, so to speak), to find a textbook, which could satisfy the multiplicity of goals they are to solve through an extensive use of texts, being both the source of information on the subject of interest and the source of language.

For a ‘comprehensive’ BE course, if the major purpose is ‘ communicative competence’ in the context of **international** business, texts are indispensable indeed, especially in a country like Russia, where the very phenomenon ‘business communication’ is fairly new. So the ‘clash of cultures’ on the level of comprehending the basics for compiling a book of studies, leads to serious consequences, which account for the ‘bitterness’, mentioned above. One is that, while picking here and there, i.e. using texts from different publications by different authors and trying to create a file, based on the teacher practitioner’s own idea of what a course should be like (which more often than not is the case today) results in actual ‘juggling’ the ideas, and killing ‘systematicness’ – the strongest asset of the process of teaching. Another is that, having chosen a particular course book, a teacher treats it as rather a resource than a book of studies, again picking up only those ‘bits and pieces’, which seem to correspond to the goal he/she pursues. In such a case the book in question ceases to be a balanced system, focused on particular things, and so systematicness is violated again. These were only a few possible outcomes due to misunderstanding, described above, and they concerned only those teachers, who are trying to be creative. What to say of those, who

sincerely believe that if the magic words 'Business English' are on the cover of the book, it, when used as was meant to be used, (i.e. from cover to cover), without any violations of the author's syllabus, will surely teach their students the business English they need? They might feel very bitter indeed after the course is over, as they are bound to realize at the stage, that what has been achieved, is rather far from what they had in mind when starting the course. That the purposes, the author had had in mind, when writing the textbook, do not even partially coincide with their own, comes, as an afterthought, though should have been the other way round.

The issues discussed so far, clearly indicate that since 'focusing on texts' is a culturally bound phenomenon, it is no use trying to counteract it. Probably instead it is worth trying to benefit from it. It is not for nothing, by the way, that 'textology, as a branch of linguistics, has got such a wide development in Russia, and so many proponents, whose textological excavations largely contributed to better understanding of the nature of texts of different functional styles.

Another important 'domestic' linguistic achievement is clear distinction between the domains of pragmatics linguistic pragmatics and pragmalinguistics, which has paved the way for text modeling for teaching purposes. Incorporation of the accumulated linguistic experience in these fields into tackling the 'course book vs. textbook' issue might make the to-be authors of BE teaching materials twice as rich. This coupled with the realization of the principle of 'comprehensiveness' will yield an interesting type of 'systematicness' in a textbook, happily marrying within its structure both approaches – the 'Western' and the 'Russian' ones. If this two-folded approach is put to life, can the resulting outcome become a 'cure' for the many ills of a course-oriented business class?

To meet the specific interests of text-oriented EFL teachers and learners, as it has been shown above, the key feature of a hypothetic textbook, should be text, and certainly not just any kind of text, but the one, which satisfies certain requirements, e.g.:

- informative,
- spotlighting a topic(s) of interest,
- giving grounds for building up(or enlarging) topic-related vocabulary,
- providing 'food for thought',
- interesting and intriguing,
- stimulating exchange of ideas on the part of the learners, etc.

Can a short, say, a half page (or even a page) long text possess all the features described above in full capacity? What we usually encounter with is absence of some of the qualities or

even of all of them in texts of this length. Long texts are usually more resourceful, and here it is important to remind of one of the latest fads – case-study, i.e. dealing with either a package of various sources of information on some key business issue, aimed at considering , discussing and solving a problem or a long text (usually a few pages long), providing broad information coverage of the issue in question. The latter type of case study is just what we need to satisfy the requirements above and so could function as the core of a structural unit of a textbook. But texts like that do not grow on trees, do they? No, they don't, but they can be modeled, i.e. specially developed for teaching purposes on the well-founded basis of textology, pragmalingustics and functional stylistics. And since there are two main information gaps, the Russian business learners should fill out, - that of 'BE content' and that of 'BE skills', information input in the textbook should be two-fold.

. Generally speaking, if all the peculiarities of the Russian Business English Teaching field are consistently considered, it becomes clear that to be close to satisfactory, a course book for Russia should be not just 'a book', but a set of books for both class and home study, a set, e.g.:

- a book for class activities with audio cassettes and video,
- a book for extensive reading outside the classroom,
- a home exercise book with drills, tests for self assessment and development,
- a book for controlled testing activities
- teacher's instruction manual with detailed advice and additional resources.

So looking at BE teaching "mythology" and analyzing the reasons for it we see the importance of a comprehensive approach in teaching all the other "Englishes" more clearly.

We learn to plan a course with the focus on ***'communicative competence'*** as an ultimate target of the teaching process in the EFL field in general.

This is why Business English is just what we need.

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

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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.

Before starting the course we had a number of questions: How to make classes interesting and informative but not boring? How to stimulate students' work? How to give a coherent qualitative explanation? How to teach students be sociable, eager to cooperate and cultured? How to develop students' autonomy**? *Intensive methods, multimedia programs, video*** and ***karaoke*** helped to answer all these questions.

Intensive methods which include centering, music, positive emotions, physical movement, games, role-play, group work, pair work, brainstorming, discussion, open-ended tasks 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. Role-play is very popular. Students find it fun and quiet students are found to speak more openly in a "role". Besides in a role-play students are encouraged to use communication imaginatively and creatively. During group work students can learn language and information from each other. We set groups on different basis according to ability, birth season, by numbering, and so on. Pair work involves students to work simultaneously, it allows getting more practice, students are able to share ideas and help each other. Working in pairs students produce dialogues, questions, wrong statements, etc. For generation and gathering ideas we often use brainstorming. Discussions allow students to give their own ideas, to practice using English, to say what they want to say. Open-ended tasks give me, as a teacher, an idea of what the students are capable to produce and moreover they develop students' autonomy.

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, to compose dialogues and learn them, to train reading, to play games and learn new songs. At the lessons we use the following programs:

Everyday Situations, KUDITS, 1992,

English for Communication, T. Ignatova, Disk-T, 1997,

REWARD InterN@tive (intermediate level), YDP Multimedia, 1999,

Business English, Syracuse Language Systems, Inc. 1999,

English platinum, Multimedia technologies and Distant Learning, 2000.

These programs contain different material and different types of exercises. For instance the program **Everyday Situations** is based on CAI (computer assisted instructions) and provides instructions, drill and practice in basic language skills. Students are asked to respond and their responses are evaluated. If the student is correct he (she) moves on, if incorrect similar problems are given until the correct respond is elicited. It is very convenient and frees teacher to provide individual instructions. In this program there are two types of tasks: compose dialogues and do grammar exercises. But in other programs there is a large number of different tasks and in this article I would like to draw attention to a program, which we use to study English language for business communication, it is called **Business English**. The program **Business English** is intended for people who knows English at the intermediate level and is useful for those who have business with English speakers, want to get a job in English speaking country, work in companies where English is spoken. The program helps to develop four skills: listening, speaking, reading and writing. For this purpose the following things are included into the program: business vocabulary, different styles of business communication, culture tips, traditions and culture of business communication and comparison of American and English business style. The program is made up of three volumes I - **Personal Meeting, II - Contacts and Correspondence, III-Career Advancement**, each of them consists of three sections and there are from four to nine lessons in each section. For instance volume I - **Personal Meeting** consists of three sections. Section 1 is called Formal Meetings and includes eight lessons, section 2 – Impromptu Discussions includes nine lessons and section 3 – Financial Transactions includes seven lessons (table№1- table№3). Each lesson includes different components, which help to learn the topic of this lesson. The following components are used in **Business English**: *Role Play, Listening, Reading, Vocabulary, Study Questions, Dictation, Dictionary, Learning Strategies and Focus Points, Culture Tips.* In our opinion *Role Play* is the most interesting. It is a combination of three elements, Video, Learn roles and Role Play. We begin with watching Video, then with the help of Learn roles students practice a chosen role. They can listen to each reply in normal or slow regime and record their own speech. The third element Role Play lets students participate in the dialogue. *Listening* exercises suggest listening to English speech without any visual support. The speech is presented in the form of a voice-mail message or automated phone instructions. The next component *Reading* gives samples of standard business documents for instance e-mail, Internet pages, description of the company, tables, charts, bank statements, etc. Working with texts from *Reading* we use *Vocabulary*, which gives translation of words and word combinations in different contexts and their pronunciation. After listening, watching video or

reading documents students answer the questions given in *Study Questions* component. It helps to revise and fix the material learned in *Role Play, Listening* and *Reading.* In *Dictation* exercises students practice in composing and spelling words and phrases of business vocabulary. The task is to type the missing words or phrases into business letters, memos, fax or e-mail messages. The next component *Dictionary* is electronic Random House Webster's Dictionary, which includes 50 000 words, their pronunciation and interpretation. *Learning Strategies and Focus Points* are presented in the form of questions based on the lesson's material. They help to single out important aspects and understand them better. *Culture Tips* give additional information about culture and traditions of English-speaking countries. Thus we find this program very useful and helpful in studying Business English language.

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 multimedia programs **REWARD InterN@tive** and **Business English** and 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. Undoubtedly preparation for watching films is longer than for viewing video extracts. As an illustration these are tasks, which we did before watching The Mummy. Since we started to learn tenses in English grammar every lesson students were given a list of 10 verbs in different tenses. The verbs were from the film The Mummy but students did not know it, for them there were just examples of verbs in different tenses. For each list they had different tasks. For example: group the verbs according to their aspect, voice or tense form. The students did the task and found the possible variants of translation. In addition to the verbs we learnt other words from the film playing a memory-game. Students were given 10 words (usually nouns and adjectives) written on the blackboard in a column. We read and translated them and then rubbed them out one by one. Every time after a word was rubbed out one of the students was asked to pronounce all 10 words, so at last they pronounce all those words by heart. Usually we spent 10-15 minutes every lesson for such tasks. As a result we learnt nearly all the vocabulary from The Mummy and after watching the film students easily answered all the questions about the plot and some details.

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 favorites are **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. For this purpose numerous tasks that require students to decide things for themselves, to plan and to evaluate are included into the course. These tasks help students to develop the ability to learn by themselves or to work out what works best for them as individuals. Such abilities are very important, as people are continually required to learn new skills and absorb new information. Thus learning how to learn is a vital component of our course "English for Communication".

Table №1

Volume I – Personal meeting

Section 1 – Formal Meetings

Lesson	Topic	Components
1	Greetings and Introductions	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
2	Open a Meeting	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
3	Listen to Others	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
4	Identify Issues	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
5	Close a Meeting	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*

6	Follow Up by E-mail	*Reading* *Vocabulary* *Study Questions*
7	Keep the boss informed	*Listening* *Vocabulary* *Study Questions*
8	Set Deadlines	*Listening* *Vocabulary* *Study Questions*

Table№2

Section 2 – Impromptu Discussions

1	Suggest a Discussion	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
2	Describe Concepts	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
3	Send Invitations	*Reading* *Vocabulary* *Study Questions*
4	Discuss Problems	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
5	Express Opinions	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
6	Charts and Graphs	*Reading* *Vocabulary* *Study Questions*
7	Take Notes	*Dictation* *Vocabulary*
8	Convince the Team	*Video* *Vocabulary*

		Learn Roles *Role Play* *Study Questions*
9	Interpret Market Research	*Listening* *Vocabulary* *Study Questions*

Table№3

Section 3 – Financial Transactions

1	Request Checks	*Dictation* *Vocabulary*
2	Read Bank Statements	*Reading* *Vocabulary* *Study Questions*
3	Talk with Bank Personnel	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
4	Request a Wire Transfer	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
5	Request a Letter of Credit	*Video* *Vocabulary* *Learn Roles* *Role Play* *Study Questions*
6	Read a Letter of Credit	*Reading* *Vocabulary* *Study Questions*
7	Dispute a Fee	*Listening* *Vocabulary* *Study Questions*

Idiomaticity of Business English and How to Teach It

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From skimming through the text given below which is a short excerpt from a presentation at a business meeting, with a focus on italicized phrases, it becomes obvious that all of them belong to the class of set expressions.

"A: So what you're saying is that in the good times, when we're all *in the black,* companies like mine ignore what the market really needs, we *go for soft options*, and as a result we're all *paying the penalty* at the moment, but you've come along *to save the situation* so that we don't have *to take the consequences*?

B: I wouldn't *put it* like that, no, *not at all,* that would be overstating my case. But speaking *in general*, when business is good and everyone is *making money* it can be easy to *take the line of least resistance in* marketing *terms*. But when you *run up against* real problems, it's the *go-ahead* companies, like yours, that turn problems into opportunities, and features into benefits, that's why they survive. I hope that answers your question?"

Taken from authentic business discourse this excerpt testifies to the undeniable fact that the English language of business communication is a highly figurative one abounding in all kinds of language means of expressiveness – set phrases, idioms and metaphors.

This paper will discuss different ways of expressiveness used in Business English, with a special emphasis on set expressions. First, we will give a brief review of existing approaches to definition and linguistic classification of set expressions and then we will focus on certain teaching implications concerning these language items.

As far as the definition and classification of set expressions are concerned, there is a certain ambiguity in terms, i.e. various authors use such terms as *set expressions, phraseological units* and *idioms* implying different phenomena and sometimes rather indiscriminately. That is why it is worth clarifying the application of these terms, though without going into every theoretical detail of the subject. The detailed discussion of existing classifications of phraseological units can be found in A.V.Koonin's comprehensive study on English phraseology [6]. Following I.Arnold, by a set expression we mean a vocabulary unit resulting from the integration of two or more words but functioning as a whole and characterized by unity of nomination. A distinctive feature of set expressions is that they are often syntactically and morphologically restricted [5. P.140-143].

For practical purposes in this paper we use a somewhat simplified classification and look at set expressions under three headings: *idioms*, *multi-word* or *phrasal verbs* and *institutionalized phrases*.

Set Expressions

Idioms	**Phrasal Verbs**	**Institutionalized phrases**
touch-and-go	*take over*	*in addition to*
get a golden handshake	*bring forward*	*to begin with*
to break even	*break down*	*first of all*

An i d i o m 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 [1. P.35-36]. Very close to them are p h r a s a l v e r b s that are – more often than not – extremely demotivated and semantically opaque structures.

As for the third group, it consists of a wide range of expressions that are in fact deducible from the constituent parts [2. P.120,121]. Here belong such phrases as *to begin with*, *to make matters worse*, and *first of all*. Language learners usually have no difficulty in deducing the meaning, but they would be unlikely to generate the expression 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 mentioned that the authors of books on Business English idioms tend to refer to all the three types as *idioms* (see for example Christopher Goddard's book "Business Idioms International" [3]).

There is another semantic issue that is closely related to the one discussed above, it is a high degree of metaphoricity of business vocabulary.

Modern linguistic research suggests that metaphor, far from being a literary device, is intrinsic to the nature of everyday language. The idea is that language is intrinsically less literal than it has always been assumed. That implies that idiom is also intrinsic to everyday language use – in some cases the meaning of an utterance will be derivable directly from the meaning of its constituent parts, but in many cases the meaning of the whole will either have a conventional pragmatic meaning additional to the surface meaning, or, as in the case of idioms, the whole will have a meaning radically different from the parts. Although not traditionally thought of as idioms, all of the examples below demonstrate aspects of this spectrum:

We *broke down* on the motorway. – I need a full *breakdown* of the cost before we can make any decision.

He *fell* off a ladder while he was cleaning the windows. – Demand *fell* as the dollar rose.

We'*re not out of the wood* yet, but things are *picking up* a bit.

Excuse me, can I just say something (asking for permission). – (Claps) … Could I just say a few words…(calling for silence).

To sum up this part of the paper it should be emphasized again that all four types of vocabulary items – idioms, phrasal verbs, institutionalized expressions and metaphorical items are an indispensable part of Business English vocabulary and should be in the scope of a Business English teacher's attention.

Moving on to teaching implications of the above mentioned vocabulary items it is necessary to discuss 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 we will try to answer three questions: what, when and how to teach figurative expressions of Business English.

Answering the first question *what?* we think the high frequency items should be identified and incorporated into the teaching process. The most productive and practicable principles of selection and arrangement of vocabulary items are quite traditional – topical (thematic) and functional ones. In case of a topical syllabus used it means that a teacher systematically introduces figurative language items when considering each of the topical areas included into the syllabus, e.g.:

Topic "Jobs. Dismissing personnel":

phrasal verbs – *to lay off*;

idioms – *to give a golden handshake*;

metaphors (euphemisms) – *to make redundant, to sack, to fire, to chop, to axe*;

institutionalized phrases – *We can't make the best use of your talents*.

Topic "Negotiations", function "Reaching Agreement":

phrasal verbs – *to break through, to go over well, to go along with, to smooth out*;

idioms – *to come/bring to terms, to cut a deal, to drive a hard bargain, fifty-fifty, horse trade, give-and-take, to meet halfway, to see eye to eye, common ground;*

institutionalized phrases – *in agreement with*.

As for the question *when?*, it should be stressed that all aspects of figurativeness (metaphor, idiomaticity, semantic extension) are viewed as presenting difficulty for learners,

that is why the ability to grasp idiomatic expressions is considered characteristic of advanced stages of language competence and they are rarely included in lower-level course books that concentrate on denotative aspects of language. The same refers to phrasal verbs that are practically ignored in the early stages of learning and appear to be poured over students in massive doses at the stage of preparation for testing exams. As a result the students are confronted with ten to fifteen particles accompanying *get, take* and so on. The conclusion is to start learning phrasal verbs at an early stage and gradually build up the stock.

Moving on to the last question of *how to teach*? we will concentrate on at least two considerations.

Our belief is that in most cases idioms should necessarily be presented to students in a context thus giving them a chance to feel the delight of discovering the language themselves. So the learning paradigm that appears most useful in this case will be based on the **Observe – Hypothesize – Experiment** cycle rather than the **Present – Practise – Produce** one [2. P.vii]. Our observations prove that it is this approach that appears to be much more efficient in teaching adult learners.

Thus in accordance with this paradigm the following activity can be offered for customizing idioms in the context. From the reading passage the teacher selects a few set expressions and prepares a list of paraphrases including alternatives for those chosen. The students look through the reading passage, then the teacher slowly says the words he/she has chosen for the students to underline them in the text and then gives out the list of alternative expressions and asks the students to select substitutes from the sheets for the underlined ones. The students discuss each other's choices in pairs.

For perception of the meaning of most sophisticated proverbial idioms it is very useful to ask students to find the equivalents in their native language and compare the imagery used in different languages. This exercise always brings a lot of satisfaction to students (cf. to *get* one's business *off the ground – поставить* бизнес *на ноги*; entrepreneurs are not *cast in one mould* – не все предприниматели *сделаны из одного теста*). In an extended way this contrastive analysis is done in specialized translation courses.

Finally we will address the issue of teaching recognizing and using metaphors that Business English abounds in.

Following the theory about figurativeness being an inherent phenomenon of the language linguists and practicing language teachers have recently been discussing a lot the use of building the students' awareness of cognitive or conceptual metaphors that are

sometimes universal and sometimes culturally bound. This is recognized as a good tool for teaching figurative expressions [4. P.2].

Such metaphors are for example *Intelligence is light*, *Time is money*. For the business area the following conceptual metaphors can be suggested:

Business is a gambling game,

Business is a sport,

Money is a liquid.

The teaching activities aimed at forming learner's metaphor awareness can include the tasks for students to observe the language usage and make generalizations on the prevailing concepts underlying common metaphors and searching for further examples supporting discovered conceptual metaphors.

To sum up what has been discussed in the paper it is worth emphasizing again that the English language of business communication is highly idiomatic and the Business English teacher needs to be creative in gradually introducing set expressions into his/her students usage building up their competence in the area of figurative language.

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Upgrade your Language Skills. Presenting a New Textbook

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Within the past ten years life in this country has changed dramatically and so has the education system. New institutions of learning ranging from nursery schools to MBA courses mushroomed all over Russia. With the iron curtain up, numerous western textbooks and course books for students of English overflowed our national book market. This abundance is

quite a challenge for us Russians used to the scarcity of choices. A choice always involves responsibility for the decision making, whereas referring the decisions to higher ups in the past provided us with security and the moral right to criticize bad choices freely. The competitiveness of the modern book market in Russia combined with the aggressive marketing strategies of the famous western publishers discourages us teachers from developing our own textbooks.

There are a lot of objective problems that we encounter on the thorny path of writing a textbook, the first and probably the major one being of the financial nature. Compared to the publishers with well established reputations such as Cambridge or Oxford University Press, our Russian publishers can hardly provide upfront funds to develop high quality glamour books which we feast our eyes on in the bookstore. Hence with the best of luck if you decide to write a textbook and manage to find the publishers, your venture is hardly going to be financially rewarding. The second problem deals with the fact that we are not native speakers and often fear to develop our own materials. Our learning culture is undoubtedly text oriented but when we address western published texts or articles we immediately encounter the copyright hurdle: in fact we can hardly afford to pay generous royalties which are often demanded by western publishers for the right to use their materials even for educational purposes.

All the above presented circumstances are the liabilities that we can not deny. However, we also have our own assets. The major one is that we know our audience much better than the western authors who address an obscure audience of “students of English” all over the world. The second one is that we know the market for foreign language specialists in this particular country and in this particular period in time. Bearing all this in mind we felt professionally and nationally challenged and decided to create a “home-made” textbook which we would like to present to our colleagues in the hope of getting their support.

The target audience for the textbook is preworkers, i.e. undergraduates of foreign language departments irrespective of particular qualification that the students are obtaining. Thus the textbook is aimed at the advanced students of English getting ready to start their careers on the modern job market. The experience of the teaching staff of our department and the feedback that we get from our students upon their graduation helped us to identify the major needs of the foreign language specialists. The major requirement of the modern job market places the focus on the *communication skills*, which brings us to the necessity to teach our students *to use the language but not to merely analyze it.* The former English students of foreign language departments remember the ideal English conversation classroom as the place

of free exchange of opinions or probably expressing their opinions in writing in the form of an essay. All this was very good but for the fact that modern employers want our students to get things done using their English besides verbalizing their opinions. Thus the age of the information boom orients us towards three major goals that we set in our textbook: *obtaining information, processing information and presenting information.* Every goal corresponds to a certain stage in the learning process which is reflected in special logical tasks and communication tasks that the students are expected to perform. The logical tasks are aimed to build the basis for future business skills to be applied in the process of fulfilling communication tasks which constitute the foundation of the students' professional competence. The design provided below presents the stages and the tasks given at every stage.

BUSINESS APPROACH. FOCUS ON THE SKILLS.

Goals Set in a Learning Process

Obtaining Information

Logical Tasks	**Communication Tasks**	
	Reading / Writing	**Speaking**
Analyzing Defining Classifying	Informative text Internet informational sites Questionnaires	Surveys Interviews Brain-storming

Processing Information

Logical Tasks	**Communication Tasks**	
	Reading / Writing	**Speaking**
Contrasting Comparing Specifying Generalizing	Graphic designs Appraisals Vocabulary lists Plans	Discussion Case study Role-play Debate

Presenting Information

Logical Tasks	Communication Tasks	
	Reading / Writing	**Speaking**
Sequencing	*Reviews*	Chart description
Connecting	Resumes	Presentation
Structuring	Reports	Report
Compressing	Essays	Speech
Unfolding	Projects	Session

The contents of the textbook includes three major areas, traditionally called "topics" in our learning culture, these are: values, women in a changing world and starting a career. These topics correspond to the three units of the textbook. Each unit is presented by several parts, which start with learning objectives set for each part, e.g.:

Values

Part 1

Definitions and Classifications

Learning Objectives:

1. *Define* values for further study.
2. *Classify* values on the basis of the chosen principles.
3. *Present* classifications in written charts, essays and presentations.

Thus as we can see from the objectives students are requested to start their analysis of the topic with defining the subject that they are going to study on the basis of the informative texts provided in this part with the help of the numerous study supports and present their findings in writing in the form of tables and charts and orally in the form of chart description and short informative presentations with a distinct structure. In addition to the informative texts presented in this part, students are referred to numerous dictionaries, Internet informational sites and different reference literature that can provide them with additional information for analysis. At each step students are guided by the vocabulary prompts which help them fulfill communication tasks and verbalize their findings most effectively. The next part of the unit deals with global values and sets further learning objectives such as:

1. *Distinguish* elements of formal style and *practice* writing it.
2. *Present* events in sequence using appropriate connectives.
3. *Practice* newspaper style.

As we can see from the above in this part students are requested to work with newspaper articles and develop their own skills in this genre. The logical task of sequencing is backed up by numerous vocabulary prompts to be used in relating the events in proper sequence, which is so necessary for successful professional writing.

Part three focuses on the national values and centers on comparison of Russian and American value system which is instrumental in developing students' cultural awareness and identifying the areas of similarities and differences when dealing with the representatives of a different culture. Thus the objectives set in this part are formulated as follows:

1. *Relate* the national value systems to history and geopolitical context.
2. *Identify* the dominant American and Russian values.
3. *Compare* the American and Russian value systems and their impact on cooperation between the two countries.

The subsequent two parts are devoted to moral values and critical issues with which we have to deal as individuals and society nowadays. These parts teach students to obtain information on the issue in question by themselves, through surveys conducted with the help of special questionnaires compiled by them, classroom buzz-group and panel discussions. Obtaining the necessary statistics data, comparing and evaluating information, students are led to problem solving and decision making to be done both in writing and speaking.

The closing part of each unit is presented by an independent project which students are to write on the material studied in the unit together with the guidelines as to the goal, structure and format of the project. Through each part students are requested to collect vocabulary relevant to the topic which they are to classify and present in the end of each unit. From the very first page students are encouraged to have a well-organized portfolio in which all their tasks and findings are to be included. A well-maintained portfolio demonstrates the students' progress and the new skills and tasks that they learned working through the unit.

To facilitate the process of work we included into our textbook the supplement with samples of our students written tasks. These charts, tables, designs, reports, appraisals and projects testify to independent thinking and creativity of our students which come into the open if we restrain from spoon-feeding so typical in our education system and encourage them to act as creative professionals responsible for their personal growth and development together with their teachers.

At this stage it would probably make sense to answer a key question: is the textbook that we promote a Business English textbook? The answer is both: no and yes. It is “no” if we view Business English as a topic-oriented approach which focuses on areas specific for traditional understanding of Business: trade, commerce, banking, etc. However, it is “yes” if we approach Business English as communication skills for future jobs and careers. It is definitely part of our professional creed that Business English is not an exclusive area into which only selected few have an access: we firmly believe that no matter which topic you may take with your students, it is not only possible, but necessary to view this topic as the material to prepare our students to get things done in English, bridging the gap between school and a job place.

We would like to conclude with a positive message that we can share with you: for all the abundance of textbooks available, the market is far from being saturated. There are different kinds of audiences and different kinds of demands; there is room for western and home-made textbooks of different levels satisfying different requirements. Thus we hope that out textbook will find its way to a user who is ready to make a change preserving the best elements characteristic of traditional approach towards teaching English.

English for Specific Purposes

Integrating Fiction Books and Feature films in an ESP Course

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In their search of effective methods to motivate non-linguistic students to learn English and to achieve the best results in training ESP teachers sometimes rush from one extreme to another – from designing a course of Economics (Marketing, Management) in English to teaching their students EGP. As experience shows, the best solution is to find a compromise of applying different methods and using diverse materials.

In this paper I am going to prove that fiction could be integrated into an ESP course, that fiction books and feature films have additional benefits that make them potentially useful to develop all kinds of skills and to enrich students' knowledge of language, culture and their speciality.

Let us specify that in our paper we consider only fiction books and feature films demonstrated in English as the original language, where the plot or considered problems are somehow related to students' specialism.

Reflecting on the reasons of students' positive attitude to watching films during the classes of English and outside the classroom as well as on their desire to read novels instead of specialized texts I have come to the conclusion that the motive was not only brilliant actors' playing (sometimes acting was not that good) or skills of a particular writer. Students naturally prefer watching films and reading books where heroes act in a familiar surrounding of business, because the ideas, though expressed in a foreign language, are familiar to them. So, they can use their background knowledge to understand the issue even if the lexis is difficult or unfamiliar. This makes feature film sand fiction books a window on the business world for pre-experienced learners.

Why not use this positive attitude and convert it into motivation to learn ESP?

To make fiction a part of syllabus, it is necessary to analyse special features of films as training materials.

The first one is **authenticity**. As we demonstrate films in the original we can treat them as any authentic materials with all advantages and difficulties. The most important benefit is that feature films can present us samples of live language used in real situations. This makes films of the kind potentially useful to teach *language structures*, they introduce

all layers of vocabulary: set expressions from everyday English, expressive means like metaphors and comparisons for describing heroes, general Business English for presenting business routine and specialized terms and professional jargon for specific business situations. Using models applied in certain circumstances it is possible to train various *language skills* like speaking, listening. Further in the paper when we consider other benefits of fiction, we shall give you examples of tasks for developing *all kinds of skills*. Feature films as well as fiction books demonstrate real peculiarities of a certain country, particular time and surrounding, this makes them a useful tool to consider *cultural differences.*

Another important attraction is **personalisation.** The method of personalisation always works well, either we refer to our country, or to a student as an individual or use the hero of the book to express particular ideas. Even a very difficult structure or a complicated issue is easier to understand when personalized. Heroes of films and books behave like real people with their characteristics thus providing ground to discuss psychological problems and issues in business and everyday ethics.

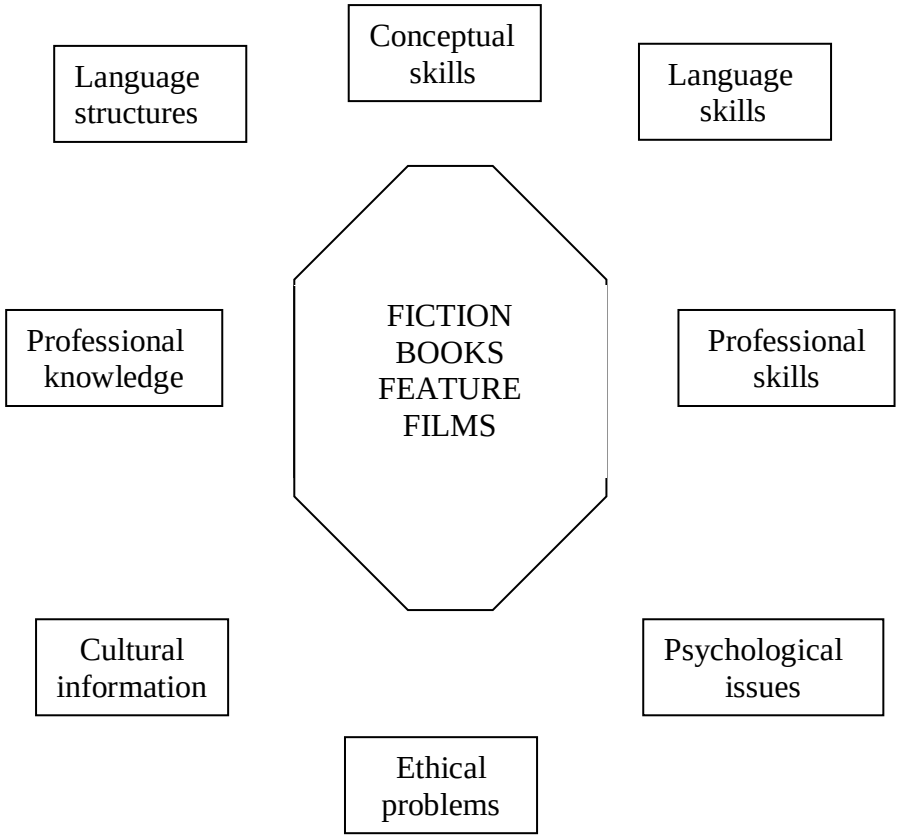
One more specific feature of any piece of fiction is **visualization.** In films visuality is evident, we use our eyes to get 90 per cent of information. In fiction books we visualize heroes and events using our imagination and creativity or with the help of given illustrations or both. Treating fiction as a visual we can use it at any stage of the lesson to focus students attention. Visuals can be used at any stage of the lesson for presenting new vocabulary, for introducing a topic, as a part of language practice, for reviewing the language presented earlier. Besides, visuals can be a starting point for tasks developing all four language skills.
Heroes of books and films are perceived as real people with their traits. Discussing their behavior in spheres related to students' specialism could be useful for considering *psychological issues* in human relations on the whole and in business in particular, discuss *ethics of business*.

Pictures of business meetings, presentations, and interviews can be used as models for training professional skills like making presentations.

All the above mentioned peculiarities and benefits of fiction books and feature films help to develop another group of skills, very useful to business people, that is conceptual skills (analysis, evaluation, translation information into another form).

We can make a conclusion, that fiction books and films can make good teaching materials and it is a teacher's task to use films and books of the kind as means and tools to achieve objectives of a particular lesson and of the course on the whole.

Multifunctionality of fiction in ESP course is presented in the diagram.



The relations between knowledge and skills, developed with tasks based on films and books are so complex that we can show them only by particular example.

Watch a snippet from the film "Working Girl" showing a view of an office in a large American company and do the following tasks:

- Mind pieces facilities used in the office. Fill in the table with appropriate words and expressions (vocabulary revision, note taking, translation)

-Using your memory draw a plan of the office. Describe the office to your partner without showing your plan. Use expressions of agreement, clarification if necessary

(memorizing, dialogue speech, using set structures)

-Explain how similar is this office to the one you visited.

The presented examples prove the potential of fiction as means for achieving various aims in ESP course.

Depending on the objectives and time framework, we can use films as well as fiction books as a whole piece of art or in extracts or snippets. For example, to make watching whole films more efficient, jumbled watching is very useful. Each student gets an individual task

before watching a film. Here I present some examples of tasks for jumbled watching of film "Working girl" with Melanie Griffith and Harrison Ford in the main roles.

-Draw a career ladder of the main heroine. Try to forecast her future failure or success.

-What could have happened in the boss had not broken her leg?

-Think over the metaphor "two-way street" in terms of relations of main heroes. How close is the metaphor to your understanding of business ethics?

-Follow the changes in dressing style of the main heroine. What are the reasons behind these changes? Are there any differences in dressing style of clerks and managers in our country? What do you think of a company uniform discuss pros and cons of wearing a corporate uniform?

- After watching the film write a composition under the title "All is good in war and love".

Both fiction books and feature films have one more benefit of developing students' creative abilities. Students can begin with role-playing extracts from books and films, then shoot their variants of presentations, meetings, etc based on models from fiction, with video camera. The next step is to compose an original scene based on the topic. Here students are free in making their choice of language structures as well as expressive means. Tasks like that encourage students' autonomy, motivate students not very strong in English, but good at shooting films or directing, to learn English. One more advantage of tasks of the kind lies in developing teamwork, a very useful skill in business.

What is the conclusion? If a teacher sets right objectives makes the right choice of tasks to achieve them, fiction books and feature films, where action takes place in a particular sphere of industry or business, related to students' specialism, could be a not only pleasant alternative to traditional texts and educational video materials but become a useful tool for developing diverse skills and enriching factual and cultural knowledge of students' profession. Bearing all advantages of authentic materials fiction books and films have additional value of personalization and visualization, they encourage students to reflect on ethical and psychological aspects of students' speciality and thus motivate them to learn English.

ESP: A Project Design Model

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No teacher who is not creative will undertake an ESP class!
(Schleppegrell 1994 : 234)

Introduction

Teaching EFL writing to advanced students of the English Department (at Voronezh Pedagogical University) is related to academic (professional) and specific purposes. In the first case the emphasis is on building up a practical framework for a major genre – **essays**. Another significant aspect of teaching EFL writing is the area of research activities involving the students in the process of carrying out their projects as a means of testing out not only their language skills and knowledge of applied linguistics, but also their ability to write effectively and persuasively in the academic (formal) context, i.e., in the genre of scientific (philological) prose. Apart from learning EFL writing in the academic setting, many students are willing to master other types and genres of writing for their own practical and personal needs (Business English, ESP) relating to such activities as filling in an application form and composing a detailed curriculum vitae (e.g., in the pursuit of receiving a student grant for study at a U.S. host university), writing business or personal letters, submitting an individual project for participating in international educational exchange programs or proposing research to be carried out at a host institution. These new realities give rise to another motivating aspect of learning English, English for Specific Purposes, including the teaching process that accompanies ESP program development.

The common factor in ESP programs is that they are designed for students who have a common professional or career-related reason for learning English, a common context in which to use English, content knowledge of their subject area, and well-developed learning strategies (Schleppegrell 1994 : 234-35). Consequently, the student brings to the ESP class a reason for learning and a specific context for use of English, knowledge of the professional field. These characteristics are the basis for outlining teaching strategies that form the theme of the proposed paper: its focus on the learner, materials selection, task-based activities that are designed to reflect some real use of English outside the classroom, outside the academic setting. The paper has a distinctly purposeful orientation to teaching the aspect of an ESP program for applied linguistics involving TEFL researchers. This aspect is concerned with the context of learning which is quite specific – building up an effective research project for participating in international exchange programs. The focus of the teaching strategy is on the

student study of the project model (sample) designed by the writer of the proposed paper for submitting it as an application for the Fulbright Scholar Program. The specific purpose, or content focus, helps identify vocabulary and other language components, the contexts in which they are used.

Project Design Parameters and Their Markers Viewed as Its Assessment Criteria

The proposed paper offers an analytical survey of the above-mentioned project sample on applied linguistics. The project has been developed under the title "Teaching Proficiency in Academic Writing: Contextualized and Personalized Practice." It 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 U.S. universities. The level of its assessment is high enough; the score given to this project is 7,3 (out of 7,6 points). That is why the project is worth analyzing and studying as a sample research paper, beneficial to the students' professional training and growth, i.e., their advancement in the development of discourse competence (in the context of philological prose). In this case the learning strategies involve a text-oriented approach as a methodological basis of the students' activities relating to the research procedures: surveying, reviewing, reflecting, eliciting the data, and so providing a perspective on acquiring productive skills for project design modeling.

The goal of the project sample analytical 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 the level of philological discourse; 2) appropriate markers viewed as criteria of a positive or negative assessment of the level, an adequate or inadequate one, at which such parameters are realized in the area of scientific prose.

Careful consideration should be given to the analysis of the basic discourse parameters (in the context of the project sample) 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. The process of examining and evaluating the project sample is most likely to lead to the achievement of the following objectives: the students will be able to develop their analytical and critical thinking skills, and to make the entire process of a linguistic and textual analysis of the project sample (relevant to generating knowledge about composition and content of such a type of discourse) most motivating and effective.

The booklet *Visiting Fulbright Scholar Program* (2000) offers guidelines for applicants to assist them in preparing their research projects: project design parameters are formulated, with criteria established for composing thoughtful and compelling project statements. Such criteria are viewed as appropriate markers of a positive assessment reflecting

an adequate level at which the formulated parameters are realized in the process of generating a research program, including a set of requirements relating to Anglo-American sociocultural standards of writing (e.g., the division of scientific discourse into thematic and logical parts reinforcing a project statement; a summary of proposed research in the opening paragraphs). This section of the booklet (entitled "Strategies for a Successful Application": 5-8) contains **DOs for Prospective Applicants**, e.g.:

DO write a clear and complete project statement that introduces you professionally to your colleagues in the United States. The application should be free of grammatical and spelling errors.

DO express what you can bring to the program clearly and succinctly. The best applications are those that reflect the individual and his/her situation. You should think of the basic questions that need to be answered: Why apply for a Fulbright award to come to the United States? If selected, what will I do and how will I do it?...

DO emphasize how your project will benefit the host institution or scholars in your field both in your country and in the United States.

The booklet also emphasizes main points (**DON'Ts**) relating to a negative assessment of the project statement, e.g.:

DO NOT exceed the page limit of the application proposal by including irrelevant or extraneous material that may divert attention.

DO NOT be vague in describing your previous work or in laying out the nature of your proposed Fulbright activity. A frequent failing in applications is that the proposal is underdeveloped or too imprecise to give reviewers a clear sense of the endeavor…

The system of parameters may be presented by means of the following project's requirements that are arranged in an orderly way in the genre of instructive discourse, with composition and content reflecting key points of a successful Fulbright application.

Instructions for a Research Development Proposal

Background: Introduce the research topic. Place the project in academic or professional context by referring to the major works by others on the subject.

Objectives: Clearly define the aims of the project.

Methodology: Describe the project. Explain the approach, methods and plan you will use.

Significance: Explain the importance of the project for the field, your home country and your own professional development.

Evaluation and Dissemination: Describe plans for assessment and distribution of research results in your home country and elsewhere.

Justification for Residence in the United States for the Proposed Project: Indicate why it is necessary for the accomplishment of the project to conduct research in the United States.

Duration: Explain how the project can be completed within the time period proposed.

English Proficiency: Describe your schooling in English, use of English and level of competence in speaking, reading and writing.

These requirements should be taken into consideration throughout the entire process of preparing a research project. Applicants with the most compelling, theoretically sound, well-written, feasible proposals are generally recommended for awards.

Strategies for Project Design Modeling

The above-mentioned project sample prepared by the writer of the proposed paper has been chosen as a design model for teaching and learning purposes. Its examination can provide valuable guidance in formulating a competitive project statement throughout the entire process of its development. The strategies for modeling this project design are reflected in the outline of its key points: 1. Background 2. Objectives and Significance 3. Methodology 4. Evaluation and Dissemination. Other points. In fact, these strategies follow the most important requirements of the Fulbright Scholar Program and consequently they are realized in the appropriate composition parts of the project under review. The opening paragraphs of the project sum up its main points in the form of an abstract according to the requirement on emphasizing key points in the first paragraph of the proposal. Then an abridged example of the first key point of the project is presented below.

Project Title: **Teaching Proficiency in Academic Writing: Contextualized and Personalized Practice**

The proposed project is concerned with a topical problem of teaching foreign and native language writing in the field of linguistic research. Writing across the curriculum involves fifth-year students of the English Department in the process of carrying out their graduation papers in philology (relating to the study of languages and literature). The goal of the project is to work out strategies for the development of students' professional skills in academic writing (in the context of philological prose). These strategies are based upon a text-oriented approach (against a methodological background of contextualized and personalized practice being realized in teacher and student research activities): 1) the students' study of the sample research paper (philological discourse in the genre of a graduation paper) created by the developer of the proposed project; 2) the students' performance of text-related assignments ensuring the realization of the students' analytical and productive abilities throughout the entire process of working on their graduation papers.

It is necessary for the accomplishment of the project to do library research in the U.S. and to explore U.S. students' graduation papers (in the area of applied linguistics) in the pursuit of comparative and contrastive studies. The project offers guidance as to how to develop academic discourse competence, and the project realization will be beneficial to students' professional training and growth, i.e., their advancement in native (Russian) and foreign (English) language writing.

1. Background

Studies in current trends of applied linguistics show that the main target of research is still the teaching of effective and accurate writing: building a practical framework for a major genre – an essay (Coyle 1992). Types of students' abilities and activities involved in the process of composing essays and creating samples of academic writing (at the level of scientific prose) are considered to have much in common. To begin with, the writing of appropriate texts belonging to these genres are based on the fundamentals of discourse production relating to the level of composition and content; see, e.g., the unit entitled "The Essay and the Research Paper" (Macmillan English 1988: 237-368). We also support this viewpoint and utilize it in the proposed project as a methodological basis of teaching effective academic writing, which is viewed in terms of its interaction with the process of gaining greater mastery of the thinking skills. So the development of different types of intellectual abilities and activities is closely connected with their integration into writing practice: engaging in the writing process means engaging in a variety of thinking processes as well. That is why students experience difficulties while dealing with their analytical and synthesizing activities, which imply the application of the following intellectual abilities: reviewing (critical analysis of scientific sources); summarizing (in the form of a summary-lead, summary-abstract, summary-conclusion); drawing conclusions with prospects and applications, proposals for further research (Riabtseva 2000: 13-86)…

We believe that the study of intellectual processes and activities in the light of their application to the context of the sample research paper will ensure the development of students' reflective faculty and help them gain experience in research work.

Conclusion

The proposed paper "English for Specific Purposes (ESP): A Project Design Model" deals with teaching the aspect of ESP program development that relates to creating an effective research project (in the field of TEFL/Applied Linguistics) for participating in exchange programs. The teaching strategies are based on the student examination of the project model designed by the writer of the proposed paper. The project parameters and their

markers are singled out and viewed as criteria of an appropriate assessment of the level of a research program. Special attention is paid to their realization in the context of the project statement. Thus the proposed paper has outlined a perspective on the study of English for Scientific Purposes, too.

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The Role of Business Video in Teaching Business People

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Business education is becoming more and more popular in our country and available to a greater number of people. We see that every year new groups of professional people come to business schools to enhance their knowledge of business disciplines offered under MBA and other further education schemes. They realise that internationalisation and globalisation of business mean they are likely to be working either in foreign countries or in this country with people belonging to other cultures. Therefore they are eager to be equipped with skills that will enable them to do the job well. In modern business environment knowledge of one or two foreign languages has become an enormous advantage, while lack of language skills is regarded as a real handicap. It explains why a significant part of the studies in the Higher Commercial Management School is devoted to English which is considered to be the language of international communication. It means that Business English skills are a necessary supplement to other technical, business, or professional talents. Thus teaching Business English has become an essential part of business education.

The most important factor to be taken into account when teaching Business English to business people is the fact that they are professionals and know their business environment far better than their trainers do. The greater number of people studying in the Higher Commercial Management School, which is one of the first business schools in Russia, are job-experienced people. This kind of learners are very intelligent, socially active, highly creative and curious people. They enjoy every opportunity to explore ideas, exchange opinions, and share knowledge. When business learners come to an English language class they are likely to apply the same critical standards to language training and training materials as they do elsewhere in their business lives. They are experienced in dealing with business situations in their native language and need to acquire skills to do it effectively in English, which is a highly motivating factor for them to learn English..

The skills business people need were summarised in the book *Teaching Business English* by Mark Ellis and Christine Johnson as follows:

- confidence and fluency in speaking
- sufficient language accuracy to be able to communicate ideas without ambiguity and without stress for the listener
- strategies for following the main points of fast, complex, and imperfect speech
- strategies for clarifying and checking unclear information
- speed of reaction to the utterances of others
- clear pronunciation and delivery
- an awareness of appropriate language and behaviour for the cultures and situations in which they will operate.

In order to sustain the learners' motivation and meet their requirements, the materials used at the lessons need to be professionally relevant and informationally interesting.

The aim of the Spoken English For Industry and Commerce (SEFIC) syllabus provided by the London Chamber of Commerce and Industry Examinations Board and taught at the Higher Commercial Management School is to develop the above mentioned skills. Business videos have become part and parcel of that syllabus as they give the teachers a wealth of resources to develop the learners' communication effectiveness that involves listening and speaking skills, cultural awareness and business interaction in business environment. Videos bring "slices of living language" into the classroom and make the lesson worth while in terms of motivation, information, and communication. The outcome of the

video class is but obvious: learners of Business English quickly build up language confidence which results from an English lesson being fun rather than mere necessity.

Business videos used by the teachers of English at the Higher Commercial Management School can be divided into three principal groups. The first group includes ELT videos, such as "Starting Business English", "Functioning in Business", "Meeting Objectives", "The Language of Meetings and Negotiations", "The Language of Presentations" and many others. They provide the conglomerate of business situations and teach the rules of linguistic behaviour in those situations. Dialogues from these business video films are easily learnt and can be used later in role-plays, simulations and other conversational assignments based on corresponding business situations. This kind of videos can be primarily recommended for work with students of Pre-Intermediate and Intermediate levels. It helps them transfer the bits of language they have learned to realistic situations outside the classroom and begin to bridge the gap between the classroom and real life communication.

The first group of business video films also includes videos that are part of Business English course packages, like for example "Market Leader" which is rightly recognised by teachers as one of the best teaching aids for Business English skills development. This particular course is useful for Upper-Intermediate and Advanced learners where the focus is on the message of the film, and the language becomes the tool to understand this message. Teachers will find plenty of exercises there which may provide valuable ideas for them when developing communication tasks for their video sessions.

To the other two groups we refer authentic video materials. One group is composed of videos about a particular industry or field of business, for instance banking, tourism, hotel, IT, and others. Those are mostly promotional or training materials and give a great deal of interesting and useful information about various areas of business activities. In the Higher Commercial Management School we show such films as "Bank of England", "It Doesn't Grow on Trees" about money circulation, "A Simple Account" about relations between industry and banks, "Telephone Perfection", "European Community" and others. The choice of films corresponds to the themes of the syllabus and interests of the learners. Authentic video materials can be mostly recommended for work in groups of the Intermediate level at the lowest as they require well-developed listening and speaking skills of the learners.

The third group includes TV programmes of various duration, covering a great variety of topics. We use business news, TV commercials, and documentary programmes provided by Cosmos TV. Here learners can get a real world experience, so these materials add interest and variety. Besides that recordings made at live events give a good example of natural

speech with repetition and rephrasing, hesitations and false starts, and even grammatical mistakes. However, as students view programmes designed for native speakers the language is sometimes too fast or too complex for them. Depending on the language level of the group the tasks may be relatively simple (for example, gist listening) and the video episodes should be quite short (three to seven minutes). To sit through half an hour of authentic video demands too much concentration. An exception can be made for high-level learners who need to practise note-taking or minute-taking skills.

Work with videos involves four stages: pre-viewing, viewing, post-viewing, and finally follow-up activities.

At the pre-viewing stage the following tasks may be suggested:

1. Brain-storming (e.g. What do you know about ...?)

2. Predicting or guessing (e.g. What do you think will happen in the following episode?)

3. Reviewing the vocabulary (e.g. What words relating to ... do you think you will hear in the video?).

At this stage the teacher may explain some difficult words and phrases and give examples of their usage in the video film. Or the teacher may write some questions or statements on the blackboard in order to highlight for the viewers the main issues tackled in the film, thus making its understanding easier. As there are usually more than one viewing of a video, each may be preceded by a differing task or tasks. The point to bear in mind is that the previewing stage should on the one hand help viewers understand the video, and on the other hand arouse their curiosity and interest.

The viewing stage assignments also vary according to the teaching objectives set by the teacher. Some of them are connected with the pre-viewing tasks, for example:

1. Watch and say if your predictions or guesses were correct;

2. Watch and say which words from the reviewed vocabulary you have heard in the film;

3. Watch and decide whether the above statements are true or false.

Or the teacher may suggest silent viewing of the video episode with further discussion of what was shown and/or might be said in it. Here the learners may raise questions to be answered after viewing the episode with the sound.

During the second viewing the learners are given tasks to fill in gaps in the script with the missing words, answer true or false questions, complete the conversation, etc. They can speak or read their dialogues to match the speakers' actions in the film.

The teacher may also use the viewing stage to teach the visual elements of communication, such as gestures, eye contact, posture, proximity, and others. By applying freeze frames on the video the teacher asks students to describe characters, clothes, appearances, behaviour, surroundings, highlighting in this way non-verbal features of communication.

The post-viewing stage provides an ample opportunity for developing the learners' communication skills. Here a hackneyed task like "retelling", for instance, becomes an exciting experience for them to give facts and figures, or hold an interview, or make a presentation, etc. At this stage learners express opinions, give arguments and counter-arguments, make cross-cultural comparisons, in other words they behave as they are supposed to behave in real business intercourse.

The third stage smoothly proceeds to the follow-up stage, at which the teacher has a chance to train not only speaking, but reading and writing skills as well. Such assignments as writing a business letter, memo or email, developing an advert for a product or service, making a presentation, finding information in the press or Internet relating to the tackled issue, and others prove that video is one of the richest sources for Business English learners to acquire confidence and competence in the language and for English teachers to make their classes interesting and useful for business people.

There are some factors which should be taken into account by teachers when preparing their video sessions in order to make them successful.

First, if the teacher wants to use video at his or her lessons it is much better to plan video sessions (whether short or long) into the syllabus, because if video is left as an optional extra the teacher can easily forget about it or not to bother to use it. As syllabuses are usually designed on a topic basis a video part of the lesson about the same topic can put a different perspective on it and in this way invite comparison and discussion. It may also contribute to developing certain skills necessary for other disciplines, for example listening to lectures, writing reports, and others.

Second, a piece of video may meet the training objective but still be inadequate if it fails to motivate the learner. Videos chosen for Business English and aimed at learners who have some knowledge of the subject must represent the world that those learners are familiar with. Besides the video materials must be relevant for the particular kind of learners. For example, videos that are aimed at learners in managerial jobs should be different in terms of the language and skills trained from those intended for secretarial and clerical jobs.

And third, however good a piece of video material is from a teaching point of view, it may be unacceptable if the presentation is poor. When evaluating video tapes, it is important to choose those which are well-acted and the sound quality must be excellent.

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Reflective English Language Learning for Advertising

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The exploration of the given issue, which sounds challenging yet rather demanding, has been urged by the necessity to reflect on our ELT experience with the advertising faculty in Moscow Academy for Humanities in the context of reviewing the worldwide knowledge and achievements in this sphere. One of the results of our work was writing a study book entitled ‘English for Ad-ucation’ in 2001 [1], the last word in the title of the book meaning ‘advertising education’. (By using this advertising technique we tried to communicate the concept of the work and thus to attract the attention of those concerned to the subject matter under discussion.)

The explicit study of the issue ‘what is reflective English language learning for advertising’ requires examining two more, equally crucial, questions. These are:

1. *Why is* ‘reflective English language learning for advertising’? May be it is clear *why* is ‘reflective English language learning’. But what does this notion mean as regards to advertising particularly?
2. *How to* perform ‘reflective language learning for advertising’ so that to effectively address the national educational provisions and interests?

In covering these issues we will dwell on the language needs of students majoring in advertising in view of the contemporary professional development objectives in our country. Hopefully this will enable us to determine possible goals and objectives of the English study

course and to conceptualize the backbone of teaching and learning process so that to identify key opportunities for making this process meaningfully involving both for a learner and a teacher.

In order to specify the English language needs of an advertising specialist in Russia, one should bear in mind that a whole complex of internal and external factors should be approached.

Definitely, international marketing is one of the hottest careers in the field of business and education. Advertising as one of the marketing tools is unique since 'it calls for a special synthesis of business and analytical skills and artistic abilities'. [2]

David A. Aaker in his reflections on effects of consumerism [3] soberly refers to advertising as a basically economic institution, which "performs an economic function for an advertiser, effects economic decisions of an audience, an integral part of the whole economic system."

At the same time, as Ann Keding and Thomas Bivins, two brilliant co-authors, poetically claim in their book entitled "How to Produce Creative Advertising" [2], it is "a lightning quick method of communication that delivers a persuasive and memorable sales message to a chosen audience". According to them, in order to be successful, copywriters and art directors need to develop the following skills:

- the ability to think strategically, that is, to reason through a marketing or advertising problem;
- the ability to transfer that thinking into a powerful idea that will move the person who sees it into action;
- the ability to execute that idea provocatively so that it will be remembered;
- the ability to make judgements in order to evaluate effectively their work and that of others.

Isn't it an amazing set of qualities to possess and a great job both for a teacher and a student to be done to develop them? Moreover, it appears these qualities are inherent in the idea of learner autonomy development, which is recently being widely discussed. [5] [6]

Here we are to think of another issue, which is part and parcel of the effective communication and correspondingly constitutes the critical aspect of language learning for advertising purposes, i.e. what underlies the appropriate sales message? The aforementioned authors [2] single out the following list of required elements for a creative blueprint: *product description; target audience; competition; problem advertising is to solve; advertising*

objective; features/benefits; positioning; tone/manner; premise/blueprint statement. To this list we would add one more key point to bear in mind - advertising media. Awareness of these requirements is crucial for it provides a path to the understanding of skills and abilities that need to be developed in a reflective advertising student in the English language learning context.

Moreover, these elements are important not only for the development of the advertising concept because of their synergism effect. Each of these notions is crucial in the decision-making process across different spheres of the advertising business. For example, one of the stages of interaction between the client (advertiser) and the service provider (advertising agency) might be represented as the following chain: client – account manager – advertising personnel – account manager – client. Then all of these elements would be analyzed in different forms of communication, i.e. negotiating, making presentations, reporting, etc. The results of this business interaction might be shaped in the form of business brief, business proposal, advertising concept, marketing plan, etc.

The research department, which definitely deals with the mentioned above aspects, would be best characterized by such activities as gathering, studying, analyzing, estimating, forecasting, computing, testing, evaluating, etc. The scope of advertising researchers' concentration is overwhelmingly impressive, i.e. general market situation, competitors' position, current marketing potential, future product demand, customers' values, attitudes and opinions, product itself and in comparison to other brands, the likely psychological and financial effects of price and packaging, communications effectiveness, etc. The similar teacher and learners' collaborative investigation into the operation of different departments of an advertising agency following the algorithm 'subjects of interaction – objects of interaction – ways of interaction – results of interaction – skills to be developed (reading / writing / speaking / listening / other)' with subsequent regular progress reflection might be both challenging and rewarding in the English language study course. The results of this research work might be used for creating an advertising concept aiming to promote English classes for advertising students or as a basis for a group project, e.g. 'Advertising Moscow Academy for Humanities' (What Makes a Good School; Majoring for Ad-ucation; Start Ad-Venture). [1]

Thus, speaking in economic terms, an advertising graduate may be defined as a higher education product, whose key consumer benefit is the ability to establish successful long-term communication with the business prospects for reaching economic goals. The notion 'communication' here involves intense, comparing and contrasting, analytical work targeted at

determining advantages, strengths, weaknesses, opportunities, threats (SWOT), which in its turn requires the habit of 'mental kindling' on the part of the professional.

It should be emphasized though that the final result of an advertising agency activity – the effective advertising message – is the fruit of insightful thinking necessarily combining logical and lateral approaches. To foster logical and lateral thinking advertising students could be recommended to reflect on the techniques that can generate ideas, e.g. brainstorming, what if, etc. along with principles of creativity. [1] [7] The acquired valuable ideas, knowledge and skills might be applied by learners for 'baking their 'Professionalism Cake' values. [1]

Two aspects of language - semantics and writing systems - being of major concern to international brands, identity and image management [8], advertising students are supposed to develop text operational expertise.

The prior learning task in this regard is awareness of the notions of 'cohesion' and 'coherence'. Acquisition and regular practicing of text compression/ extension, summary writing and note taking skills along with creating one's own mind mapping schemes, designing small books with colorful humorous illustrations of terms, concepts, topics etc., developing all sorts of tests for peers on the class material are invaluable resources in this regard. (The English language study materials designed by the advertising students for their peers are currently being collected and reviewed to be published at Moscow Academy for Humanities.) At the same time these involving alternative ways of progress assessment stimulate inventing personal creative and cognitive technologies. Moreover, inspired by the development of one's own material learning product (e.g. illustrated mind mapping study book of marketing terms) with its subsequent presentation and peer assessment, students would become more confident and avid learners.

But what are the obscure yet obvious implications of an adman's occupation, which are to be considered while designing English language course for advertising purposes?

At this stage we should remember that an adman's professional activity cannot but be affected by economic, cultural, social and societal factors of the globalization process, awareness of which does contribute to the English language learning product both of an advertising student and his/her language teacher.

Dramatically, globalization boom has made the world smaller with its global markets. Nowadays global producers and marketers sell their global products, which include not only industrial goods and services but ideas as well. Norman Fairclough in the book "Language and Power" [9] refers to advertising as one of the salient discourses and manifestations of consumerism, which has succeeded in building up new cultural consumption communities. As

it is emphasized in the book, these communities provide people with new needs and values, destroying the values that have been inherent in their traditional cultures. Furthermore, Norman Fairclough stresses the outstanding impact of the advertising language in creating new values on a par with the two other forces, those being economics and state and its institutions.

David A. Aaker also claims that "it is unreasonable to separate the economic and social effects of advertising. The social issues, by themselves, tend to focus on the negative aspects of advertising – its intrusiveness, content that is in bad taste, and the possibly undesirable impact on values and life styles." [3] Moreover, Mary Gardiner Jones [4] in the same book stresses that "advertising of necessity must replay or reflect some cultural aspects of our (*American - author)* society and will inevitably embody selected individual values". One may imagine the implications of the commercial for voluntary euthanasia, screened by Australian television, as it was discussed in the Financial Times as of March 20/21, 1999 [10]. Hence the first and foremost aim of the contemporary education is to enable students to identify and resolve ethical dilemmas. [1]

The nature of the advertising language is special for its intertextual character combining many registers and genres and reflecting cultural and social aspects of the community life. The prior function of advertising being selling the product, the mission of the advertising language, both verbal and nonverbal, is to persuade the consumer to buy that product, whatever it is. Examining the advertising trends in class [1] could lead to amazing (cross)cultural, historical, etc. observations. To this point it would be interesting to mention the story of Wimm-Bill-Dann Company as an example of advertising adaptation to economic changes in the society. This Russia's biggest private milk and juice producer launched in the early 1990s, pretending to be foreign, with J7 brand name and in later years gradually came out as Russian in response to the new patriotic mood, having introduced more identifiably Slavic brands Domik v derevne and Milaya Mila.

Apart from tracing the trends in social development, critical analysis of advertising might provide a valuable educational resource of recognizing popular myths and stereotypical views about our own and other cultures. A British advertisement for Smirnoff vodka, for example, features successive revolutionary leaders falling for the seduction of a glass of vodka which the arrested Tsarist general had to leave behind.

Most importantly, the English language itself (in all of its creative manifestations) and images associated with English being extremely favored advertising strategies by advertisers and marketers in many countries (e.g. India, Poland, France, the Netherlands, Brazil, Bulgaria,

Japan [11] [12] [13] [14] [15] [16] [17]) grants a broad spectrum of exciting opportunities for the development of reflective learning skills.

Thus, students might assume the roles of scientific explorers of the language considerations in advertising while examining the following issues [1]:

- Is it reasonable to use the English language as a global means of communication in advertising?
  - Definitely 'yes', because …
  - Definitely 'no', because …
  - Both 'yes' and 'no', because …
- How often is the English language used in Russian advertising? Think of the examples to illustrate your answers. What are the possible reasons, justification and implications of this?
- What peculiarities of the English language should admen take into consideration while developing their advertising campaigns in different countries of the English-speaking world? Think of as many examples to support your answers as possible.

Here students might develop the understanding of different types of writing, registers and their corresponding target audiences through comparing scientific articles, publicity materials and advertisements. Moreover, reflective language learners will be engaged in global yet insightful team problem solving and contribute to their professional expertise while contemplating on the outstanding controversies below.

1. Marketing experts recommend using English as a means of communication in global advertising because it saves translation, adaptation, and registration costs. They are also of the opinion that the whole world can be approached with one and the same concept. However, research findings indicate that these strategies are not always popular among the native population. [14]

2. According to Jeffrey L. Griffin [16], English is "pervasive enough in Bulgarian advertising that Bulgarian consumers without at least a rudimentary knowledge of English are at a severe disadvantage". Hence, he concludes, in order to make informed choices the countries' citizens should at least study it.

3. The scope of the advertising business greatly involving legal and ethical considerations, advertising specialists do but have to handle another major sensitive issue – purity laws passed in a number of European countries (Germany, France, Poland). These provisions have been caused by their governments' concerns about the implications of the rising torrents of English penetrating different cultures. For example, France's language purity

law allows English to be used in advertising but requires that a French translation be provided. In 2000, the broadcasting regulator ordered six advertisers to pull their campaigns because the translations were too small. The law requires Polish translations of foreign-language material in advertising and mandates that all products sold in Poland have Polish labels. [13]. Currently similar debates are taking place in our country. This issue itself does comprise a number of controversial implications in the area of cross-cultural communication, e.g. the problems of empathy and dying languages/ cultures.

Here, we come back to the role of language as a powerful creative force, as Svetlana G. Ter-Minasova' has it: "… the diversity of languages represents the diversity of cultures, and the diversity of cultures implies a great variety of ideas, beliefs, traditions, ways of life and visions of the world…" [18]

The aforesaid considerations allow us to identify an advertising specialist as a carrier of certain attitudes, cultural values, beliefs, which he/she passes, on behalf of the advertiser, through advertising messages, be they in English or in another language, to the target audience with commercial purposes. Yet, it appears this carrier should be nurtured both as a culture and its most creative manifestation – language – caregiver, which correspondingly requires the development of personal judgment criteria on the part of the learner.

These criteria can be employed and both peer and self assessed as a part of the learning product at the end of the language course while presenting the final analysis of an advertisement/ an advertising campaign. However, to ensure ethical judgement graduates are required to address five questions:

- Who should, and should not, be the target of an advertisement?
- What should, and should not, be advertised?
- What should, and should not be the symbolic tone of the advertising message?
- What should, and should not, be the relationship between advertising and the mass media?
- What should, and should not, be advertising's conscious obligation to society? [19]

Along with making cross-cultural, historical etc. comparisons the development of learners' critical thinking might be attended to by analyzing advertising messages using the following list of questions [20]:

a. What is the main idea of the ad?
b. How is the ad organized? Is there an introductory idea? A supporting statement? A summary statement?

c. What reasons does the writer give for buying the product?
d. What transition markers do you see? What underlying *because ... therefore* combinations of statements can you find? How valid is the logic in each combination? (Or, how does each statement seem to connect to the one before it? Further amplification, a restatement, a parallel idea? Is the writer trying to show cause and effect where no such relationship exists, so that his argument is invalid?)
e. Does the writer make a generalization that he does not support? How could he support or prove it? Could you disprove it? (Through poll-taking, letter writing, library research?)
f. What words or types of words (and phrases) occur several times in the ad?
g. Has the writer invented words? Why?
h. How does the photograph or layout of the ad reinforce the theme(s) in the ad?
i. What words or phrases in the ad appeal to the senses? Is the writer trying to make you feel or smell or hear something?
j. Is the writer trying to cause you to form an attitude about his product?
k. Does the writer make any statements which seem truly fantastic, unbelievable?
l. What kind of person do you think the ad is written for? What kind of person wouldn't be interested?
m. What appeals in the ad do you think are universal? Which would not work in your native culture or in others you know about?

Another exciting way of reflecting on the way the advertising language works might be deducing language features (the use of assonance; your/your; imperative statements; personification; rhyming puns; homonyms; idioms; metaphor; neologisms; etc.) and other devices (colors; graphology; humor; sex; celebrities; etc.) of advertisements with their subsequent cross-cultural presentation in one's own study portfolio. [1]

The next concentric circle influencing the English language needs of an adman relates to his/her business career goals. In the contemporary business world to be a leader is vital.

Undeniably, in order to enjoy equal rights in the integrating, yet highly competitive international business, an advertising specialist must regard himself as a subject of this interaction, being ready to make decisions, being able to carry them out and taking responsibility for possible implications of his/her actions. The most intellectually defensible decisions being those grounded in dialectical reasoning, an advertising specialist should develop the expertise of tackling a problem in terms of its background, definition, causes, effects, and solution. [1]

Therefore it appears that both 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 English for advertising professional development, 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. [22] [1] Hence the first and foremost issue while designing and implementing the language study course for advertising students should be exploring the complexity of the notion of communication in general and in the advertising business in particular. [21] [1]

Foreign language mastery of an adman should cover not only knowledge of professional terminology and business etiquette, translation skills 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.

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. [23] [1]

Given the above reviewed considerations special attention should be paid 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. [1]

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

An advertising student's learning product comprising certain material and spiritual values in the context of cross-cultural communication; personal cognitive ways; experience through the interaction with other subjects of education, including teachers, acquired in the course of English language study would contribute his/her professional expertise.

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Business English in Cultural Diversity

Teaching Cultural Differences and Developing Cultural Awareness of International Relations Students

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Every cultural form bears meanings, values attitudes, and connotations which have to be communicated. It depends on the knowledge and understanding of the meanings of these expressions if and how far one is able to understand and possibly participate in this process of sharing meaning between and within two or more cultures.

Ideally one should know the complete set of communication means, communication structures and processes, i. e. the ethnocommunication of the different cultural groups in order to be able to encode and decode the messages in such a way that they are understood, the way they are supposed to be understood. This, however, is a dynamic process in the way any living culture is a dynamic happening and the dynamics of culture are to quite an extent the dynamics of the communication processes within these cultures.

The way people shake hands and how often they do this is different in Western cultures. Greetings in Japan where people bow to each other are quite different from those in Latin America where the *abrazo*, the close embrace, is the common approach. If I do not know the tabu-sign in Paoua New Guinea tribes I can not understand and interpret them in such a way that they become meaningful and enable me to participate in a communication with such culture.

We live in a world that is shrinking, getting smaller day by day. Our own personal contacts with other cultures and people from other countries are many times greater than it was for people living even 20 years ago in this country. So what is culture? Is it possible to understand a different culture?

What should we teach? How does the culture affect the process of doing business, management and cross cultural communication? What is the role of verbal and non-verbal means of communication? What is intercultural and cross cultural communication? These are the questions we are supposed to give the answer when teaching 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 layer by layer. On the outer layer are the products of culture, like the soaring skyscrapers, pillars of

private power, with congested public streets between them. These are expressions of deeper values and norms in a society that are not directly visible/ values are upward mobility, " the more- the- better, status, material success./ The layers of values and norms are deeper within the " onion " and are more difficult to identify.

Language is the most technical of message systems of a culture, but there are also other means like time, space, gestures etc. Because any cultural communication takes place in a definite environment this contextual environment must always be considered : " things only have meanings in their relation to other things " / 1, 390 /. If all this refers to communication within one culture and leads to intra-cultural communication, the more it holds for inter-cultural communication. Such intercultural communication can in a very simple way be defined as " interaction between members of different cultures '/ 2, c. 409 /. Howell / 3, c.2 / distinguishes intercultural as more interpersonal communication whereas cross-cultural is more considered as a collective communication between cultural spokesmen of different groups. Cross-cultural communication is confined to mass media while person-to- person communication is desirably intercultural. He compares both in the following way:

Intercultural	Cross-cultural
Interactive/joint venture /	One-way/ sender-receiver /
Mutual purpose	Individual purpose
Unofficial	Official
Developed message	Prepared message

Comparing intercultural with international communications it should be clear that intercultural communication is concerned with the communication between cultures which are not necessarily nations. Quite often cultures cut through national boundaries, where in larger countries like the United States there are different cultures within one nation. This a key to understanding cultures which are regarded as" a melting pot " or " a salad bowl ".

With any communication process there are different variables which partly overlap but which can also be singled out for the sake of analysis. Such variables include the following: 1. attitudes, 2. social organization,3. patterns of thought,4. roles and role prescriptions,5. language,6. use and organization of space,7. time conceptualization, 8. non-verbal expressions.

The number of participants in a communication happening also influences the process and its outcome: a bigger number of participants increases the number of potential outcomes but also needs more time and energy for consensus. A bigger number of participants also decreases the number of possibilities for direct communication contact and might increase the

number of "passive" participants. The more direct the contact between the communication participants, the more direct will be the feedback and the efficiency of communication. The relationship between the communication participants themselves also plays a role. If the relationship is perceived as friendly, cooperative and symmetrical, the intent will be sharing, whereas if the relationship is considered hostile, competitive and dominating the outcome will be more difficult. These factors which are the subject of pragmalinguistics and sociolinguistics should also be the focus of attention in teaching communicative behaviour.

Communicative competence is supposed to be a cultural competence. A theory of communicative competence provides the means for the construction of the ideal speech situation which should be characterized by the absence of any barriers which would be the case of " if for all possible participants there is a symmetric distribution of chances to choose and to apply speech acts" /5: 91/.The concept of communicative competence is one of the most powerful organizing tools to emerge in the social sciences in recent years. This not only refers to means, content etc. but also to interrelation such as taking turns in a discussion. Therefore the concept of communicative competence must be embedded in the notion of cultural competence or the total set of knowledge and skills which speakers bring into a situation.

This not only holds for linguistic behaviour but communicative behaviour as such. All aspects of culture are relevant to communication, but those “with the most direct “bearing on communicative forms and processes are the social structure, the values and attitudes held about language and ways of speaking, the network of conceptual categories which results from shared experiences, and the ways knowledge and skill/ including language / are transmitted from one generation to the next and to new members of the group/ 4, c.23 /.”Linguistic fluency is obviously not sufficient. Intercultural communication needs “ cultural fluency” and for this we must analyze a culture with a high degree of accuracy, decide what is universal and what is culture-bound , contrast it with our own, and decide also which kind of observation process we wish to go through, which type of communication we seek / 5, 19 /.Poyatos also from his own experience as a Spaniard in a Canadian environment develops the concept of a "fluency quotient". A person with a high fluency quotient is somebody who culturally is more aware, somebody who " can easily modify his personal standard repertoires to include behaviour forms that are characteristic of other persons and groups" / 6: 19/

Culture presents itself on different levels. At the highest level is the culture of a national or regional society, the French or West European versus the Singaporean or Asian. The way in which attitudes are expressed within a specific organisation is described as a

corporate or organisational culture. Finally we can talk about the culture of particular functions within organisations: marketing, research and development, personnel. In our English language classes for international relations students we focus on all these levels and their differences in culture.

Why is that many management processes lose effectiveness when cultural borders are crossed? Culture is like gravity: you do not experience it until you jump six feet into the air. It is possible to examine the visible and invisible ways in which culture impacts on organisational culture and the culture of particular functions within organisations.

Cultural differences with respect to time, for example, greatly influence corporate activities. The European concept of time as being past, present, future is not universal. Time is conceived as " as an endless stream of time units ". Westerners allocate a pro rata value of time. One piece of time is worth the same as another piece of time. Time is chopped like a sausage and sold by the hectogram because time is money. Westerners buy and sell time but have lost the sense of time as a social value in the realm of human experience / 7 c. 37 /. We also distinguish clock time and event time. For the relation of time and business we give five different dimensions: appointment time, discussion time, acquaintance time, visiting time, time schedules. Thus appointment time in Latin American means usually 45 minutes, which would correspond to five minutes in Western cultures. In Latin America appointments with several people at the same time rather than individual appointments are common. Discussions and businesses are social events. Acquaintance time with a salesman in the West is a question of a few minutes. In Central America one must see the salesman at least three times before one can discuss the nature of the business Visiting time is quite different in India and the USA. In the States “ come and see me any time “ is a general sentence without any serious expectation or obligation unless time is clearly fixed. In India such an invitation is taken in the literal sense and it is left to the visitor to determine his time.

Timetables, schedules and deadlines are usual in Europe and Western countries, while in Arab countries, for example, the mere mention of time seems to be uncommon.

The way time is handled in different cultures can also be deeply symbolic. Time is not only money but also a symbol of status and responsibility. Cultures also have a certain time orientation. In certain cultures / American, Swedish and Dutch / time is perceived as passing in a straight line, a sequence of events. Other cultures think of time more as moving in a circle, the past and present together with future possibilities.

This makes considerable differences to planning, strategy, investment and should be the subject of analysing and teaching cultural differences in the English classroom.

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Business Communication: Language and Culture

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First and foremost, it is necessary to make it absolutely clear that the present article implies quite a few new registers of the English Language (of varying difficulty).

Now a few words about the variety of English (there so many *Englishes* in our world) we have chosen for teaching the principles of communication between partners on various business matters.

Teaching English at present, particularly, '*Business English'* is aggravated by the fact that we seem to have two Standard Varieties of English - *British or RP and American General English.*

Besides, the English language has long ceased to be the *private property* of Britain. In many countries - India, Zambia, Nigeria, Kenya, South Africa and so on (to say nothing of America, Canada or Australia) — 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.

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***. In their article

published in the ***"SPEAK OUT!"*** Jennifer Jenkins and Bryan Jenner[1] 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*.

As far as the scholars of the English linguistics department of Moscow state University are concerned the position of our phoneticians is adamant: there is only one norm which we can teach *actively* to our students — 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. 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).

Passively, however, we expect from our students as much knowledge about the other varieties of English (particularly, the *American variety*) as it is reasonably possible.

Speaking about Business Communication we cannot but say about Business Etiquette. The word **ETIQUETTE** has been known by people since time immemorial (and is rather laconically defined in "The American College Dictionary" as "conventional requirements as to social behavior ; proprieties of conduct as established in any class or community or for any occasion [from ***O.F. etiquette* – ticket]**"), but the moment you start discussing "business etiquette" in scientific terms (*and there can be no proper business without using a foreign language p r o p e r l y*), the 'thing-meant' is growing in size immensely and "business etiquette" becomes a very broad discipline.

It would be of interest to mention here that the compilers of "Longman Dictionary of English Language and Culture " (1999) have proved to be very 'inventive' people by connecting the word "etiquette" with the word "manners" and if we look at the examples illustrating "manners" and "manner", for instance: "I agree that it had to be done, but not in such an ***offensive*** manner, the natural question arises: "And what word can sound *offensive* for your business partner in your concrete situation ?"

Let us put it without beating about the bush that language is a polyfunctional phenomenon, that conveying information is not its only function and that's exactly why all kinds of complexities in connection with "business etiquette" arise. This idea was expressed

[1] "Newsletter of the IATEFL Pronunciation Special Interest Group", Lnd, 1997.

by I.V. Arnold in her book “Стилистика современного английского языка.” in a very succinct form: “While interpreting a text it is important to remember that information can be of two kinds: a) the information which is not connected with the circumstances of the speech act and contains the message itself; b) the additional information which varies depending on the circumstances of the communication act and the characteristics of the communicants.”[3] She thus draws a borderline between the ***intellective-communicative*** function of the language and all the others for which she gives the cover-term – ***emotive*** ones. In the second group we can enumerate such functions as ***voluntative*** (some linguists prefer to use in this case the word ***pragmatic***), ***appellative***, ***aesthetic*** etc., which could be brought together under another cover-term – the function of ***impact***.

One of these functions was called by R. Jakobson ***contact-establishing*** and he emphasized that this function is present in the process of communication throughout to the very end of it, that “it is not merely confined to such phrases as “Hallo!”, “Are you listening?”, but sometimes a whole dialogue is aimed at achieving the desirable ***contact*** between the communicants. As a result a ***friendly atmosphere*** is created and supported (the italics are ours– Ye.M.).” [4]

In actual fact the essence of the term had been borrowed by R. Jakobson from B. Malinowsky who had a different term for the same thing: “***Phatic communion*** I am temted to call it – a type of speech in which ties of union are created by a mere exchange of words”.[5] ***Phatic utterances are of paramount importance for the norms of speech etiquette*** and the foreigner should certainly know them to perfection.

Some scholars even make attempts at classifying them still further: they distinguish between ***etiquette***, ***manipulation*** and ***empathy.*** It is true that in European languages (and in English as well) the norms of speech etiquette are not so developed and regulated as in some Eastern countries (China, Japan), but the phatic function permeates any dialogue and the foreigner cannot be but too careful when expressing himself in a foreign language.

As has been justly remarked by V.G. Kostomarov and A. A. Leontyev “there is no one-to-one correspondence between the norm and its realization, the latter varying according

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[3] I.V. Arnold in her book *Стилистика современного английского языка*. Просвещение, Ленинград, 1981, с 3. . (I.V. Arnold. *The Stylistics of the Contemporary English Language*.Prosvešeniye, L., 1981, p.3)

[4] R Jakobson *Linguistics and Poetics. Style and Language.* Ed.Thomas A. Sebeok, M.I.T. Press, 1960.

[5] Malinowsky B. *The Problem of Meaning in Primitive Languages.* suppl. to C.K.Ogden and J.A.Richards (eds.) - The Meaning of Meaning. London, 1928.

to the circumstances and the communicants" [6]If look at the problem from this point of view then we are only beginning to approach our final aim 'the bases of business etiquette (plenty of research on the part of linguists, psycholinguists, sociologists, anthropologists and other scientists remains to be done). This, however, does not excuse us from trying to learn what is already known in this field and this is exactly what I do in my course of Business Communication which I deliver to our students.

V. G. Kostomarov has greatly promoted the cause of the Russian Language on the international scene. At the cradle of the first issue of the journal ***"The Russian Language Abroad"*** (№ 1, 1967), which has had a great impact on the process of teaching and learning Russian abroad, stood such leading linguists of Russia as O. S. Akhmanova, S. G. Barkhudarov, A. A. Leontyev, L. Z. Rozental, N. M. Shansky and others. We cannot help resisting the temptation of adducing here the greetings card sent by Charles P. Snow: "My wife and I are sending you our warm greetings on the occasion of issuing the new journal "The Russian Language Abroad". The Russian language is one of the most beautiful languages. Your literature is one of the greatest literatures in the world. It's impossible to really understand the country without knowing the language of its people and without reading the literature created by the people in the original. It's very good that many young people in the Soviet Union assiduously learn English. And we wish the day came when the same number of our young people whose mother tongue is English would start learning the Russian language. We are absolutely sure that only then we shall be able to understand you better. This mutual understanding is the best guarantee of peace and improved relations in the whole world.

I think that in this way we are putting into practice our dreams. The youngest member of our family is going to start on an intensive course of Russian this very year" **(*Charles Snow*).**

The editors were quite right saying that even people who share the same language can sometimes misunderstand each other and the reason is not far to be found – although sharing the same language these people have ***differences in their cultural background.***

"Business Etiquette", therefore, should be by no means reduced to the ability of writing business letters or making contracts or showing signs of respect (orally or in

[6] В.Г. Костомаров, А.А Леонтьев *Некоторые теоретические вопросы культуры речи*. «Вопросы Языкознания»,№ 5, 1966 (Kostomarov V.G., Leontyev A.A. On some Theoretical Problems of Speech Culture ."Problems of Linguistics, № 5, 1966)

gestures), it is much subtler and more complicated than that, this deplorable fact being immediately revealed during ***interviews, presentations, meetings,*** **and** ***negotiations*****.**

Every attempt at translating a foreign phrase is a crossroads of cultures, an exercise in cross-cultural communication, because every foreign word reflects another world and another culture.

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 "worldview" 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 ours. 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 difficult 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 economics 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 Communication is very important especially now when mixing of peoples, languages, cultures has achieved an unprecedented level and the problem of tolerance upbringing to different cultures has come to the fore. We must overcome any feeling of irritation because of some unusual, unexpected behavior of foreigners and their lack of knowledge of our Russian culture. This task will become easier if we, ourselves, try to learn as much as reasonably possible about the business cross-cultural communication.

Before actually learning how to behave and speak during interviews, presentations, negotiations and meetings we should dwell for some time on the main notions of Business Communication: language, culture and communication. First, definitions.

On the whole, definitions of **language**, irrespective of different epochs, countries or scientific schools, agree that ***language is a means of communication and a vehicle of thoughts.*** In other words, the functions which are ascribed to language are innumerable.

Cambridge International Dictionary of English (1995) defines **culture as** "***the way of life, especially general customs and beliefs of a particular group of people at a particular time***".

Communication is generally defined as "***message exchange between two or more participants which is characterised by the intentional use of mutually intelligible symbol systems***". This definition was produced by a group of British scholars — M.Hewstone, W. Stroebe[1] and others (many other definitions may differ in wording but it amounts to the same thing).

Because this definition excludes the possibility of communication without conscious intent, it cannot be universally accepted: habits and emotions are regarded as impulses for communication but without conscious intent.

It would appear appropriate to adduce here as well the definition of **cross-cultural communication**, given by V.Kostomarov and E.M. Verešagin in their book "Language and culture", which sounds as follows: "***Cross-cultural communication is the adequate mutual understanding of a communicative act by two or more participants who belong to different national cultures.***" [2]

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[1] Hewstone M., Stroebe W., Godol J.-P. and Stephenson G. M. (eds). *Introduction to Social Psychology*, Oxford, _____

[2] Е.М.Верещагин, В.Г. Костомаров. *Язык и культура*, М., 1990, с.26 (E.M.Verešagin, V.G. Kostomarov. *Language and Culture*, M.,1990, p. 26).

Verbal behavior (irrespective of whether it is oral speech or writing) is equally good for communicating information, intentions and feelings. According to some scholars the ability of speaking is now, perhaps, an 'innate' quality of human beings, because children learn to speak in a very short period of time. Words and their graphic equivalents convey meanings (content, purports) through being coded into messages which must be decoded by the receiver of the messages. Human communication is at times too subtle and sophisticated and unless the sender and the receiver share the same code and have the same background (фоновое знание), the receiver can fail to infer the purpot of the utterance. The context of situation may not always be helpful.*(It is no denying the fact that the British scholar Haslett (1989) is quite right that there exist universal sounds and sound complexes (or, to be more precise, very similar ones, on the one hand, and culturally bound ones, on the other.)

One of the advantages of using language, instead of non-verbal communication, is that it is the better instrument for transmitting the speaker's ideas and intentions – in an extreme case the speaker can always change his message or supply the listener with the missing details for better comprehension or, as linguists say, **paraphrase** his message **(**mind that the corresponding noun is "***periphrasis***").

It may be the case, of course when neither the speaker, nor the listener want any particular clarity of the message, because they do not want to be overheard by the surrounding people (not an exceptional case in business!). But – English is one of those languages that are very good for the purpose, if you slightly diminish your loudness you are safe from any outsiders.

The idea that there are sub(cultures) whose languages are inferior in their grammatical structure has long been proved rotten. In any language a sentence has a hierarchical structure and its components form rather complex relations. This fact does not depend on some particular socio-economic status or ethnicity. In other words, there are no easy languages to learn. Some languages can be easy in one aspect, but difficult in another. But if you really want to learn a new language ***à fond***, there is nothing that can prevent you from doing it. Some foreigners believe that Russian is not so difficult to learn (the natural question then is "Why in British schools the knowledge of Russian, if you want to enter a university, is valued on the same level with the knowledge of Latin or Greek?").

Communication strategy

The manager should know his employees very well indeed if he wants to always achieve his goals. You can ask different people (one by one) to do the same thing but your approach to formulating your request should obviously be different: you ought to know beforehand how each of your employees may react to the request if you want to succeed.

Maureen Guirdham[9] distinguishes between content strategy and communication strategy. In the first case the manager takes a decision: to ignore his subordinate's mistake, to reprimand him or dismiss him from his job. The contrast between the two strategies, we are afraid, does not elucidate the theory of the communication strategy. Both in the first and in the last case the manager takes one and final decision. At least nothing is said about the alternatives in the book. And only in the case of a reprimand the manager has not only two but quite a few alternatives: change of words and tone (+ some gesture) gives him a lot of nuances.

Of course, before taking one of these decisions (the final ones included) the manager (if he is tactful enough) can ask some questions in order to find out how the subordinate feels for what he has done and this, perhaps, would be the best strategy.

So the aim of such discipline as **Business Communication** is to learn the problems of international communication with more attention to the **language of business** as the main but not the only means of communication.

Cross Culture Communication in PR Practice

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We now live in the most powerful, most complex system ever known. It is made up of countless interacting institutions and organizations. Will this conglomeration of elements drift ever faster without guidance, or will some sort of new consensus evolve? That depends on how managers of our organizations see the patterns evolving, how they shape their policies to serve these patterns, and how well they communicate to achieve understanding and support. These three factors are the elements of public relations, which is one of the fastest growing and vital industries in the world.

Public relations is image making, and repairing as well as promotion. PR involves promotion, selling, advertising, and creating public, corporate, government, church and other institutional images. PR professionals have to have skills in psychology, writing, mass media theory image construction, persuasion, and audience analysis.

[9] Guirdham Maureen "Communicating across Cultures", MACMILLAN PRESS LTD, 1999

Public relations is how institutes communicate about crises, disasters, new products or services, and how politicians let others know what is happening and who people are. PR firms are hired at substantial cost to put an acceptable, good, recognizable face on ugly, problematic, and strange situations. New personae are the substance of public relations professionals.

Public relations activities involve knowing the client, the situation requiring image makeovers, and analyses of various publics likely to be impacted both by the exigency and solution. Because we are constantly bombarded with public relations efforts, we need to comprehend these efforts to influence publics perceptions. The more we understand how PR works and what it is, the better armed we are against scurrilous image promoters.

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. In other cases, we see the dissimilarities among people as significant, and we tend to assign people to categories of difference. These perceived dissimilarities can have immense practical consequences.

The question is about recognizing, analyzing and responding to those perceived categories of human differences that might "make a difference" in the practice and study of public relations. This is no simple task. Theorists, educators and managers have long struggled with the concept of differences and the difficulties of communicating across cultures. Moreover, some influential public relations commentators (e.g., O'Dwyer 1994) openly disparage multicultural communication. It is our hope, however, that by better understanding the influences of diversity on public relations and identifying effective ways people in public relations can respond to social changes, the current and following generations of practitioners will be better equipped to communicate in a rapidly changing world.

As a simple example of what can happen to a public relations practitioner who is insufficiently aware of cultural differences, consider what happened to David M. Grant. Grant had agreed to conduct a publicity program in the U.S. business and trade press for a high-priced European client. Although he achieved excellent press placements in the right markets, the client was not satisfied. The European manager expected Grant to establish close personal

contacts in the targeted industries and media markets and to spend lots of time socializing with those representatives. The client even complained that the agency's expenses were too low. Eventually, the client switched agencies, ending an $8,000 per month relationship, because of differing cultural assumptions about how public relations should be conducted. As Grant analyzed his problem, "results notwithstanding, when you're dealing with a foreign culture, you must make sure that your concept of good public relations practice is the same as your client's".

Public relations practice is potentially filled with embarrassments, missed opportunities, perplexed clients and inadequate performance that can result from misunderstanding cultural differences. The extent of the field's lack of sensitivity to cultural differences is reflected in a survey of public relations professionals. When asked what cultural groups among clients or employees were important to their public relations practice, the majority of practitioners could name none. One respondent said, "Diversity isn't a problem for us. We don't have any diversity here."

Diane Alverio tells a story that illustrates similar limitations in client perspectives on diversity. Alverio, president of Blake/Alverio Communications, was requested by a client doing business in Puerto Rico to assist in the client's communication efforts with Puerto Rican publics. When she explained the necessity for communicating in a cultural style that is consistent with the audience's expectations, the client responded by observing that is why the client came to her, a PR professional known as a fluent speaker of Spanish. Alverio explained that she is not Puerto Rican and is uncomfortable translating across cultures in which she has little experience. The client insisted, saying, "What's the difference, it's all Spanish, isn't it?" Alverio solved the problem by connecting her client with a practitioner who has roots in Puerto Rican culture. This kind of experience shows that practitioners like survey respondents and Diane Alverio's client need more information about the nature of diversity and a clearer theoretical understanding of cultural variability and what it implies for public relations communication.

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.

Discussing aspects of the cultures that underlie English is one of the most productive activities in EFL/ESL conversation classes. Students are apt to be fascinated by the ways in which their culture is similar to or different from an English-speaking one, so you should have little difficulty in using a cultural topic as a stimulus for conversation. If you mention a specific feature of American culture, for instance, and then ask your group how this compares to features of their own culture, you may find several students so eager to answer that they will all speak at once.

But sometimes even in reading selections that do not specifically describe or explain features of an English-speaking culture, much cultural information may be unconsciously woven into the material by the writer who can hardly transcend his own cultural orientation and the values it embodies. Consider, for example, this passage (something that might appear in an American short story or novel):

The New York traffic was slow but he managed to arrive at Mr.Brown's office at five to three. His appointment was scheduled for three o'clock. A young secretary with grey eyes and blond hair looked up from her typewriter and smiled, saying, "Hi! Are you Richard Wilson?"

He nodded, cleared his throat and said, "Yes, I believe Mr. Brown is expecting me."

"Me. Brown will be with you in a few minutes," she replied and resumed her rapid typing with the diligence required by company rules.

If you give this selection to your students, asking them to cite features of American culture that differ from their own, they might come up with the following list:

The American considered punctuality very important.

The company employed an attractive young girl as a secretary.

The secretary greeted the man informally.

The man showed agreement by nodding his head.

Although polite, the secretary was impersonal and returned to work immediately.

Each of the points could then become a source of conversation as you discussed with your group the attitudes and values underlying the aspects of American life.

One topic that you should not overlook in conversation sessions is the way that language reflects social manners. The American English expression "No, thank you," for example, may have a different meaning in other countries. In Italy and in some other parts of the world it is customary for a host to offer food or drink to a guest several times, because he knows that politeness requires the guest to decline initially, even though he may be very hungry or thirsty. Finally, the guest may accept what is being offered or he may make it clear to his host that he really does not care to have anything. In the United States, however, Americans usually take a guest's first "No, thank you" as final, so that the Italian guest who courteously refuses according to the Italian custom may find himself starving.

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, research methods, cultural studies and communication ethics.

To illustrate this approach we introduce you one of the courses on PR which was worked out during our staying in Indiana University (the USA).

This course is an overview of public relations as it is practiced in the United States today. It looks at public relations careers, theory, practice, ethics and research issues.

Students are introduced to the public relations field – its purpose, its history and values, and the career opportunities for individuals wishing to pursue it. Because of extensive concern with the issue of ethical standards the new code of ethics for the Public Relations Society of America (PRSA) is presented. The course takes students through the basic steps involved in a public relations program – research, planning, communication, and evaluation.

The challenge of crisis and risk communication receives extensive coverage, supported by discussion of numerous cases, both classic and new, and an examination of how various organizations respond to crises.

Students will learn to apply course concepts to public relations problems through individual and group work on public relations cases. Group project assignments will enable the students to (1) gain experience in doing collaborative work and (2) develop a problem-solving approach to on-the-job situations that a public relations professional is likely to encounter. In additional to the assigned reading material, the course will also feature a few guest speakers from the public relations profession and the mass media to bring a real-world dimension to the material.

This course provides a foundation for the public relations major. It also meets the needs of those planning other professional and managerial careers that require an understanding of public relations concepts and management practices in a democratic society.

By the end of the course students should have a clear idea of the strengths and limitations of public relations and be able to do the following:

Develop an understanding of the functions of public relations in a democratic and information-oriented society.

Explain how public relations evolved in the United States.

Analyze the role of the public relations practitioner in an organization.

Apply logical and strategic thinking to solving public relations problems.

Describe the various contexts for public relations.

Identify and conceptualize models of communication tactics.

Learn the principles of successful crisis management in public relations.

Understand and appreciate the need for honest and ethical public relations

Class time will be divided between:

Lectures about course concepts.

Overview and discussion of assigned readings.

Discussion of public relations case problems.

Small group work on PR problems for group projects

The primary method of instruction is the class lecture. The instructor can lead class discussion and elaborate on material from the required text through use of contemporary examples in the news, sample public relations materials from local organizations, and occasional guest lectures by public relations specialists.

Class assignments should enhance the student's skill in writing, interview techniques, library research, speaking, organization and planning, time management, and problem solving. The following assignments will be given:

- Assigned Readings. Chapters from the text.

- Major paper. A term project of 10-12 typewritten double-space pages on some aspect of public relations. The paper should include a minimum of one personal interview and use of pertinent library materials. Each paper should include footnotes and annotated bibliography.

- Short talk. During the course, each student should be asked to talk for about 5-6 minutes on some current topic in public relations. The subjects may be a recent news story that involves or affects public relations, or it could simply be a summary of his or her major paper research findings. (Such talks should be spaced during the semester to avoid spending the last three or four weeks of class time on just student presentations.)

- Mini-case studies. To help students understand the ideas expressed in a specific chapter and gain more writing experience, three or four problem-solving questions are assigned during the course. Papers should be 3-4 pages, typed, double-spaced, and utilize key concepts in a specific topic to solve a public relations problem or question. At the end of every session is a suggested "case problem" that can be utilized for such a writing assignment.

- Examinations. A mid-term and a final exam should be given. Questions may be multiple choice or essay. (Material from class lectures and handouts, as well as from the text, will be utilized.)

- Class participation. Active class discussion is encouraged since it is an element in determining the course grade.

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 a 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.

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Linguistic Research

Some Approaches to the Word Semantic Structure Definition

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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 in semasiology as a word "inward structure" composed of a certain hierarchy of elementary meaningful units i.e. semes. We assume that the dominant integral seme will relate the word to a group of synonyms whereas a certain number of the subordinate differential semes will modify the semantic peculiarities of a lexeme and thus specify its meaning. Moreover it's worth mentioning that differential semes denote a certain fragment of either reality or real-life situation the notion refers to. We'll try to illustrate our assumption by a concrete example.

The semantic group of verbal lexemes that denotes light emission to which we ascribe *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 that is not represented explicitly by the word morphemes and also a close synonymy that results in extensive possibilities for substitution. That certainly complicates the task of each verb meaning definition.

Firstly, it's essential to carry out the analysis of realia cognition – that is light in our case. As long as this one is a linguistic analysis we won't try to specify all the physical characteristics of light phenomenon, as we seem to be more concerned with the problem of light physical and eventually mental perception decoded in the language. So as a result of the thorough examination of almost 50 "light" definitions from various representative encyclopedic, terminology, linguistic dictionaries as well as reference books in Physics, Aesthophysiology and Psychology we distinguished the following relevant semantic criteria that are characteristic of light perception and thus essential for the semantic structure definition:

1) **Light intensity.** According to the degree of light intensity we distinguish: very intensive (blinding); intensive; moderate; non-intensive; dim; very dim (feeble) light;

2) **Light periodicity**, within which we differentiate between stable and periodical light. It's generally assumed that stable light is either uniformly dispersed or concentrated in a

spot of any size while periodical light might be either a single momentary impulse or a multiplicity of momentary impulses;

3) The third criterion we've distinguished is **light colour** and so we define the latter as colorful and colorless accordingly.

As it's already been stated above the cited criteria serve the basis for further semantic structure and eventually meaning definition of the verbs in question. So to fulfill this task we've applied the following combination of methods.

Firstly, we carry out componential analysis of vocabulary definitions within which each lexeme is analyzed on a paradigmatic level when the relevant semes are singled out from the definitions that are collected from a variety of representative authentic advanced learners' dictionaries as well as thesauruses and dictionaries of synonyms and antonyms (I'll only mention a few basic ones out of the list of 36 dictionaries we've used: the Oxford Dictionary; the Random House Dictionary of the English Language; Webster's Third New International Dictionary; Longman Dictionary of Contemporary English**;** Chamber's 20-th Century Dictionary etc). It's worth mentioning that we primarily concerned those components of the dictionary definitions that appear to express the semes. The latter being classified according to the semantic criteria we've spoken about: light intensity; light periodicity; light colour. As a result all light verbs are subdivided into the following groups:

Verbs of light

1) verbs of stable dispersed light:	**2) verbs of light that denote a single momentary impulse**:	**3) verbs of light that denote a multiplicity of**		**4) verb of lustre light**:
		a)intensive impulses:	**b) dim impulses:**	
shine, glare, glow	**flash, gleam, glint**	**sparkle, glitter**	**twinkle shimmer glimmer**	**glisten**

Actually during the first stage we only get a very general idea of the lexeme meaning which is to be further specified at the second stage by means of contextual analysis when we study the word collocation through the context it occurs in: the examples have been collected from modern English and American literature of the second quarter of the 20-th century (over 1500 examples). The thorough examination 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**. (Web 3-rd)

It's worth noticing that the seme 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. (Longman)

The audience was fairly glittering, or at least the stalls glittered. (Collins)

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**. (Tolkien)

Finally, the predominance of the seme of very dim, faint, feeble light in the semantic structure of the verb glimmer modify the meaning of the other verb *glimmer* as 'to emit **feeble** or **intermittent** rays of light: to shine **faintly** or **unsteadily**':

… and on her head was Lot's royal circlet of white gold, glimmering with citrines and the milk-blue pearls of the northern rivers. (Stewart)

In this connection we can also mention a metaphorical meaning of this verb which originates from its direct one: "to appear weakly or not continuously":

Gradually the first faint signs of an agreement are starting to glimmer through in the peace talks.

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

Finally I'm going to attract your attention to two more intriguing observations we've made while carrying out the semantic analysis. We attempted to perform a comparison of the

English notions that denote light to the Russian ones and surprisingly though it turned out that the English verbs of light are much more varied and convey by far more subtle shades of meaning than the Russian ones. That might be explained by the peculiarities of climate and geographical position of the British Isles: damp and foggy with frequent spits and drizzles that obstruct distinct vision and turn the surroundings into obscure tremulous mirages reflected in the language correspondingly.

The other thing we noticed is a striking coincidence of initial letter combinations **gl, fl, bl, sh** with the majority of verbal lexemes we examined: **gl**are, **gl**eam, **gl**int, **gl**itter, **gl**immer, **gl**ow; **fl**ash, **fl**icker, **fl**ame, **fl**ush; **bl**aze; **sh**ine, **sh**immer). Looking rather unusual and intricate at first sight this coincidence is based on common Indo-European word base dhel*- (which is still traced in such modern words as yellow, yield) and refer to the notion of light and fire that turns out to be extremely acute for the cognition of the ancient people since they were fire worshippers and praised light.

The observations we made give us much food for thought and presumably establish certain uniformity between the way we recognize the world around and place ourselves in it. It's undoubtedly a matter of another thorough consideration.

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Linguadidactical Parameters of Autonomous ESP Studies

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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 1997, 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. Ramoskiene1990,1993, V. Januskevičius 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 autodidactical process.

The object – autonomous studies of ESP (Business English)

Methods – the analysis of methodology, a quantitative research, statistical data analysis.

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 autodidactical process takes place when students' self- direction is conditioned by the interaction elements of the individualized process.

Autonomous learning cannot be achieved by giving individual instructions to a learner. Certain conditions should be obtained [1, p. 4] "cognitive and metacognitive strategies on the part of the learner, motivation, attitudes and knowledge about language learning, i.e., a kind of metalanguage." According to O'Malley and Chamot, cited in Cook [2, p.113] there are 16 cognitive strategies. Cook [2, p.114-115] identifies 9: a) repetition, b) resourcing, c) translation, d) note-taking, e) deduction, f) contextualization, g) transfer, h)

inferencing, I) questions for clarification. Metacognitive strategies, according to Cook, are strategies about learning rather than learning strategies themselves: a) directed attention, b) selective attention, c) self-monitoring, d) self-evaluation, e) self- reinforcement, rewarding oneself for success. Learners have some objectives and determine how they will achieve them; they pay attention to specific aspects of a task. At the monitoring stage, language learners act as participant observers or overseers of their language learning. Finally, when learners evaluate, they try to use a certain strategy at the outcome. According to Wenden [3, p. 28], evaluating involves three steps: 1) learners examine the outcome of their attempts to learn, 2) they access the criteria they will use to judge it and 3) they apply it.

Can autonomy be methodologically feasible in a large group? Within the class session, autonomy and self-pacing are quite possible, particularly with task-based material. [4, p.125-126]. What about the element of choice? Self-access could be one of the best ways out. According to Maggie Jo St. John, self-access is a resource system with varied material from which each student makes their own selection, which they work on at their own pace. "Self-access means having a range of material available, with a choice for the ultimate responsibility of the student. "[4, p.127]. In this case the students' role is to select suitable activities according to their own needs, to carry them out, to record and evaluate, to consult and find solution.

While analyzing reasons for learning a foreign language, students' ability to study autonomously, wish and ability to take responsibility for learning, a number of questions appear. It is only teachers who should first try to analyze them not in the context of scattered phenomena but trying to link them and make a system. For this reason we have defined these basic parameters:

1. Motivation;
2. Attitude;
3. Students' needs.

While analyzing basic parameters of autonomous language learning, a number of external factors influencing students' learning motivation were established and statistical significance between them was found. It is interesting to note that design correlates significantly with responsibility (p= .000; r= 42) and with motivation (p= .000; r = 53). It means that learning environment influences students' motivation and responsibility. The necessity for structure is expressed by a lot of students. Good structure of a learning process shows strong causality relations with motivation (p = .000; r = 31), learning environment (p = .008; r = 22) and authority – necessity for teacher's interference (p= .000; r = 50), a weaker

correlation was revealed with responsibility (p= .018; r = 20). It means that structured learning process doesn‘t encourage students to take responsibility for their studies.

One of the questions often forgotten or missed for many reasons (e.g. lack of time, teacher’s proficiency or passive role during the lectures) is the learner’s role in the class. If we have a look at our past or even present situation at school or universities, we can see that the main actor is the teacher and the learners are only participants (very frequently passive ones). Our aim should be to stop doing the major work in class and let our students take the main actors’ roles in studying.

For that reason, in order to succeed in encouraging students to work more independently, some psychological factors must be taken into account, which will determine the successful ESP learning. The formation of positive attitude should be the basis for independent enriching of a language. In the pedagogical process it is grounded on the theory of D. Uznadze, I. Imenadze and others [5], on the regularities of attitude formation and also on the researches of conscious attitude (H. Smith). The first researches in Lithuania appeared in 1987. There are three main levels singled out in formation of attitude regulation [6]: a) *cognitive* level is connected with students’ needs, interests and motives; b) *positive emotions (affecting)* –warm microclimate, the atmosphere of the class, creative ideas (thoughts), deeper knowledge, skills and c) *connotative* – activity (creative work, learning and etc.), where students realize their needs. Prof. V. Sernas ascribes two more levels to the formation of positive attitude – d) *regulating* and e) *ascertaining*, [8]. The regulating level is a way to success, which wouldn’t be assured without control. The positive attitude is formed when an individual feels the effect and pleasure. So we need the final stage- the result, the preparation level. According to certain criteria an individual defines his own level, that’s why we need to single out the ascertaining level.

Students’ needs should function on the basis of their desires, attitude and motivation. However, in non-linguistic universities students’ inner position isn’t often taken into consideration and the attitude is even restrained.

Motivation and positive attitude are closely connected. It could be argued that learners’ motivation will be largely determined by their attitude toward the target language, culture and the learning environment. David Nunan, Clarise Lamb [7] do not agree with teachers’ efforts to motivate students, they do believe that ultimately students should become self-motivated. The motive to achieve has some face validity in the classroom. Dennis Child [8] describes achievement motivation as a drive in a learning process. Three main components are perceived in achievement motivation. They are: a) *cognitive drive*, which is task oriented.

The learners want to satisfy their needs to know and understand, and feel the reward when the gained knowledge helps to carry out the task; b) *self-enhancement,* which is ego-oriented and leads to self-esteem; c) *affiliation,* which "is a dependence on others for approval". In the learning process teachers often become a source of affiliation satisfaction.

Gardner and Lambert define two types of motivation – instrumental and integrative. Instrumental motivation drives the learner to acquire another language for money, career or power. Integrative motivation arises out of a desire to identify with the culture or community of that language. Gardner and Lambert argue that integratively motivated learners will do better than instrumentally motivated ones. Though, as Lawrence and Andrich(1987) notice the extent to which teachers are required to deal with negative attitudes toward the target culture or the target language will very much depend upon the context and environment in which the teaching takes place. There are two plans working in our mentality: 1) plan of impulsive behavior and 2) a plan of objectification. While identifying obstacles, a connotative attitude towards the object appears the process of elementary theoretical behavior and "practical behavior" begins. Objectification does not create objects; it exists irrespectively of us, but attracts our attention to the objects which are objectified.

So, if we want to help our students to form a positive attitude towards studying a language, prof. V. Sernas suggests using methods of emotional stimulation (connotative plays, the analysis of daily – life, speech situations, teaching discussions, ideas of self – education and so on). Students' positive attitude towards learning a foreign language depends both on the teacher and on students. According to our questionnaire students follow the inner motives such a aspiration (83,1%) and responsibility (35.0%) and the main outer motive is insistence (strictness) (72.5%).

Students' positive attitude could be a good starting point to a successful independent learning of L2. We are interested in ESP that is based, first of all, on learners' needs. Pupils at school won't be able to determine their needs, but we should treat our students already adults and have their wishes in mind. Needs analysis should be very useful for devising syllabuses, courses, materials and methods of teaching or independent learning (autodidactical methods).

Recent methodology resources present several approaches to needs analysis. Pauline Robinson [9] and R.R. Jordan single out target-situation analysis (TSA). This Munby's approach focuses on the students' needs at the end of a language course, and target-level performance. P. Robinson states the fact that TSA may pinpoint the stage at which "good enough" competence for the required job or studies is reached. A present-situation analysis (PSA) gives information about students' knowledge - their strengths and weaknesses at the

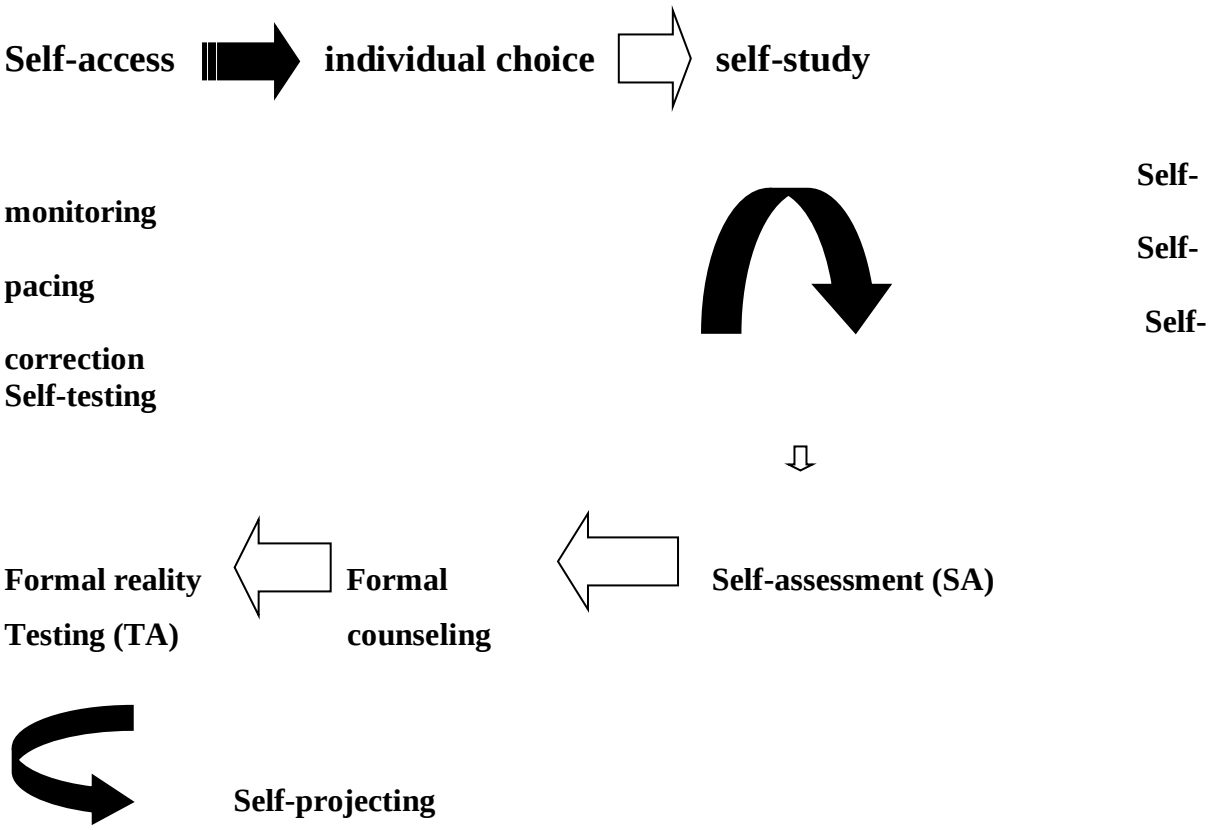
beginning of the course. There could be seen some differences. Some of them focus more on the learner while others emphasize the learning process itself. A Learning-centred approach was distinguished by Hutchinson and Waters (1987). They see the difference between learner-centred and learning-centred. "Learner-centred infers that learning is totally determined by the learner (and thus probably does not truly exist), whereas learning-centred involves learning as a process of negotiation between individuals and society (which includes teaching, syllabus, methods, materials, etc.)" [10].

The gap between modern technology and teaching methods (TM) is clearly seen in our universities. Though there are a lot of new TMs offered nowadays, our teachers do not catch up with them. In this case what a learner can do in order to make any influence on approving or disapproving of the course or syllabus design? What is a learner's input in studying? A student cannot be self-directed without any training, encouragement and teacher's participation. Learner autonomy should be promoted by teachers who are trained to be autonomous themselves. Dimitrios Thanasoulas has viewed some means of fostering students autonomy, such as:

a) self-reports,
b) diaries,
c) evaluation sheets.

According to Wenden [9, p. 79], a self-report could be introspective, as learners are asked to introspect on their learning. "In this case, the introspective self-report is a verbalization of one's stream of consciousness." Another type of self-report is a retrospective self-report. Learners are asked to think back or retrospect on their learning. D. Thanasoulas discusses two kinds of retrospective self-reports: semi-structured interviews and structured questionnaires. These interviews may focus on specific skills, while by questionnaires we seek to extract information with the help of explicit questions and statements. In our country we have been using evaluation sheets to fill in at the end of the term or course as the outcome. Learner diaries are not so popular but in Vilnius Gediminas technical university we have already started using them. They prove to be very efficient as students are asked to retrospect at home and fill in a specific form of a diary. Students have a possibility to plan, monitor and evaluate their learning. They identify problems and through individual counseling with the teacher, they try to find solutions. D. Thanasoulas [8, p. 4] presents some authentic students' accounts

of their language learning. The students speak to their diaries. We have been using a certain strict frame for our diaries in order to control the outcome of studies.



Picture 1. Model individualization techniques of autonomous ESP studies

Research findings

The analysis of the relationship between students' motivation, attitude, the level of responsibility and students needs and wishes was revealed (p = .02; r = .183*). Statistically significant correlation between learners' motivation and the sense of responsibility was found (p = .000; r = .646**). Statistical significance between learning motivation and students' 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**). Cronbach alpha coefficient (= .8235) confirmed validity and statistically significant relationship between tests. Those subgroups that 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 autodidactical parameter was established with the help of General Linear Model (GLM) (F = 82.784; p = .000). The

interaction and positive influence was compared by Hotelling 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 ($T^2 = 1079.800$; $p=.000$).

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Economic and Business Terms in English and Lithuanian

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Introduction. The problem of developing economic and business terms became particularly acute when Lithuania regained independence, and the period of transition from command-based to free-market economy began. The economic terms came mostly in English. As a result, the need for English- Lithuanian and Lithuanian-English dictionaries in the field has grown considerably. Therefore, the dictionary of economic and business terms edited by A. Pupkis [1] appeared just in time. So far, it has remained the only dictionary of the kind in Lithuania. In general, lexicographic problems make an important area of linguistic investigations, being recently marked by the development of new trends in compiling English – Lithuanian dictionaries [2]. These problems are particularly important for analysing English scientific and technical terms, their peculiarities and ways of translation into Lithuanian. The

goal of the present investigation is to define the resources of the Lithuanian language used to convey the meaning of the particular English words and expressions. More specific aims are to provide a theoretical background for often intuitive choice of the particular linguistic means in Lithuanian for denoting the particular objects or concepts, as well as showing their general and differing features with regard to the original English terms of economics. Other tasks are to compare economic and business terms contained in the dictionary and text-books [3,4] with the terminology of other fields and to demonstrate the value of linguistic relativity-based analysis in teaching English.

In our case, we are dealing with a specialist dictionary [1], containing definitions of objects and notions most of which were little known to specialists of economy (leave alone the linguists), because they were taught a so-called command-type economy. Thus, the very object of analysis was different in the republics of the former USSR and the developed countries. Since the terms associated with world economics were new, or little known to the compilers and their consultants, the translation of these terms into Lithuanian presented not a few difficulties. In addition, the compilers translated not only the terms themselves but the wider (encyclopaedical) information about every item as a member of a system of economic concepts, which made the above dictionary a valuable reference book for economists and wider public.

Since the object under consideration (economics) had not developed in the mainstream of the world trends, the terminology in the field was also lagging behind. In Lithuanian, some terms had even to be created from scratch. This work required great efforts on the part of the compilers. They were the ones who made the translation solutions how to render into Lithuanian terms allowing for the alternative approaches. However, the last word is always left to the users, specialists in the field, who either accept or reject it. As we will show further, in some cases, they chose other variants, which seemed more accurate or appropriate to them.

Theoretical Background. The research was performed within the framework of the theory of linguistic relativity developed in the USA by F. Boas [5], E. Sapir [6] and B. Whorf [7] in the first half of the 20-th century (cited from later editions). Investigations based on its principles could not be officially recognized, primarily because of the ideas that each language segments the reality in its own way, providing people with a particular view of the world and even affecting their behaviour, traditions and culture. This theory was proclaimed idealistic and relativistic as well as contradicting materialist views based on the priority of practical experience Language relativity is a multilevel and multidimensional phenomenon

associated with the relation of language to thought, culture and reality as well as to encoding of reality by different languages. The focus of the present study is on the ways of expressing the same concepts in English and Lithuanian as to determining distinct and similar patterns. The problem of the priority or interconnection of language, thought and culture or experience is not discussed here. Major principles used in the present investigation are formulated as follows:

a given experience is differently rendered and classified in various languages;

every language is a vast pattern – system, different from other;

every language as a complete system is a source of differences in itself.

These ideas are still popular in the West being considered in modern papers [8]. The theory of linguistic relativity gave a strong impetus to the development of psycholinguistics and contrastive analysis [9] continuing the study of similarities and differences between languages at different levels and from various perspectives.

Discussion and Results

Dictionary Entries. It may seem that the easiest way for the compilers is word for word translation of the English terms, especially taking into account that they convey new economic concepts often not found in Lithuanian literature. The analysis shows that this pattern is represented on a large scale but it is not (and can not be in view of the theory of linguistic relativity) universal. Here are some examples: *close company - uždaroji bendrovė - закрытое общество; mail order – užsakymas paštu - заказ по почте; recommended retail price – siūlomoji mažmeninė kaina - рекомендуемая розничная цена; organization theory - organizavimo teorija - теория организации; depriciation – nuvertinimas - обесценивание (амортизация); annual report and accounts – metinė ataskaita ir sąskaitos - ежегодный отчет и счета, etc.* Terms of this group constitute about 70% of the total number (about 2,000) of entries. The second group includes terms representing similar pattern, with the only exception that an English term is structurally incomplete, with one or more words missing but their meaning included in the semantic structure of the term. Conventionally, these terms may be called “compressed”. In Lithuanian, however, their structure is completely restored (on the basis of dictionary definitions provided for each term), e.g. *feasible region – leistinųjų <u>sprendimų*</u> sritis область допустимых <u>решений</u>; discount store – nukainuotų <u>prekių</u> parduotuvė – магазин уценённых товаров, marginal analysis – ribinių <u>rodiklių</u> analizė –*

*Underlined words are not included in the original English terms

анализ предельных показателей consumer durables – ilgai vartojamos prekės – товары длительного пользования, etc. It is evident that the missing words are reconstructed in the Lithuanian terms for the sake of clarity, though the same abridged pattern can be observed in the Lithuanian language, e.g. *greitoji (pagalba) - скорая (помощь); kontrolinis (darbas) - контрольная (работа); pašaliniai (žmonės) - посторонние (люди), etc.*, but mainly in the colloquial speech to denote commonly known concepts. This group constitutes about 4%. The third group of terms (about 6%) consists of borrowings (anglicisms), e.g. *index – indeksas; bunkruptcy – bankrotas; statistics – statistika; speculator – spekuliantas*,etc. Though the authors were making efforts to avoid foreign words, it is practically impossible, since borrowings are found in every language. Some terms, which were translated into Lithuanian in this dictionary, are met in their original form in practice, e.g. *holding company – kontroliuojančioji bendrovė (holdingo kompanija), audit – revizija (auditas), contract – sutartis (kontraktas)*, etc. The fourth group of terms is represented by words and collocations, in which the same concept is expressed quite differently in the English and Lithuanian languages, e.g. *insider trading - ** nelegalusis sanderis - нелегальная сделка; merit goods – visuomeniniai produktai - товары широкого потребления; capital-output ratio – kapitalo imlumas - капиталоемкость; perfect market – laisvoji rinka – свободный рынок ; historic cost – pradinė kaina – начальная цена; non – accelerating inflation rate of unemployment – naturalusis nedarbo lygis – естественный уровень безработицы; sunk costs – negrįžtamosios išlaidos - необратимые расходы*, etc. Terms of this type make about 20% of the total number of dictionary entries.

The Lithuanian equivalents reflect an alternative approach to nomination determined by viewing the same things from various perspectives. They are also determined by the rules governing the Lithuanian language as a system. Thus, neutral unemotional terms seem to be more rational as well as more appropriate for Lithuanians than emotional metaphorical structures when terminology is concerned. But when such changes are made the implications of the original terms have been lost.

In fact only usage may show whether the translation changes are justified.

Terms from the Texts. The total number of the text – book economic and business terms amounting to approximately 1,150 items have been analysed. They were subdivided into the same 4 groups as dictionary entries in the following proportions: 72% - word for

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**Underlined words convey the same idea, which is expressed differently in English expressing the concepts of the original English units quite differently in Lithuanian

word translations (e.g. *service firm – aptarnavimo firma - облуживающая фирма; pay-for-performance principle – mokėti už darbo įvykdimą - плата за выполненую работу, etc.),* 2% - reconstructed versions of English "compressed" terms (e.g. *in-tray, out-tray – gaunama ir išsiunčiama korespondencija. входящая и исходящая корреспонденция, etc.*); 8% - borrowings anglicisms), (e.g. *experts – ekspertai, compensation – kompensacija, option – opcionas*, etc.) and terms (e.g. *spot market – rinka, kur – mokama grynais iš karto po prekių pardavimo рынок, оплата на котором происходит сразу после продажи товаров; dead-end job – neperspektyvus darbas - неперспективная работа; blue chips – labai patikimos didelės kompanijos - очень надежные большие компании;* The last group constitutes about 18%, including more highly expressive metaphorical terms than the same group of dictionary items. The underlying associations are often unclear to Lithuanian-speaking people, because metaphor varies from one language to another. As we could see from the above examples (e.g. *spot market, blue chips, etc.*), the Lithuanian translation equivalents are not terms but rather wordy definitions.

How do the economic and business terms compare with terminology of other branches of science and technology? This problem is important for economists and managers, because they may be employed in various sectors, such as manufacture, transport, construction, etc. It is also of considerable theoretical interest. The comparative analysis of economic and business terms with transport and construction terminology taken from English-Lithuanian dictionaries [10, 11] has revealed some essential differences between them. First, the incomplete pattern, with one of the terms (usually the main one) omitted, is practically not presented in English transport and construction terminology, contained in the dictionaries analysed. However, this model is productive in computing, being represented by such names of computers as desktop, *laptop* and *palmtop* (as we can see, in this case, the place means the type of computer). In Lithuanian, the above pattern is restricted to everyday words. Second, metaphoric (especially highly emotive) terms are scarce in transport and construction. They are few in English terminology (i.e. *sausage dam, cat-head, butterfly-valve*, etc.), being quite rare in Lithuanian versions (i.e. baby-car – *malolitražinis automobilis - малолитражный автомобиль).*

Third, the influence of the Lithuanian language as a complete system governed by its own internal laws is much stronger in technical branches than in business and economy. As we have already mentioned, the latter terms in Lithuanian are often extended definitions rather than individual words or concise and accurate collocations. In technical areas considered, a lot of Lithuanian terms are even more compact than their English equivalents,

being represented by the derivatives formed according to the rules of the Lithuanian language and perceived as typical Lithuanian words: pipe-fitter–vamzdininkas-трубопроводчик; bulk cement lorry (truck) – cementvežis-цементовоз; combustion chamber – kūrykla – топочная камера; scanner – skaitlys – сканер, etc. These differences may be accounted for the fact that technical terminology considered has already been used for a long time. Many of economic and business terms have come to Lithuanian only recently. We may assume that usage refined this terminology, making it obey the rules of the Lithuanian language. They have a long way to go to acquire more features of real terms to become widely usable.

***The role of the theory of linguistic relativity in teachi*ng.** Linguists of various schools emphasized the relevance of linguistics (a scientific description of the language to be learned) in teaching (Fries, [12], J.B. Carrol [13], Wilkins [14], etc). They claimed that comparison was useful to explain certain aspects of the language to be taught. It could help students understand the reasons for their errors and avoid committing them. In the 1970's, Lewis [15] explained the relatively high success of foreign language teaching in the Soviet Union (where, as we know, the contacts with foreigners highly restricted) in terms of the policy of making use of conscious learning. The above statements fully apply to linguistic relativity-based analysis. When the teacher explains to students that any object of reality has many facets and the choice of the particular facet for giving a name to this object may differ from language to language, and illustrates this by a range of examples, the students would hardly call *an alarm system – signalization, food-processor – kitchen combine*, etc., which they are inclined to do, being unaware of the above differences. What is more important, students, being acquainted with basic principles of linguistic relativity, would learn to ask themselves a question: "How do they put it in English?", rather than trying to make word for word translation from their mother tongue. A demonstration of language relativity – based analysis to students is thought-provoking and it may help them understand the alternative ways of nomination existing in other languages, thereby giving "native speakers insight" and making them aware of the pecularities of their native language.

Conclusions. The Lithuanian equivalents of the English economic and business terms were divided into several groups depending on the way of expressing the notion (with insignificant variations of proportions in the dictionary and the texts):1) word for word translations; 2) borrowings (anglicisms);3) reconstructed equivalents of English "compressed" terms; 4) terms based on completely different pattern for denoting the same concepts that are expressed by the English versions.

The last group presents major difficulties because word for word translation of such English terms often makes no sense for the speakers of Lithuanian. This group includes a lot of metaphoric terms based on associations not common to Lithuanians. Moreover, a considerable amount of these terms may be referred to professional jargon (slang) not characteristic of Lithuanian scientific (or popular science) texts. Therefore, their Lithuanian equivalents are neutral expressions appealing to consciousness rather than emotions.

A part of English terms, being translated into Lithuanian, lose their status because the Lithuanian equivalents are in fact extended definitions but not terms commonly perceived as individual words or collocations. This raises the problem of creating the appropriate terminology in Lithuanian. Further studies of business and economic terms are needed. They may be carried out along the following lines: the Lithuanian terms from the Dictionary of Economics and their matches in actual use (e.g. in special literature and shop talk) may be compared as to determining any possible variations. We think that to become usable dictionary units shall and will undergo transformations, thereby acquiring more characteristics of "real" terms rather than being entirely dictionary definitions. As far as textual material is concerned, the efforts of professionals as well as linguists are needed to create the missing Lithuanian terms (to be used instead of definitions) which should also be validated by usage.

The importance of linguistic relativity-based analysis in teaching has been shown and some recommendations for solving translation problems have been provided.

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Translation Studies

Economic text in the focus of translation analysis

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Our interest to this theme can be explained by two factors. First of all, lamentably, economic text as an object of translation is not studied enough.

The second reason is that 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.

Using the classification offered by Vinogradov V.S all translated economic texts can be sorted into three main groups[1]:

- The first group covers social informational texts containing information published by different kinds of mass media: newspapers, journals, magazines, radio and television. All these texts are presented in written form but on radio and television they are reproduced orally.
- The second group includes social business texts, such as business letters, contracts, agreements, memos and so on. Such texts are targeted at conveying and fixing business information. Their forms are rigidly regulated and presented in writing.
- And the third group consists of scientific texts – that are oriented at logical research. This 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 economics.

All three groups are worth researching but in our report we would like to dwell on the first group of economic texts that is texts of social information. In other words we are going to examine newspaper and magazine articles translated from English into Russian. In our opinion this group is interesting and difficult for translation, so it needs thorough translation analysis.

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

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 marked that informational texts translated from foreign languages into Russian were hardly ever published in Russian mass media. He wrote "…newspaper informational texts …are rarely translated to be published entirely in the Russian periodical press."[2] 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 a new 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.finansy.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 stylistic of source texts (ST) that are original ones. The second category of web sites (for example www.worldeconomy.ru) 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) so they both are the valuable sources of material for analysis.

Komissarov V.N. in his paper "Modern translation studies"[3] mentioned that translation is a complex and many-sided process in which a translator has to decide what methods and techniques he or she should use so that the translation be equivalent.

While dealing with the articles taken from economic newspapers and magazines a professional translator has to take into account the specific character of such texts.

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

[3] Комиссаров В.Н. Современное переводоведение, Из-во «ЭТС», Москва, 2001

On the one hand they are informational texts that means that they contain a lot of data, names, dates, figures, which are usually incorporated in any newspaper article. This information must be translated accurately; nothing must be missed or misconceived.

On the other hand such texts have publicistic character. It means that when a journalist is creating the text he or she has in mind not only to convey information but also to influence the audience in some way. That is why the author of publicistic texts usually uses figurative language, resorts to play of words, historical and literature reminiscences.

For example one of the articles published in "The Washington Post" was headlined "Pollyanna-like on Pyongyang". Such kinds of headlines are a real challenge to a translator. It needs a profound cultural awareness let along ability to find the appropriate equivalent. Longman dictionary of English Language and Culture gives the following definition of the word Pollyanna: ***Pollyanna – a person who is always optimistic and cheerful, esp. when seen as having little experience of the world (from the book by Eleanor Porter, whose main character is a young girl who always believes something good will happen)***. We can see that this word has a great deal of connotation, which can hardly be expressed in one Russian word. To understand this headline the reader must be born and grown up in English-speaking culture. So the translator of this article chooses to ignore the extra linguistic meaning of this word and decides to substitute the headline with his own. Eventually in Russian the article is headlined «Российско-Китайские высказывания в адрес Пхеньяна воспринимаются в США с безудержным оптимизмом».

Here is another example of translating the headline of the article. The English article was supplied with the title "To Russia, with love: The Multinational Song". It is also a cultural reminiscence, but in this case it is known all over the world, so it was a correct decision to give close-to-the-text variant of translation "В Россию с любовью: песня транснациональных компаний». So we can draw the conclusion that translation of cultural and literature reminiscences depends on the fact how known it is outside English speaking culture.

Prominent economists and analysts write most of the analytical articles devoted to crucial problems of economics. It is natural that these articles awake much interest and are translated into different languages. In these cases we can speak about authors' style, which is also must be taken into consideration by a translator.

The next point, which needs analysis, is an intended audience of the translation. A translator should not leave out of account who are the reader of the source article and completed translation. Most of the economic articles are written for highly educated people

not only in the sphere of economics. Sometimes while translating such articles translators notice that they are written as if in their own sub-language understandable for relatively narrow community of the country. In these texts there are a lot of long complicated sentences, unfinished quotations, borrowings from other languages, archaic or Latin words, law terms and some other things which are not advisable or even prohibited by numerous guides to English writing and style.

It goes without saying that an economic text translator has to know a lot of economic terms. But for Russian translators the situation is complicated by the fact that in Russia for a long period of time western state-of-the-art theories and ideas on economics were not widespread. As a result we can witness the mismatch of some economic terms. For example the term ***value-added cost*** means different things in Russian and in west countries. So while analyzing the intended audience a translator has to remember that the term «добавленная стоимость» will be understood differently from what was meant by the author of the source article.

I would like to underline that the most economic articles translated from English into Russian deal with the Russian economy. Naturally English-speaking author, being an expert of the subject, has to include some comments and explanations of some institutions, events or reality in Russia. These explanations are very important for recipient of the source text but excessive for Russian people. For example, while speaking about «Госкомстат» the author adds that it is Russian statistics agency. A translator in these cases omits, as a rule, such comments not to sound repetitious. We can see a lot of such excessive information in English texts, so a translator should analyze them to decide which information can be missed without prejudice to the main idea of the text.

Speaking about the stylistic analysis of the English economic articles many specialists in translation studies underlined that English newspaper texts are usually more emotional than Russian texts written for mass media. So in the process of translation a translator prefers less strong words.

Thus English sentence “Critics see the Kremlin and the government falling victim to “reform fatigue” is translated as «Критики говорят, что Кремль и правительство устали от реформ», which sounds more natural than «правительство пало жертвой». This variant would give the sentence and the text in general unnecessarily strong connotation.

According to this rule the word combination “Enthusiastic foreign sympathizer”, in Russian variant have become «иностранные спонсоры». The list of such examples can be endless.

At the end of my report I would like to sum up.

- Nowadays a lot of economic texts taken from English-speaking mass media are translated into Russian, mainly placed in the internet. They are a valuable source of material for translation studies.
- These texts need thorough translation analysis.
- Newspaper and magazine texts combines informational and publicistic character, so they contain a lot of data on the one hand and are very emotional on the other.

The language and style of such texts are specific which must be taken into consideration in the process of translating.

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В сборнике представлены статьи участников международной научной конференции «Актуальные проблемы лингвистики и лингводидактики иностранного языка делового и профессионального общения», состоявшейся 23-25 января 2003 г. на экономическом факультете Российского университета дружбы народов. Авторы рассматривают актуальные проблемы лингвистики, лингводидактики, теории перевода, культурологии в контексте исследования английского языка делового общения.