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PECULIARITIES OF ESP COURSE DESIGN FOR BUSINESS ENGLISH

Abstract. The article deals with the peculiarities of the design of Course for Business English Communication considering the rapidly developing international scientific and business cooperation, which provides the immense demand in foreign language courses which have to be oriented on the special purposes. The purpose of the article is in the revealing of some peculiarities of the author's ESP Business English course, which are represented in the proposed content of the discipline's syllabus. The author makes stress on some reasons of the lack of ESP designed courses: the lack of surveys among the potential students and future employers, the lack of motivation, the lack of the experience, the lack of education. The author suggests to overcome these obstacles due to implementing of the designed ESP Course of Business English which contains: authentic multimedia content; relevant methodology, which has the orientation on the appropriate language content in terms of grammar, lexis, discourse and genre. The author proposes as the highlights of the ESP the formation of foreign language competence of students of higher education in the field of business communication in the conditions of a globalized and digitalized society, improvement of oral and written (online) communication skills in a professional/academic environment (projects, conferences, trainings, webinars, discussions; creation of e-mails, inquiries, complaints, business plans, reports, etc.) with the help of modern technologies; improvement of knowledge about the structure and tasks of business/companies, peculiarities of business etiquette. As the conclusion the author underlines that design of the ESP course for Business English should be combined with modern technologies of teaching. It should be oriented on the formation of knowledge and skills which are relevant for modern business communication considering the process of the globalisation.

Keywords: business communication, modern educational technologies, ESP course design.

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ОСОБЛИВОСТІ РОЗРОБКИ КУРСУ ESP ДЛЯ ДІЛОВОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація. У статті розглядаються особливості дизайну курсу ділової англійської мови з огляду на стрімко розвивається міжнародне науково-ділове співробітництво, яке забезпечує величезний попит на курси іноземних мов, які мають бути орієнтовані на спеціальні цілі. Мета статті полягає у розкритті деяких особливостей авторського курсу ESP Business English, які відображені в запропонованому змісті навчальної програми дисципліни. Автор наголошує на деяких недоліках розроблених курсів ESP: відсутність опитувань серед потенційних студентів та майбутніх роботодавців, відсутність мотивації, відсутність досвіду, відсутність освіти. Автор пропонує подолати ці перешкоди за рахунок впровадження розробленого ESP курсу ділової англійської мови, який містить: автентичний мультимедійний контент; релевантна методологія, яка має орієнтацію на відповідний мовний зміст з точки зору граматики, лексики, дискурсу та жанру. Основними напрямками ESP автор пропонує формування іншомовної компетенції здобувачів вищої освіти у сфері ділового спілкування в умовах глобалізованого та цифровізованого суспільства, удосконалення навичок усного та писемного (онлайн) спілкування в професійній/ академічне середовище (проекти, конференції, тренінги, вебінари, дискусії; створення електронних листів, запитів, скарг, бізнес-планів, звітів тощо) за допомогою сучасних технологій; удосконалення знань про структуру та завдання бізнесу/компаній, особливості ділового етикету.

У якості висновків автора підкреслює, що створення та вивчення ESP курсу для бізнес англійської варто комбінувати з сучасними технологіями викладання. Окрім того, слід орієнтуватися на формування знань та навичок, що є релевантними для сучасної бізнес комунікації, зважаючи на глобалізаційні процеси.

Ключові слова: ділове спілкування, сучасні освітні технології, курсове проектування ESP.

The problem's statement. Nowadays our society deals with the rapidly developing international scientific and business cooperation, providing the immense demand in foreign language courses which have to be oriented on the special purposes. These courses should be based on the approach which is called English for Specific Purposes (ESP). There are many designed courses which were developed by Ukrainian and foreign linguists depending on the requirements of modern business and science due to the fact that Business English is really relevant considering the development of the international affairs. **Analysis of the researched problem.** English for Specific or Special purpose (ESP) became the important part of EFL (English as a Foreign Language) in the 1960s. Hutchinson and Waters define ESP as “an approach to language learning which is based on learner's need”. J.Bail,

R.Hudson, S. Mathew underline the importance of the ESP design. S.Britchenko and L. Frolova make stress on the integration of modern technologies during the ESP course design.

The purpose of the article is in the revealing of some peculiarities of the author's ESP Business English course, which are represented in the proposed content of the discipline's syllabus. There are some reasons of the lack of ESP in certain educational programs of higher educational institutions: the lack of surveys among the potential students and future employers, the lack of motivation, the lack of the experience, the lack of education. We suggested our students to overcome these obstacles due to implementing of the designed ESP Course of Business English which contains: authentic multimedia content, which is correlated with specific needs of the employers and learners; relevant methodology, which has the orientation on the appropriate language content in terms of grammar, lexis, discourse and genre. We underline that during the creation of the ESP Business English we tried to take into account that:

1. ESP has to be designed for specific layer of learners;
2. ESP must implement the methodology which differs from that of General English;
3. ESP should be proposed to intermediate or advanced students.

During the creat ESP deal with higher requirements due to the specifics and aspects of the professional field. The teacher of the ESP Business English course looks for the specific and effective approach to the learning process, integrates linguistic, cultural and social aspects. The productivity of the ESP Business English course depends on the teachers' development of competencies that ensure high-quality communication of future specialists with their foreign colleagues in various professional and academic situations. The designed ESP deals with its own approaches, materials, and methods which have been developed on the basis of other disciplines.

Bell argues that the **ESP Business English Teacher's has to find the answer for these questions:**

1. How much do the learners know about their specialism?
2. Are the students pre-experience or post-experience learners?
3. How specific and detailed are the language, skills and genres that the learners need to learn?

We agree with the author who underlines the three Cs which will assist the ESP Business English teacher to upgrade the effectiveness of their developed courses.

1. Collaboration. According to this point we the ESP teachers should look for the professionals who are involved in the certain field. After that the syllabus of the ESP course should be demonstrated with the aim of the the further feedback discussing. That's why we discussed the needed themes with the represntatives from the textile production, chemical production, heavy industry, etc.

2. Curiosity. The teacher should be interested in the subject area and want to learn more.

3. Confidence. Confidence will grow as teachers explore the new subject matter, engage with subject specialists and learn from their learners.

We would like to underline that ESP course learners are not only taught the language content, grammar rules, etc but are also research the content language of their fields. That's why such learners upgrade not only their language skills, but also upgrade the relevant knowledge in their field. At the beginning of the last century, scientists came to the conclusion that they have to teach a "functional language" that comprises the terminology and concepts in certain areas. At the same time, the great attention was given to the communicative role of the language, the accent was made on the stylistic functionality. Along with the rapid development of the English language the scientists discussed the term English for Special/Specific Purposes—(ESP). This term simultaneously outlined both the scientific direction and the approach to teaching English which has to be defined according to the students' needs and demands. The increased role of the Applied Linguistics leads to the design of new methodology for the ESP courses. Modern world tends to develop business using mostly English language. This led us to the design of the new discipline "ESP Course. Business English" which could be proposed to the students.

As the purpose of the discipline "ESP Course. Business English" we determined the improvement of the students' ability to enhance communication skills in the conditions of transformation of educational processes. In the process of achieving this goal, students gain knowledge of the basics of ESP course, theory of argumentation; reveal the features of graphic organizers and coding of texts during critical reading, listening and writing. Learners form the ability to correctly argue their thoughts in Business English, to participate in discussions in English, to create projects, to make presentations during the role play. With the help of modern methods and strategies students should master a sufficient level of communicative competence when working with authentic English-language multimedia materials from the Internet; during the implementation of individual and group projects on online platforms, creating own multimedia content; performing tasks in order to form criticality and consistency of thinking and speech.

The main tasks of studying the discipline are: with the help of modern methods and strategies to form general and professionally oriented communicative speech competences in Business English (linguistic, sociolinguistic and pragmatic), to ensure their effective communication in the academic and professional environment; to strengthen the confidence of learners as language users, as well as their positive attitude towards learning Business English and foreign authentic resources; promote the development of communication in Business English while working with authentic multimedia and text materials from the Internet; form and improve the skills of composing exercises and writing texts aimed at the formation of students' critical thinking.

The purpose of the course is the formation of foreign language competence of students of higher education in the field of business communication in the conditions of a globalized and digitalized society, improvement of oral and written (online) communication skills in a professional/academic environment (projects, conferences, trainings, webinars, discussions; creation of e-mails, inquiries, complaints, business plans, reports, etc.); improvement of knowledge about the structure and tasks of business/companies, peculiarities of business etiquette.

Learning outcomes of the discipline:

students will know: grammatical structures that are relevant for modern business communication (oral and written) in academic and professional spheres; language clichés, terminology, etc.; features of official style texts in a foreign language; moral and ethical norms of business communication

students will be able to: use appropriate grammatical structures and business terminology in professional/academic activities; create and edit business documentation; use multimedia technologies to create report, presentation materials; adhere to the principles of tolerance and cooperation.

Competencies and program outcomes.

Students will be able to demonstrate: the ability to describe a communicative situation; knowledge of the rules of business culture of communication in English; the ability to learn and master modern knowledge;

Students will obtain the skills of: effective use of the English language in oral and written business communication; provision of consultations on compliance with the norms of literary language and speech culture; organization of business communication; search, processing and critical analysis of information from authentic online/offline sources; use of multimedia technologies to prepare material for a report, performance, presentation; organization of the self-education process; Soft Skills;

independently solve: problems in professional/academic activity in the field of the chosen philological specialization using Soft Skills and bear responsibility for decision-making/

Necessary educational components (pre-requisites, co-requisites, post-requisites):

theory and practice of written and oral translation of business negotiations and conferences, translation studies and terminology, theory and practice of oral translation of business communication texts into English, Ukrainian and foreign culture, psychology, business Ukrainian language in the translation aspect, general linguistics, theory of language communication, practice of the English language, , theory and practice of written translation from the English language, theory and practice of written translation of business communication texts into English, educational practice, production practice.

During the design of our course we discussed with our students the question “Why is ESP Business English important for you?” As the result we have received responses. There were some similar among them:

1. I think that there is the development of vocational training in the world and it will help me to be successful.

2. *English is the language of international communication.*

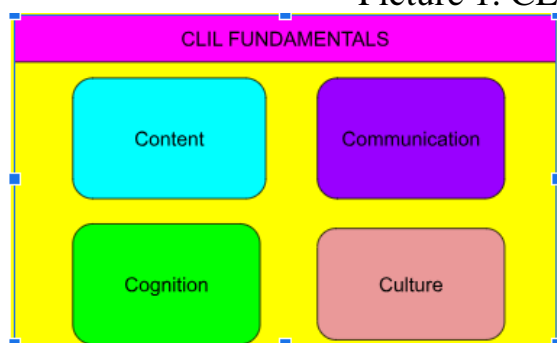
3. *People are using ESP courses for making more money.*

4. *ESP Business English is important because it is cool.*

5. *I have read that ESP leads to the access due to the CLIL but I don't know what is this.*

This made us to implement into the syllabus the CLIL (*Content and Language Integrated Learning*) lessons; which are content-wise, since it facilitates student's initiations into target discourse communities. We created the image of four **CLIL fundamentals** and suggested it to our students for the better understanding (pic.1)

Picture 1. CLIL Fundamentals



CLIL in Business English required from us the simultaneous teaching of both language and specific subject matter, because the teacher must be engaged in reflective teaching, and the learners must be engaged in effective learning.

During our discipline we tried to:

1. Teach specific essentials of Business English (with the help of offline and online resources).

2. Teach specific vocabulary (with the help of Quizlet, Quizzes, etc.)

3. Make sure students learn and understand both (with the help of constant control, tests, surveys, interviews).

4. Implement modern methods of teaching (interactive methods, Flipped Classroom, Brainstorming, Graphic Organisers, Text Coding, etc).

5. Create 'language bath', which helped students to upgrade their communicative skills in genera (with the help of authentic multi-media materials, self-created multimedia materials).

We'd like you to take a look at our content which we have chosen after the detailed analysis of the employers' demands and requirements which were received within the organised surveys, interviews and developed questionnaires.

Content of the discipline:

Topic 1. Business communication in the Digitalized Society

Topic 2. Workplace Communication. Online Conferencing

Topic 3 Business Etiquette, Teamwork, and Meetings. Soft Skills

Topic 4. Job Searching in the Digital World. Employment Interviews

Topic 5. Business Letters.

Topic 6. Business Plan. Presentation / Business plan. Presentation.

Each topic was filled up with the Business English vocabulary and reflected the relevant situation of the digitalised business world which requires special Soft Skills: effective team-work, self-management, time-management, self-education, ability to work under pressure, tolerance, etc. during the work with this topic we pay attention to case studies which help students to integrate in the future profession, to try the communication within the work-place. As one of the best methods we suggest to implement the Brainstorming, method of projects. The topic Online Conferencing was revealed and worked out off line or via the Internet. Students created presentations of their firms or design projects, tried to be the administrator of the conference. As the method we used the Flipped Classroom which helped to reverse roles during the lesson, to form confidence of the students. Business etiquette was devoted not only to the of the English-speaking countries, but also to the Asian, African and Arabic countries which was resulted in bright impressions and emotions of students. Methods of Microphone and Role-Play were used and proved their effectiveness. The content which was devoted to the Job Searching in the Digital World demanded the video which was made by students as their video-presentation for the HR. During the

Course policy (features of conducting training classes): the student is expected to be able to work on projects, work with English-language web content, create own multimedia content using digital technologies, implement work in groups, dyads, triads, answer questions based on the material studied, participate in discussions, trainings, perform current and final practical tasks, perform independent work.

Technical and software/equipment, visibility: personal computers, phones, projector, screen/interactive whiteboard, multimedia online content, Zoom application, etc.

Evaluation system and requirements:

Assessment of students' knowledge is carried out on the basis of the results of current control. The final grade is the sum of the points scored during the current control and is calculated on a 100-point scale.

Current control is carried out during practical classes. When evaluating practical classes, the active participation of students in the class, the ability to answer questions based on the studied material, discussion of debatable issues, performance of practical tasks, and independent work are taken into account.

Great attention was paid to **the ESP Teaching Material** which has to be chosen accordingly to the requirements of the modern digitalized society. We'd like to underline that the general skills of a general English teacher could be implemented for the ESP course methods of teaching along with the integration of authentic multimedia which are also applicable to ESP. But the teacher of ESP should use contexts, texts, situations from their subject area from the web, take students to the real enterprises, use authentic materials, motivate students with variety, relevance

and fun, using modern technologies. As for us, our students were really excited using QrCodes.



Besides the implementation of interactive technologies is real advantage, cause it leads to the improvement of the educational effectiveness. Interactive whiteboards and projectors provide implementation of different charts, diagrams and resourceful presentations, which enhances the motivation. Each gadget has its own software, which could be chosen of free platforms. It is possible to integrate all kinds of web resources, working with the interactive/touch board.

Using sites like <https://www.classmarker.com>

<https://www.onlinequizcreator.com>

and many other resources, you can create surveys, tests, etc. There is a possibility to integrate some resources using an interactive whiteboard, displaying information on a large screen during the obtaining knowledge and skills of the Business English Communication. The computerized educational environment allows us to use the Moodle educational platform, which is helpful for students and teachers within the process of the distance learning. **As the conclusion** we can underline that design of the ESP course for Business English should be combined with modern technologies of teaching. It should be oriented on the formation of knowledge and skills which are relevant for modern business communication considering the process of the globalisation.

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