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DIFFERENT PRACTICAL METHODS IN LEARNING BUSINESS ENGLISH

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Abstract: *This paper presents different methods which help teachers to keep students engaged in the process and improve their English. Using enough variety in the type of activity or game will bring all four learning styles into play: auditory, visual, kinesthetic and tactile. This not only benefits the student who learns predominantly from one learning style, but it helps all students retain information better.*

Key words: *language, business English, motivation, games, teacher, second language, students.*

РАЗЛИЧНЫЕ ПРАКТИЧЕСКИЕ МЕТОДЫ В ИЗУЧЕНИИ ДЕЛОВОГО АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: *В статье представлены различные методы, которые помогают преподавателям держать обучающихся вовлеченными в процесс и улучшить их английский язык. Использование разнообразных видов упражнений или игр всех четырех стилей обучения (слуховые, зрительные, кинестетические и тактильные) превратят занятие в игру. Это приносит пользу не только обучающемуся, который учится преимущественно одному стилю обучения, но также помогает обучающимся лучше сохранять информацию.*

Ключевые слова: *язык, деловой английский язык, мотивация, игры, преподаватель, второй язык, обучающиеся.*

As the world becomes more and more flat – and as English continues to dominate the global economy – university students all over the world are realizing that picking up the second language can do nothing but help their job prospects.

A diverse kaleidoscope of experiences and backgrounds, a classroom of university students offers a complex but very rewarding teaching experience. Students will come to you from all walks of life, and you will be adapting your lessons to suit their needs. Therefore, classes will be more formal and structured. You will be focusing on improving their English for a specific reason, be it conversational business lingo or preparing for a job interview.

Before teaching any aspect of language, get to know each student individually. Learners should want to communicate with you first before you can begin to help them learn to communicate in their second language. Delay the scripted lesson plan and make the class about people getting to know one another. For example, learn not

only the students' names, but also the names of their family members. In other words, talk about what matters to the students first.

If a student arrives late, use that as an opportunity to allow the class to discuss public transportation, numbers or as a review on telling time. If a student has a sick baby, use that as an opportunity to discuss medical issues, body parts or terms for various symptoms. If a student brings in photos of his or her family, use that to springboard into a discussion about family. The bottom line is to be spontaneous. The students will remember and learn real-life language as it unfolds naturally, far better than they will recall a pre-planned lesson that is more abstract.

If your student is struggling to understand something that you think is a simple concept, make sure you're responding with patience and respect. Your tone, body language, and actions will all reveal your attitude. Students pick up on this, no matter how little English they know. Remember, learning English is just one slice of their life, and even though you have more skills in this area, they may have more life experience than you do. Stay humble and respectful.

Many students are interested in getting practice with every day, colloquial phrases. This kind of language, ever-changing, cannot be taught in textbooks, and many students need it for different situations. If you are teaching business English, for example, make it a point to practice common workplace phrases, such as "on the ball" and "kept under wraps."

Every age group process new languages in a completely different way. Once you understand these differences, it will be much easier to cater your lesson plans to fit the needs and abilities of your students.

Although your students may have the initial motivation to enroll in classes, it may vanish into thin air if they suddenly face activities and tasks that don't inspire them to learn. To effectively motivate them, simply consider their goals. Do they want to learn English to do business? Plan activities that specifically cater to this goal, like job interviews, business realia, or business e-mail writing.

Have fun. After working all day or having to get up early for an English class, students want to have fun. Now don't think that by having fun students cannot learn. Quite the contrary, students who have fun will be more motivated to learn. Make sure you meet your objectives when you have fun in class and both you and your students will enjoy class more. Look into using different learning styles in class.

One of the big problems with teaching students second language is that a lot of students who have years of language classes at school and even passed written language exams can hardly string a sentence together.

Learning through fun activities relaxes students, helps bonding between class members and with the teacher, and makes the classroom atmosphere much more supportive for learners.

Students learn more effectively because the activity grabs their attention and interest, so naturally they make more effort to concentrate and retain language.

With the right activities you will rarely have a meaningless, artificial pair work exchange again.

Students get involved in the activity itself and are more inclined therefore to contribute in class, so even the shy students come forward to join in.

Beginners and lower intermediates in particular need a lot of repetition in order to fully absorb new vocabulary and grammar, and this can be done through fun language games.

Using enough variety in the type of activity or game will bring all four learning styles into play: auditory, visual, kinesthetic and tactile. This not only benefits the student who learns predominantly from one learning style, but it helps all students retain information better.

Games allow for the use of setting time limits on tasks, and using competition or races to increase student focus and give an exciting buzz to an activity that could otherwise be quite mundane.

These activities allow for students to work together in small groups in a highly structured way, yet giving them independence to practice constructively, in a supportive atmosphere, without the constant presence of the teacher. This allows your students to get the most out of lesson time, by spending it speaking English.

With an abundance of great ideas for games and activities that you can adapt easily to practice any language point, you will never be at a loss if you finish early or suddenly have to take an unexpected extra class.

The best type of speaking activity for students who wish to polish their Business English involves role plays. All you have to do is place your students in real-life situations and roles.

1. The job interview

First have students come up with a list of some of the most common job interview questions. Ask students to brainstorm possible answers to each of these questions. Remind them of the usual interview strategies, like presenting a weakness that is actually a strength. Have students pair up and take turns being interviewer and job applicant. Walk around the classroom to offer assistance as needed.

2. Company rundown

For this activity, you will need to use real-life, original materials. Discuss with students what visitors to the company might want to know, what information they might seek, etc. With the help of the brochures and sales copy, students brainstorm different ways in which to present the company's services: Students take turns playing the roles of visitor and company employee.

The most successful writing activities for students of Business English, center on e-mail writing, naturally, because it is the type of writing that most students are expected to handle on a daily basis.

Students of Business English need a great deal of vocabulary to feel confident enough to conduct business in English. You can supply them with endless vocabulary lists, but they need to practice these words in context. And there is no better context than the current business events we read about in the newspaper every day.

Choose short newspaper or magazine articles, or extracts. Give each student one short article or extract, with three or four questions they must answer. Students read and answer the comprehension questions. Students then ask each other: "Have you heard the latest about ABC Telecom?" And proceed to summarize the news.

3. Wikipedia entries and business blogs

There are countless reading resources available on the Internet, from Wikipedia entries to business blog posts. If the texts are too complex or too difficult for your students, you may choose to give them your own simplified version. Whatever you choose to have students read, each reading exercise must be accompanied by a series of steps, for a successful learning experience:

a. Warm up to introduce the topic: Ask students what they know about an economic recession.

b. Introduce key vocabulary: in this case, contraction, investment spending, employment, inflation, etc. and practice through examples.

c. Ask students a general question about the text and have them skim the text for the answer: “What generally causes a recession?”

d. Students read the text again to answer more specific questions.

4. Presentation skills

Whether they already give presentations or not on a daily basis, it is essential for your students to be prepared to give them. It is also a great way to practice key vocabulary. In the following example, the teacher introduces the language of charts and graphs.

As seen from experience the use of the above mentioned methods helps to avoid a student’s nervous tension, to change the forms of activity, to draw attention to the main questions of the lesson [1].

References

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