



“What helps learners develop their linguistic feeling?” (p.27)

“The advantages of board games” (p.35)

“How to play ‘Be the first in the classroom’” (p.36)

“How to make learning English interesting and easy for the youngest learners” (p.37)

“What is spaghetti matching?” (p.40)

No.21, 2002

CONTENTS

EDITORIAL

Olena Korol

REPORTS AND PROMOTION

REVISED CURRICULUM FOR ENGLISH LANGUAGE DEVELOPMENT IN UNIVERSITIES AND INSTITUTES

Team of Authors.....2

THE YOUNG LEARNER TRAINING COURSE, POLAND, 2001

Nadezhda Ryzhikh.....6

THE SEVENTH NATIONAL IATEFL UKRAINE CONFERENCE.....7

HUNGARY, SUMMER – 2001

Tatiana Karpova.....8

PROJECT WORK WITH VERY YOUNG LEARNERS OF ENGLISH

Juliya Panchizhna.....10

THE BRITISH COUNCIL GETS TEACHERS ONLINE

Olga Nozhnina.....12

2001 PECS SUMMER SCHOOL (HUNGARY)

Elena Urazova.....14

SHARING AND CARING

INTEGRATED APPROACH TO TEACHING ENGLISH IN LITERATURE CLASSROOM

Yana Reprintseva.....16

TEACHER DEVELOPMENT

ENGLISH VS FRENCH IN THE LANGUAGE CLASSROOM: OBSERVATIONS AND PRACTICAL IDEAS

Carolina Lototska.....25

EFFECTIVE CLASSROOM MANAGEMENT

Doug Allen.....32

YOUNG LEARNERS

BOARD GAMES

Dina Pokhil.....35

ENGLISH FUN FOR LITTLE ONES

Iryna Vakal.....37

MATERIAL DESIGN

VOCABULARY LEARNING AS PART OF INTEGRATED SKILLS

Vira Popova.....38

BUSINESS ENGLISH

TEACHING FUTURE SPECIALISTS OF BANKING ORAL BUSINESS COMMUNICATION

L.V.Knysh.....42

RESEARCH

TEXT DECODING COMPREHENSION

Svitlana Voitiuk.....46

PROJECTS

NGO – ELT – CIVIC EDUCATION

Olga Tsymbal.....47

BOOK REVIEW

Natalie Muratova.....51

Cutting Edge – now a four-level course for adults and young adults!.....54

small groups and give them a short poem with familiar vocabulary. After the students have read through the poem invite them to present its meaning in the form of key words taken from the text and linked by some graphic device. Then ask them to explain to one another how and why they produced their diagrams

Vocabulary enrichment and retrieval should be woven into the lesson fabric as an important and purposeful activity. By encouraging the students to play with words, the teacher can help them to increase their interest in words in relation to concepts and in association with other words, and to refine their appreciation for nuances of meaning. While learning vocabulary students recognize metaphorical language use and get to know how words collocate. They also realize what stylistic and topical contexts words and expressions occur in. They get to know about word formation that means knowing how words are written, spoken and how they can change their form. Just as words change

according to their grammatical meaning, the use of certain words can trigger the use of certain grammatical patterns. So knowing what a word means is far more than just understanding its meaning. It becomes integrated into general English language skills.

BIBLIOGRAPHY:

1. J.Morgand, M.Rinvoluceri VOCABULARY 1-4.(OUP)
- 2.S.Hause (Richmond) AN INTRODUCTION TO TEACHING ENGLISH TO CHILDREN
- 3.J.Flower BUILD YOUR VOCABULARY, (LTP)
- 4.W. M. Rivers A PRACTICAL GUIDE TO THE TEACHING OF ENGLISH.(OUP)
- 5.L.Taylor(Prentice Hall) TEACHING AND LEARNING VOCABULARY
- 6.P. Hubfard A TRAINING COURSE FOR TEFL. P. Hubfard (OUP)



BUSINESS ENGLISH

TEACHING FUTURE SPECIALISTS OF BANKING ORAL BUSINESS COMMUNICATION

*L.V. Knysh
Ukrainian
Academy of
Banking.
Sumy*

At the time of setting economic relations between Ukraine and the world market there grows a necessity in highly qualified specialist who would be ready for oral professional communication in

English as well as for making business documentation that is for business communication with foreign firms. But it is not an easy task to train such specialist. The difficulty of the problem is mostly in

the lack of material.

But at the present time owing to the demands of a social order the task of teaching students - future specialists in the sphere of banking communication with foreign partners is sharply set as it has been never before

Speaking a foreign language, especially English, became an inalienable component of professional activity of the specialists who solve the professional tasks in English. So, the object of mis Investigation is the process of teaching students - future specialist in the sphere of banking - oral business direct and indirect communication in English on the phone

The specific character of economic higher institutions is that their students acquire knowledge in business and commerce professionally which in its turn defines the degree of their knowledge in the given sphere of activity. It is expedient to get down to forming practical knowledge and skills in business communication in English or any other foreign language at the 1 - 4 years of study. It is supposed that to this time students of economic higher institutions master practically all the skills necessary for successful realization of foreign language communication in different registers (official, inofficial), can modify their speech taking into consideration extralingual factors of a communicative situation.

As far as the informational basis is concerned the availability of which is necessary for successful mastering Business English, it is formed lectures on economy and articles from periodical press in native and foreign languages.

At the initial stage of an economic higher

institution it would be better to aim at the non-professional spheres of communication - social, cultural - with a gradual transfer to the purely professional subject. So, the partial preparation of the students who study banking for

communication in the professional sphere may be realized the integrated introduction of the general economy vocabulary into the educational process which is used in non-professional spheres of communication, for instance, bank bankruptcy, exchange office,

department, to change, to control, to check, etc.

The course of teaching students - economists, Business English may be organized according to the subject principle and comprise the following topics:

1. Effective Face to Face Speaking;
2. Letters, Telexes, Telegrams, Faxes, Teletexts, E-mail, Memos
3. Making Phone Calls and Taking Messages
4. Writing Reports, an Agenda and Minute minutes
5. Company Organization
6. Applying for a Job
7. Marketing Strategy. Prices. Profits. Taxes;
8. Export/Import Operations;
9. Terms of Delivery. Documentation. Agents After-sales Service
10. Methods of Payment
11. Banking Systems
12. Bank Operations
13. Dealings in Securities, Commodities and Currencies
14. Stock Exchanges, Commodity Exchanges, Fi

A communicative need is understood as socially stipulated necessity of this or that activity reflected in the consciousness which demands using language for its realization.

Financial Exchanges

15. Going through the Customs.

The chapters devoted to the topics 1-4 also comprise the recommendations on organizing the students' activity in acquiring oral and written kinds of speech activity in the situations of business communication.

The topics of the chapters 5-15 let students get acquainted with more important realities of modern foreign and native market economy and with the means of their interpretation from English into Ukrainian and vice versa.

The organization of students' activity in mastering Business English foresees using different forms and methods of work. While teaching oral business direct communication in English and indirect one on the phone in the sphere of banking, it is necessary to solve some tasks among which there is a definition of communicative needs, spheres of activity, kinds of typical communicative situations of direct and indirect communication, as well as nomenclature of communicative roles of the specialists and communicative intention.

The definition of communicative needs is the key sign which characterizes professionally oriented teaching. A communicative need is understood as socially stipulated necessity of this or that activity reflected in the consciousness which demands using language for its realization.

The communicative intentions provide the motivated stage of the communicative act and concretize its content. For successful forming of practical knowledge and skills of oral Business English communication in any higher economic institution is expedient to narrow the set of communicative intentions to the most typical and sufficient ones for teaching communication. The communicative intentions get clear and full concretization in concrete typical communicative situations which are

to be designed in the process of study.

The concretization of needs in communication with foreign partners presumes the definition of typical communicative situations and intentions.

In the generalized understanding the complex of communicative intentions which are concretized by communicative situations may be presented as informing, urging to expressing as well as keeping speech etiquette.

For development of the speech communicative skills in Business English students are suggested to fulfil a set of problematical communicative tasks and tasks within role-play.

A role-play with a communicative aim whose degree of adaptation to the reality may vary according to the level of students' speech training is effective means of perfecting the skills of using terminological vocabulary and activation of oral Business English communicative skills. The content of the role-play may vary according to the subject aim of a lesson. These may be business conversations on the phone, press-conferences, meetings of the members of the Board, interviews when applying for a job, etc. While studying the topics, 7-15 the role-plays may be presented as negotiations when one of the partners does not speak English and must have an interpreter

It is necessary to consider while teaching Business English that the specific feature of business communication is a great number of economic terms. So it is expedient to explain the definition of many terms.

The most widespread sphere of communication of the specialists in the sphere of banking is professional. A solution of professional tasks takes place during the official conversation which is of an individual or of a group character. The most preferable subjects to discuss in typical situations

of direct and indirect business communication on the phone are usually as follows: a presentation of the bank, currency exchange, operations with credit cards, opening and closing the accounts, setting correspondent relations, giving a credit, investments, participation in joint projects, etc. People who work in the professional sphere of banking are presented in the following roles: a teller (or a cashier), an accountant of the currency operations department, an accountant of the investment department, an accountant of the check department, a consultant, a manager, an expert, a counsellor, a partner, a representative of a bank, etc. So, everything mentioned above may be used in role-plays based on the reality with a communicative aim.

It is necessary to mention that the peculiarity of oral professional communication of people working in the sphere of banking is that in the process of their professional activity they have to communicate with their colleagues (i.e. specialists who are presented in the same roles) as well as with

their clients (i.e. non-specialists) and vary their speech behaviour depending on an addressee. While communicating with a colleague a specialist uses official business speech style with a full set of general economic and special bank terms and constructions; but contacts with clients (non-specialists) limit the use of the whole spectrum of the bank terminology which is stipulated not only by the difference of conception and volume of services connected with them because of disparity between banking policy of different countries but also by the common level of understanding the meaning of special terms by non-specialists.

So, we can see that the effective teaching students of any higher economic institutions- future specialists in the sphere of banking - oral business direct and indirect communication on the phone may be achieved by means of proper organization of the students activity during a lesson, by using different forms and methods of work including role-play

