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ДЕЛОВОЙ АНГЛИЙСКИЙ В ВЕК ГЛОБАЛИЗАЦИИ

Статья посвящена влиянию информационно-коммуникационной революции на изучение и преподавания английского языка.

Авторы признают, что электронное общение стало естественным следствием глобализации и описывают особенности его влияния на образование. Во-первых, это свободное взаимодействие студентов в режиме реального времени через электронную почту и информационные сети. Во-вторых, это интерактивное диалогическое взаимодействие студент-компьютер, в котором преследуются конкретные цели коммуникации, т.е. диалог между человеком и машиной. В-третьих, это общение студентов в классе при работе с учебным программным обеспечением, которое выступает в качестве катализатора общения и средства воссоздания условий коммуникации.

Исследование показало, что существующие подходы к межкультурной деловой коммуникации имеют ограниченную ценность. Авторы предлагают использование методологии ECOLE, которая учитывает взаимосвязь между ожиданиями, общением, организацией, лидерством и этикетом (акроним от Expectations, Comminication, Organisation, Leadership, Etiquette).

Подчеркивается, что сначала необходимо сосредоточиться больше на обучении деловым навыкам в

международной среде, а затем на преподавании делового английского, необходимого для эффективного применения этих навыков. Отсюда необходимость познакомить преподавателей с основными техническими процессами управления Интернетом, удаленной связью и учебными Интернет-ресурсами.

Авторы приходят к выводу, что четыре ключевых фактора необходимы для эффективного обучения деловому английскому языку. Это важность межкультурных знаний для создания сбалансированных международных деловых отношений, обучения навыкам эффективной деловой деятельности и языка, необходимого для их применения, навыков дистанционного общения и соответствующего языка и, наконец, техническая подготовка преподавателей.

Ключевые слова: деловой английский, межкультурная коммуникация, глобализация информационно-коммуникационные технологии.

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BUSINESS ENGLISH IN THE GLOBAL AGE

The article is devoted to some implications of the information and communication revolution for English language learning and teaching.

The authors state that electronic communication has become a natural consequence of globalisation and describe the peculiarities of its influence on education. Firstly, it is free interaction of students in real time through the medium of e-mail

and information networks. Secondly, it is interactive dialogical student-computer interaction, wherein specific communication goals are being pursued, i.e. a dialogue between a man and a machine. Thirdly, it is students' in-class communication while working with computer training software acting as a catalyst for communication and a means to recreate the conditions of communicative settings.

Research has shown that existing approaches to intercultural business communication are of limited value. The authors suggest using the ECOLE methodology which takes into account the interrelation between Expectations, Communication, Organisation, Leadership and Etiquette.

It is highlighted that the focus needs increasingly to be on teaching international business skills and then teaching the business English needed to perform those skills effectively. Hence the necessity to teach teachers on pre-service and in-service training courses the basic technical processes of Internet management, remote communication and online learning resources.

The authors come to the conclusion that four key factors are necessary for effective business English teaching. They are the importance of intercultural awareness in building good international business relations, the importance of teaching business performance skills and the English needed to fulfil them, the importance of teaching remote communication skills and the language needed to fulfil these and finally, techno teacher training.

Key words: business English, intercultural communication, globalisation, information and communication technologies.

Introduction

The last twenty years of the 20th century and the first twenty years of the 21st century are witness to a new and accelerating globalization revolution, the key technology of which has been the development of information communications technologies

(ICT) based on the Internet.

The development of ICT using the Internet is the basis of what sociologists such as Manuel Castells call 'the Information Society'. Something like 90% of international information transfer over the Internet is carried out in English. This inevitably has implications for the teaching of business English to equip English language learners to operate successfully in the emerging international environment. This paper explores some of the implications of the ICT revolution for English Language learning and teaching.

What is globalization?

Globalization is a term used to describe a new phase in the internationalisation of production, sourcing and distribution of goods and services throughout the world. It is economically driven and is summed up by the statement made by the New York Times correspondent, Thomas Friedman in the words, 'Anything that can be made cheaper in the world, will be.' (Friedman, 2005). Characteristic of this globalization is the emergence of a global financial market centred on competing locations, such as London and Frankfurt, the emergence of world capital markets and the emergence of multinational corporations with higher GDP and more power than many nation states.

States and cities equally have developed a policy of soft power, influencing hearts and minds internationally to increase tourism, increase exports, encourage inward investment and enhancing international and place reputation.

The key technology of the current phase of globalization are the Information and Communications technologies which are changing the way the world does business.

The technology that has allowed this degree of intercommunication to happen at such speed is the Internet and the explosion of face-to-face communication due to labour migration and refugees bringing the understanding of successful intercultural communication to the fore (Malyuga, 2013).

Although the largest single users of International electronics

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communications are the Chinese and Mandarin is the main language used in electronic communication, over 90% of international email traffic is in English. This therefore impacts the teaching of business English.

How information and communications technologies are influencing the teaching of business English

Four key trends are evident in the adaptation of business English teaching to the new economic realities. They are the importance of intercultural awareness in building good international business relations, the importance of teaching business performance skills and the English needed to fulfil them, the importance of teaching remote communication skills and the language needed to fulfil these and finally, techno teacher training.

Multimedia technology and global Internet network affect the educational system, changing the content and methods of foreign language teaching by a substantial margin. Today, lecturers have to look for new pedagogical tools, and in the modern conditions, taking into account the students' interest in information technology; it can become a powerful motivation tool in teaching Business English (Poljakova & Ivanova, 2014).

Computers help take student activity control to a new level while ensuring flexible supervision over the training process. The teacher's role is no less important here, as he chooses software, didactic material and individual tasks, helps students in the course of work, assesses their knowledge and progress. Applying computer technology, we can legitimately choose the best training options.

As information processing tools, computers may be applied in diverse and varied ways, allowing for quick information search and electronic library browsing.

Whenever computers are being implemented, verbal communicative activity should be considered in the framework of three key aspects. Firstly, it is about free interaction of students in real time through the medium of e-mail and information

networks, i.e. an authentic dialogue realised in writing between communication partners. Secondly, it is about interactive dialogical student-computer interaction, wherein specific communication goals are being pursued, i.e. a dialogue between a man and a machine. Thirdly, it is about students' in-class communication while working with computer training software acting as a catalyst for communication and a means to recreate the conditions of communicative settings.

Business English teaching calls for active and appropriate use of computers in the classroom. The key syllabus component in foreign language teaching is training the various types of speech activity: speaking, listening comprehension, reading and writing. Training software is a simulation device that organises students' independent work, regulates it and creates the conditions where students are able to independently mould their knowledge, which is particularly valuable, because ready-made knowledge is rarely stored in people's memory.

The need for cultural awareness

The development of electronic communication means that people who have never travelled abroad and not had the opportunity to meet many foreigners are now having to deal with new colleagues, clients and partners at an international level while remaining rooted in their own cultures. This need for electronic communication has propelled the need for intercultural awareness as a key focus in business English teaching (Ponomarenko, 2012).

In real terms this means teaching the expectations, communication patterns and management styles not just of English speaking communities such as the UK or the US but also of key export markets your students may find themselves dealing with in English.

A useful way of breaking this down is to use the ECOLE methodology developed by Tomalin and Nicks in 'World Business Cultures - a Handbook'. ECOLE is an acronym and it stands for Expectations, Communication, Organisation (business

process, time and teams), Leadership (degree of collaborative leadership, decision making, project management and diversity management) and Etiquette (greetings and leave-taking, showing respect, formality, dress code, gift giving and hospitality).

However, the cultural teaching models used by many teachers, such as Hofstede, Trompenaars and Lewis, are applied to nation states.

It is clear that this is of limited value as nation states (including Russia) are made up of many large communities with varying adhesion to the 'national business culture'. Therefore in any cultural investigation it is important to recognize that in any encounter there will be different levels of experience at play. We can break these down as follows:

- Individual experience – travel, personal career, studies.
- Social experience – social background, upbringing, education.
- Professional experience – very important, as the experience of working in a particular industry influences the way we think about work and business process (Malyuga, 2010).
- Regional experience – the influence of the region we come from.
- National experience – being Russian.

Although in dealing with people from overseas our first point of enquiry is usually nationality, it is important to realize that this is only the surface and that in the all-important process of building good personal business relationships we need to use it as a platform for digging down to the personal as the relationship develops.

Does this mean that the national business cultural models developed by such luminaries as Hall, Hofstede, Trompenaars and Lewis are invalid? Not at all but there may be a case for using concepts such as monochromic and polychronic (Hall) as

useful concepts to apply to groups and individuals rather than whole nationalities, this avoiding to a degree the danger of 'essentialism' or cultural stereotyping.

Business English as a lingua franca

At any rate though, teaching English, taking into account its two main varieties, is justified due to the expansion of contacts and the extensive use of the English language in various fields.

Thus, the use of English as the leading lingua franca in the world is a contribution to international politics, business, education and the media. While communicating with people from other countries in the world, an English speaker acquires an intuitive ability to exclude words from their regional variations, which might otherwise be misunderstood. In international politics, business and education, in the media and on the Internet, English, in our opinion, will be a mutually understandable language, thanks to the constant interaction (electronic and other) between varieties of English in different parts of the world. Therefore, the significance of English as a lingua franca is increasing, thereby increasing the need for both native and non-native speakers (especially professional translators) to nurture their skills of cultural awareness.

Increasing interaction between cultures is both positive and negative in nature. On the one hand, there are new vistas to explore and new relationships to build and improve. But at the same time, there's no way to avoid cultural clashes and conflicts stemming from different takes on one and the same issue. Such conflicts often occur because of sheer lack of rudimentary cultural awareness.

Native speakers of both American and British English tend to speak at speed and are unaware of or intolerant of the problems this can cause to non-native speakers. They use idioms and colloquialisms without explaining them. They use banter and jokes between themselves which excludes non-native participants in conversation. And they spray acronyms liberally without explanation. They need to learn to articulate, to pause, to avoid

jokes that no-one understands, to explain idioms and acronyms and to keep their sentences shorter and simpler. Keeping your sentences to 25 words or less is a good aim (Tomalin, 2015; Tomalin & Nicks, 2014).

Performance skills first, language second

As we begin to teach business English, usually from CEFR B1 upwards, the focus needs increasingly to be on teaching international business skills and then teaching the business English needed to perform those skills effectively. This involves understanding the conventions of face-to-face communication, both formal and informal, body language, presentations, meetings (both running and taking part), negotiating and networking and also of written English conventions. It also involves developing the information gathering and critical thinking skills needed to understand and analyse reports and contracts and international sales and accounting returns.

If curricula can focus on business skills first and then teach the business English needed to perform those skills, our students will be better at working internationally with companies overseas when they enter the business market.

Remote communication

A feature of the international business environment is remote communication. International staff and project teams are increasingly based in different countries and the majority of communication exchanges take place remotely. The key media that students are likely to be in contact with in English are:

- teleconferencing
- videoconferencing
- emails
- social media (twitter, Instagram, Linked-in, Facebook etc, as well as blogs, Vlogs (Video blogs) and e-zines)
- Telephone/SKYPE and other real time personal remote communication media

All these are relatively new technologies and students need to learn the language conventions and the behavioural conventions associated with managing each.

Techno teacher training

Finally, there is an important teacher training factor to consider. We cannot assume that all English teachers are 'techno-savvy' although many are. We need to teach teachers on pre-service and in-service training courses the basic technical processes of Internet management, remote communication and online learning resources and how to use them. Useful resources in this area are Nik Peachey's 'Thinking Critically Through Digital Media' and Russell Stannard's www.teachertrainingvideos.com. Teachers also need to learn about cybersecurity and how to support their students in making sure they don't post things they will later regret and guard against hacking and 'robotisation' of their computers.

Conclusion

If we are to prepare are students for the challenges of an informationally integrated world then we need to train them and teachers in the four key areas that we have outlined: intercultural awareness, performance skills and the language to fulfil them, remote communication skills and the language to fulfil them and, of equal importance, techno teacher training. If we do this Russia as an internationalizing economy will be fully equipped to rise to the new international business challenges of the information society.

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МНОГОУРОВНЕВОЕ РАЗВИТИЕ ОБУЧЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ В ОБРАЗОВАТЕЛЬНОМ УЧРЕЖДЕНИИ