

- inostrannym jazykam na sovremennom jetape [Professionally oriented teaching foreign languages at the modern stage]. *Voprosy prikladnoj lingvistiki*, 3, 83-97.
- Malyuga, E.N. (2013). Razvitie teorii mezhkul'turnoy delovoy kommunikatsii [Intercultural business communication theory development in modern linguistics]. *Vestnik Buryatskogo gosudarstvennogo universiteta*, 1, 35-40.
- Peachey, N. (2016). Nik's Learning Technology Blog. Retrieved from <https://nikpeachey.blogspot.co.uk>
- Poljakova, N.V., & Ivanova, A.G. (2014). Interaktivnyj metod - veb kvest - v professional'no orientirovannom obuchenii v nelingvisticheskikh vuzah [The interactive method of web-quest in professionally orientated teaching in non-linguistic universities]. *Voprosy prikladnoj lingvistiki*, 15-16, 90-95.
- Ponomarenko, E.V. (2012). O pragmaticheskoj jeffektivnosti rechi i zadachah lingvodidaktiki delovogo obshhenija [On pragmatic effectiveness of speech and the tasks of business communication linguodidactics]. *Voprosy prikladnoj lingvistiki*, 7, 61-70.
- Stannard, R. Teacher training videos. Retrieved from [www.teachertrainingvideos.com](http://www.teachertrainingvideos.com).
- Tomalin, B. (2013). *Key Business Skills*. London: Harper Collins.
- Tomalin, B., & Nicks, M. (2014). *World Business Cultures – a Handbook*. London: Thorogood.
- Trompenaars, F., & Hampden-Turner, C. (2013). *Riding the Waves of Culture*. London: NB Books.

**УДК 800**

**Махмуд Ага Мунир**

**Российский университет дружбы народов**

**МНОГОУРОВНЕВОЕ РАЗВИТИЕ ОБУЧЕНИЯ НА  
ИНОСТРАННОМ ЯЗЫКЕ В ОБРАЗОВАТЕЛЬНОМ  
УЧРЕЖДЕНИИ**

*Данная статья посвящена современной тенденции интернационализации образования. Утверждается необходимость успеха при обучении бизнесу на иностранном языке, так как интернационализация образования не может быть решена лишь «переключением» языков. То, как университет планирует обучение на иностранном языке, как преподаватели справляются с ним и насколько студенты активны на занятиях, может повлечь за собой возникновение ряда проблем.*

*Так, автор выделяет проблему несоответствия целей, форм реализации и ожиданий. Другой важной проблемой является несоответствие между педагогическим подходом и убеждениями и опытом обучаемого. Подчеркивается, что роль традиционных лекций должна быть сведена к минимуму, тогда как другие, более интерактивные средства обучения должны приниматься во внимание. Кроме того, мультикультурные группы требуют таких методов обучения, где оно происходит в ходе размышления и рассуждения.*

*Исследование показывает, что необходимы обширные знания о национальной культуре, различных культурах обучения, а также различных ожиданиях от преподавания и обучения, которые основаны на культурных различиях. Кроме того, необходимо определять несоответствия между навыками обучаемого и требованиями к обучению. И, наконец, недостаток коллегиального взаимодействия и административной поддержки также относятся к ряду проблем.*

*Автор предлагает следующие решения. Первым и наиболее важным средством является рациональное планирование и организация, которые по всем стандартам должны начинаться с четко определенных целей. Происходит обсуждение как в рамках факультета, так и на кафедральном уровне для общего понимания того, "чего необходимо достичь путем обучения на иностранном*

языке". Второй способ - соответствующее содействие преподавателям. Они должны получить всю необходимую поддержку, доступную для преподавания делового иностранного языка. Третий способ касается адекватной поддержки для студента. Роль студента как важного и активного участника в процессе обучения и обучения является достойной пристального внимания.

*Ключевые слова:* образование в области бизнеса, обучение на иностранном языке.

**UDC 800**

**Mahmoud Agha Munir**

**RUDN University, Peoples' Friendship University of Russia**

#### **MULTI-LEVEL DEVELOPMENT IN EDUCATIONAL INSTITUTION TO MASTER TEACHING IN A FOREIGN LANGUAGE**

*This article addresses the recent trend of internationalization in education. It states the requirements of success when teaching business in a foreign language, since internationalization of education cannot be seen as a matter of "simply switching the language". Universities, which organize teaching in a foreign language, the teachers, who are reading the subject, as well as the students, participating in it, are subjects to a great number of challenges.*

*Thus, the author singles out the problem of confusion between the aims, implementation forms and expectations. Another essential issue, is the mismatch between pedagogical approach and learner beliefs and experiences. It is stressed that the role of traditional lectures should be minimized whereas other, more interactive means of teaching should be considered. Moreover, multicultural classrooms require teaching methods where reflective and contemplative learning takes place. Research shows that a wide knowledge on cultural issues, different learning cultures, and different expectations towards teaching*

*and learning which are based on cultural differences are necessary. Moreover, a mismatch between learner skills and requirements should be identified. Finally, the lack of collegial co-operation and administrative support can be added to the list of problem areas.*

*The author suggests the following solutions. The first and most important point is rational planning and organizing which in all standards should begin with clearly defined objectives. There is a need to discuss the question both within the faculty and on a departmental level as well as to create a common understanding of the question of 'what are we trying to achieve by teaching in a foreign language'. The second point is adequate support of the teachers. The teachers should get all the support available for developing and applying business in a foreign language teaching. The third point is an adequate support for the student. The student's role as an essential and active participator in the teaching and learning process is a worthy notice matter.*

*Key words: business education, teaching in a foreign language.*

### **Introduction**

During the last decades, a prevailing tendency of the labour market urged many educational institutions to go through the process of transformation from localization to internationalization of education. The challenge of educational institutions is to prepare highly qualified staff so that they could survive and meet the necessities of a highly internationalised world (Tomalin, 2015). Required qualifications are not confined to general business knowledge and skills, but extend to multicultural ones and the use of a foreign language, the result of a daily need for international communication skills actualisation. The demand of such type of education is not only to satisfy the needs of local students but also to cover the needs of the increasing number of student exchanges worldwide.

On behalf of educational institutions, the appropriate response

to the emerging challenges has been to teach business in or through a foreign language. According to Marsh (2002) "... teaching in a foreign language means just switching the language, but teaching through a foreign language is learning both the language and non-language content in the same learning environment". While implementing this response a great focus on the quality of teaching must be taken into consideration in order to enable a university to reserve a standard level of development of its reputation as an attractive associate to foreign universities.

Some universities whose emphasis is on the short term benefits at the expense of students' interests will likely lose reputation because, as a rule, high quality teaching and learning business in a foreign language is not a matter of twisting the course of the language, but it needs particular skills and unique knowledge from both the teacher and the student. That is to say, universities aiming at internationalizing their teaching need to be aware of both planning and implementation of their business teaching in a foreign language (Carr et al., 1999).

Good language knowledge and skills from teachers and students are not the only things required for teaching in a foreign language. We also need a wide range of knowledge on cultural issues, different learning cultures, and different expectations towards teaching and learning which are based on cultural differences. This understanding of teaching and learning in a foreign language was extracted from the following quotation: "... The teachers should realise that the foreign language they use is not only a tool but an empowering mediator between themselves and the students, the content and the respective cultures. It is important that they see the potential – now often hidden – of the foreign language component and its relevance" (Tella et al., 1999).

A starting point, for any educational institution planning to proceed the change in the course of education, should be bringing forward the problem areas that may exist in teaching with the help of a foreign language, after which they should work out

multi-level developments to address these problems. Let us point out some of these problems that teaching in a foreign language often runs into.

### **Identifying some problems**

As presented above, teaching business in a foreign language is a challenge for both teachers and students. Poorly planned and managed business in a foreign language teaching opens up many areas of potential conflict (Tella et al., 1999). Furthermore, several problems are to be taken into account in developing the foreign language teaching. Firstly, there seems to be a confusion between the aims, implementation forms and expectations. It is essential that we know at the faculty, departmental, and teaching levels why we are teaching in a foreign language and how we want to implement it (Lehtonen et al., 1999). The second essential issue, that underlies the difficulties related to business teaching in a foreign language, is the mismatch between pedagogical approach and learner beliefs and experiences. Good quality teaching requires the teacher to be aware of the differences between various academic practices and their possible influences on the students' learning. The role of traditional lectures should be minimized whereas other, more interactive means of teaching should be considered (Beatty, 2015; Rasanen, 2002). In general, the instructions for the courses should be even clearer for the international students than for the domestic ones. Moreover, multicultural classrooms require teaching methods where reflective and contemplative learning takes place (Lappalainen, 2002).

Thirdly, a mismatch between learner skills and requirements can be easily identified. If we do not know beforehand, what kind of students we want to accept to our courses, it is difficult to adjust the teaching to meet the abilities and existing knowledge base of the students both in the foreign language and in the subject matter. Obviously the lack of required skills and knowledge for passing the course creates a serious problem.

Fourthly, there is no doubt that if teachers' language

proficiencies are inadequate it creates several problems. The language skills of the teacher have an inevitable effect on the quality of teaching and the quality of students' learning. The importance of language skills, however, is not as great as that of the teaching skills: one can have excellent language skills and still face problems in business teaching due to inadequate skills regarding teaching methods in a business context (Grasz & Kuortti, 2002; Marsh, 2002).

Finally, the lack of collegial co-operation and administrative support can be added to the list of problem areas. Teaching in a foreign language absolutely requires more than teaching in a mother tongue. A single teacher does not usually have the resources to do all the work required for good teaching in a foreign language. The lack of staff training and development and the inadequacy of support systems available for teachers have its influence on the developing of business teaching in a foreign language.

#### **Development and solutions required**

The first and most important point is rational planning and organizing which in all standards should begin with clearly defined objectives. Objectives should make clear what is expected of the students. According to Gainen and Locatelli (1995, p.51), the objectives should aim at answering the following four questions:

- Content – what do students need to know about the subject?
- Action – how do we want students to use the knowledge?
- Context – under what circumstances will students be expected to demonstrate their knowledge?
- Performance – by what standards will students' performance be judged?

There is a need to discuss the question both within the faculty and on a departmental level as well as to create a common understanding of the question of 'what are we trying to achieve by teaching in a foreign language'. Also there is an urgent need to replace the course at hand by programs whose primary objective

is acquisition of the skills and competencies needed in practice. In this sense, there are two ways of organizing business teaching in a foreign language: International Master's programs and special study packages. In both ways there is an application procedure to make sure that the students have a good command of the foreign language and proof track in previous studies. And finally in the process of organizing teaching business in a foreign language educational institution has to arrange the curriculum that can consist of an introductory course, basic courses, advanced courses, and intercultural courses on international business issues.

The second point is adequate support of the teachers. The teachers should get all the support available for developing and applying business in a foreign language teaching. If the teacher is student oriented (which often results in good teaching), but the organization is not, the teacher is likely to experience a conflict in roles that lowers her/his job performance (Babin & Boles, 1996). In addition, if the teachers are unsure of the standards by which their job performance is judged, this increases their ambiguity (Singh, 1993) thus decreasing job performance. The support should be implemented through enhancing intercultural awareness, developing teaching and language skills through training and language consultation, and providing resources to compensate for the extra effort of the faculty members. We should encourage the teachers and give those who are involved in teaching business in a foreign language, the possibility to attend specialized courses that facilitate the understanding of international academic cultures. Such understanding enables teachers in accommodating suitable learning style, study strategies and previous experiences of the students in classes that are usually multi-lingual, multi-age and multi-degree. Another key issue is teacher's language proficiency. It indicates the need to have fixed arrangements for language consultations and reference systems for the faculty. These arrangements should include e.g., language checking services, dictionaries and



glossaries. Teacher exchange arrangements would be an important part of supporting the development of teachers. This gives an opportunity to develop language skills, and learn new pedagogical practices. An additional issue, related to adequate support to teachers of business in a foreign language, is being rewarded for the extra effort. An appropriate way of showing appreciation for this effort would be to raise the salary of the teacher by one wage bracket. In other words, payment should be based on the seniority and experience level of the teacher. Another way to compensate for the extra effort could be to see one teaching hour as equivalent to two hours of teaching in the mother tongue and pay a language supplement to the teacher.

The third point is an adequate support for the student. The student's role as an essential and active participator in the teaching and learning process is a worthy notice matter. Thus, some efforts should also be made to influence the students; both domestic and international, in order to develop the quality of teaching and learning, business in a foreign language. Everything should be made clear. Let's start with domestic students. The reasons why it is useful for domestic students to participate in such courses are related to the possibilities provided by "internationalization at home"; interaction with international students enables them to become acquainted with other cultures, enhance their language skills with the help of interaction with the exchange students, as well as enhance their social and team working skills through participating in multicultural groups (Cheney, 2001). The international students' willingness to participate in more social forms of studying, e.g. group work, is high (Garam, 2002) and thus it would be very fruitful to encourage the domestic students to interact with them through multicultural learning. While for international student, to be able to pass such a course, the extra support and special training could be included as part of the introductory course suggested earlier in this article. All in all, it is very important for the domestic students to be motivated to actively communicate with the

international students through group work. The student union could perhaps try to take an active part in making the most of, teaching business in a foreign language. For example, the union could appoint a certain contact or guide person to make sure that the international students are encouraged to take part in various student activities. The social interaction would then also make it easier for the domestic and international students to interact during the courses. The possibilities for international students to join student organizations and other social clubs, etc. have been noted to help the students to learn to speak a certain foreign language more fluently and to adapt to the host country's way of life (Ladd & Ruby, 1999).

### **Conclusion**

In this paper I have pointed out some problems that teaching in a foreign language often faces and I have argued that if a university or an educational institution wishes to internationalize its business education through teaching in a foreign language, university or educational institution actions should be purposefully planned, organized, and presented to the required development areas. I wish to stress that the development areas form a coherent entity only if all of them are taken seriously and organized according to the goals that the institution sets for its teaching business in foreign language. However, the most important direction for the future research is an action research studying the execution of this kind of development in a Business School which provides teaching business in a foreign language. It is of utmost importance to identify the obstacles that such a process of change would encounter, so that they would not prevent successful development in all schools. In addition, the factors enhancing the change should be detected, so that they could be encouraged in other schools following the suggestions. Since this study is deeply committed to the development of teaching in a foreign language, I hope to be able to provide further results on such an ongoing process of change.

### Литература

1. Babin B.J., Boles J.S. The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction // *Journal of Retailing*. – 1996. – Vol.72. – Pp. 57–75.
2. Beatty, K. Mobile language learning: the world in our hands. // *Вопросы прикладной лингвистики*. – 2015. – №1 (17). – С. 9-35.
3. Carr S.C., McKay D., Rugimbana R. Managing Australia's aid- and self-funded international students // *The International Journal of Educational Management*. – 1999. – №13(4). – Pp. 167–172.
4. Cheney R.S. Intercultural business communication, international students and experiential learning // *Business Communication Quarterly*. – 2001. – № 64(4). – Pp. 90–104.
5. Engwall L. Foreign role models and standardisation in Nordic business education // *Scandinavian Journal of Management*. – 2000. – Vol. 16. – No 1. – Pp. 1–24.
6. Gainen J., Locatelli, P. Assessment for the new curriculum: a guide for professional accounting programs. – Sarasota, FL: AAA, 1995.
7. Garam I. Suomalainen korkeakoulutus ulkomaalaisen opiskelijan silmin. Opiskelun tekniset edellytykset erinomaisia, opetuksessa parantamisen varaa // *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*. – 2002. – No. 2. – Pp. 4–6.
8. Grasz S., Kuortti K. Varmuutta vieraskieliseen opetukseen – monikulttuurisen opetuksen työpaja // *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2002. – No. 2. – Pp. 18–20.
9. Ladd P.D., Ruby R. Jr. Learning style and adjustment issues of international students // *Journal of Education for Business*. – 1999. – №74(6). – Pp. 363–367.
10. Lappalainen M. Monikulttuurinen luentosali // *Peda forum, Newsletter of a Finnish Network for Developing*

Instruction and Learning in Higher Education. – 2002. – No. 2. – Pp. 21–23.

11. Lehtonen T., Lonnfors P., Virkkunen-Fullenwider A. English or not English: that is the question! Teaching through English at the University of Helsinki // Helsingin yliopisto, Opintoasiainosaston julkaisuja. –1999. – №18.

12. Marsh D. Using Languages to Learn and Learning to use Languages // Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education, 2002. –No. 2. – Pp. 13–14.

13. Rasanen A. Opettaisinko englanniksi? Kielella on valia... // Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education. – 2002. – No. 2. – Pp. 7–9.

14. Singh J. Boundary role ambiguity: facets, determinants, and impacts // Journal of Marketing. –1992. – Vol. 57. – No 2. – Pp. 11–31.

15. Tella S., Rasanen A., Vahapassi A. Teaching through a foreign language. From tool to empowering mediato // Publications of the higher education evaluation council. – №5. – Helsinki: Edita, 1999.

16. Tomalin, B. Is the native speaker model dead? // Вопросы прикладной лингвистики. – 2015. – №1 (17). – С. 36-48.

#### References

- Babin, B.J., & Boles, J.S. (1996). The effects of perceived co-worker involvement and supervisor support on service provider role stress, performance and job satisfaction. *Journal of Retailing*, 72, 57–75.
- Beatty, K. (2015). Mobile language learning: the world in our hands. *Issues of Applied Linguistics*, 1 (17), 9-35.
- Carr, S.C., McKay, D., & Rugimbana, R. (1999). Managing Australia's aid- and self-funded international students. *The International Journal of Educational Management*, 13(4), 167–172.

- Cheney, R.S. (2001). Intercultural business communication, international students and experiential learning. *Business Communication Quarterly*, 64(4), 90–104.
- Engwall, L. (2000). Foreign role models and standardisation in Nordic business education. *Scandinavian Journal of Management*, 16 (1), 1–24.
- Gainen, J., & Locatelli, P. (1995). *Assessment for the new curriculum: a guide for professional accounting programs*. Sarasota, FL: AAA.
- Garam, I. (2002). Suomalainen korkeakoulutus ulkomaalaisen opiskelijan silmin. Opiskelun tekniset edellytykset erinomaisia, opetuksessa parantamisen varaa [The Finnish higher education student through the eyes of a foreigner. Technical conditions for studying excellent teaching room for improvement]. *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2, 4–6.
- Grasz, S., & Kuortti, K. (2002). Varmuutta vieraskieliseen opetukseen – monikulttuurisen opetuksen työpaja [Certainty for foreign language teaching - a multicultural education workshop]. *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2, 18–20.
- Ladd, P.D., & Ruby, R. Jr. (1999). Learning style and adjustment issues of international students. *Journal of Education for Business*, 74(6), 363–367.
- Lappalainen, M. (2002). Monikulttuurinen luentosali [Multicultural lecture hall]. *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2, 21–23.
- Lehtonen, T., Lonnfors, P., & Virkkunen-Fullenwider, A. (1999). English or not English: that is the question! Teaching through English at the University of Helsinki. *Helsingin yliopisto, Opintoasiainosaston julkaisuja*, 18.
- Marsh, D. (2002). Using Languages to Learn and Learning to use

- Languages. *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2, 13–14.
- Rasanen, A. (2002). Opettaisinko englanniksi? Kielellä on valia... [Teach English? Language is a matter ...]. *Peda forum, Newsletter of a Finnish Network for Developing Instruction and Learning in Higher Education*, 2, 7–9 .
- Singh, J. (1993). Boundary role ambiguity: facets, determinants, and impacts. *Journal of Marketing*, 57(2), 11–31.
- Tella, S., Rasanen, A., & Vahapassi, A. (Eds.) (1999). *Teaching through a foreign language. From tool to empowering mediator*. Helsinki: Edita.
- Tomalin, B. (2015). Is the native speaker model dead? *Issues of Applied Linguistics*, 1 (17), 36-48.

**УДК 802/809:37**

**И.И.Казиева**

**Российский университет дружбы народов**

**ФОРМИРОВАНИЕ ПОДНАВЫКОВ ПРИ  
ОБУЧЕНИИ ПРЕДПЕРЕВОДЧЕСКОМУ АНАЛИЗУ  
ТЕКСТА ПОСРЕДСТВОМ ТЕХНОЛОГИИ РАЗВИТИЯ  
КРИТИЧЕСКОГО МЫШЛЕНИЯ**

*Статья описывает методические аспекты формирования поднавыков в процессе предпереводческого анализа текста. В статье также рассмотрены этапы анализа и перевода текста с использованием навыков языковой коммуникации при определении логико-смысловых частей. Приведены примеры использования технологии развития критического мышления на начальных этапах формирования поднавыков первичного перевода текста.*

*Автор подчеркивает преимущества технологий самостоятельного критического мышления по сравнению с освоением готового знания: студенты способны оценить*