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KEY ISSUES IN ESP TEACHING

Globalisation, internationalization, trans-border trade and cross cultural business are all terms that have been coined over the past decade(s) to reflect the reality of the world economy. Growth and success in today's global economydepend on being able to work internationally.In recent years many researchers in applied linguistics and professionals working for an international companyhave emphasised the importance of knowledge of different cultures and they agree that globalisation has brought about the growing trend to communicate with people from different cultural backgrounds [1, p. 69]. That is why the ability to communicate effectively in work environment has become increasingly important.

English for Specific Purposes (ESP), including Business English (BE), has a long history and has become increasingly popular since the 1960s.

The aim of our research is to examine useful methods and techniques for improving ESP teaching and foreign language mastering.

The discourse in organizations and workplaces is characterized by its complexity and diversity of communication in modern working life. Characteristics of workplace discourse: it is asymmetrical, genre-based, contains specific lexis, context specific, lingua franca, intercultural, work-related, goal-oriented.

What does a Business English Teacher need to know?

- how to do a needs analyses; where they (students and teacher in the process of training) need to be; find out what students really want to achieve; This usually means breaking things down into skills: telephoning more effectively, writing more coherent emails, chairing meetings, etc. Teachers should help set these objectives by analysing the needs of the learners early on. This 'needs analysis' can then be shared

with the learners and referred to as a way of keeping them engaged and motivated throughout the course;

- how to define the training gap;

- be able to conduct task-based assessments.

Scrum meetings with students should be organized to describe past accomplishments, to predict future accomplishments, to talk about impediments. Teachers should bear in mind that ESP is an approach not a product. Linguistic auditing must be conducted to identify how learners see themselves and where (the level of language efficiency) they want to be. Much attention should be paid to needs analyses.

There are some useful tips that should be taken into account while planning and conducting Business English classes.

At the beginning of the lesson the teacher presents the general topic of the lesson and several subtopics. The syllabus and signposts let the students know what they are going to learn. This is extremely important so long as thinking about what you are going to learn helps you notice and understand the key information.

It is important to identify keywords in advance. Learning keywords is extremely important in business language mastering. Much attention should be paid to the aspect which words we should say in formal context, and which phrases we shouldn't use in the formal context.

The students should be given the task to think about two things (or more) that they would like to know the answer to. This will help to engage the students in the later tasks.

The idea of video is to continue familiarize students with vocabulary they are expected to hear. It is useful to read and listen at the same time. It is strongly recommended to look at the transcription of unknown words and collocations.

When we get acquainted with a new phrase, it is important not to use the direct translation but to read the definition and try to guess the original meaning of the phrase. It is essential to pick out the key word from the definition, try to remember vocabulary which is much more powerful.

Pronunciation tasks are of great importance. Even if we know how to read and translate the given words and sentences, language can be produced with difficulty because it is foreign language. Activities where you can record yourself with the help of microphone are useful. These exercises can help the students with pronunciation, intonation, language speed. Here we deal with muscle memory, how easy or difficult it is to say certain vowels and consonants; sometimes the tongue doesn't want to play. It is completely essential not to skip pronunciation activity, to perform this physical workout so that words could come out easily and fluently.

Once the students have learned a word, they can go through collocations. For example: *upgrade; upgrade a ticket; upgrade a flight; upgrade a hotel room.* Using flashcards is extremely important in foreign language mastering. Flashcards let the students revise vocabulary and structure it whenever they want, use the power to recall and make sure the words are remembered more efficiently. It's much more powerful to use flashcards in memorizing words and collocations, because it's up to a student when to revise or use them. It's rather useful when using flashcards not to use translation but to use picture that represents the collocation, use pictorial presentation. Here we operate purely on the meaning.

All the above mentioned useful information can be successfully implemented in the process of ESP teaching with the help of the "blended learning" pedagogical technology. These issues need to be thought through carefully to enable a smooth and successful integration of technology and ensure that teachers as well as students will accept the use of the technology as a valuable addition to their ESP course, rather than a distraction from the real purpose, which is learning the target language.

Thus, whether they like technology or not, ESP teachers today cannot afford not to integrate technology into their courses, because technology plays an essential role in their learners' everyday professional lives, in which they need digital and electronic literacy skills to communicate internationally across cultural borders using different media, and to become autonomous learners who can keep up with the fast-paced professional world.

REFERENCES

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Збірник тез доповідей IV Всеукраїнської науково-практичної конференції «Інноваційні тенденції підготовки фахівців в умовах полікультурного та мультилінгвального глобалізованого світу»

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