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ESP TEACHING PECULIARITIES IN TERMS OF REMOTED MODE OF STUDYING

This research focuses on online teaching peculiarities of Business English as a popular ESP (English for Specific Purposes) field. Business English syllabi tend to focus on functional language skills development, related to the learners specific language needs. Business English course is aimed at equipping the learners with the necessary communication skills; they will be able to make use in their professional business environment. Well-balanced online Business English course must include diverse materials and exercises to give learners enough practice with their reading, writing, listening, pronunciation, vocabulary and grammar. The reality of the recent years is such that quite often prevents offline learning. The primary differences between online and offline language courses are best traces in methods of teaching, flexibility, communication method, type of approach and pace of learning. While teaching the course mentioned, the focus is on developing students' professionally oriented speaking skills as well as enhancing their reading and listening and writing skills. The use of information technology in distance learning while teaching Business English is based on the introduction of modern interactive platforms and distance learning applications. One of the popular online videoconference programs nowadays is Zoom. Online Zoom class functions may also help teacher to quickly and efficiently get students' opinion on the issue discussed through group texting function, which saves time, at the same time enabling each student to be given the chance to express themselves. Along with enabling teachers organize various online language learning activities (sharing teachers'/students' screen to show the necessary audio/visual/video information; group/individual texting while having a class; using an online board etc.) it helps to develop students' speaking skills, for example with the use of break-up rooms tool, since it enables students freer practice, exactly the same way they would do it being in a physical classroom. Well-organized online learning may equal offline learning in efficiency, yet requires much more effort and consideration.

Key words: *Business English course, online learning, teaching method, professionally oriented learning.*

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ОСОБЛИВОСТІ ВИКЛАДАННЯ СПЕЦІАЛЬНОЇ МОВИ В УМОВАХ ДИСТАНЦІЙНОЇ ФОРМИ НАВЧАННЯ

Це дослідження зосереджене на особливостях викладання ділової англійської мови онлайн як популярного напряму англійської мови для спеціальних цілей (ESP). Програми з бізнес-англійської, як правило, зосереджені на розвитку функціональних мовних навичок, пов'язаних з конкретними мовними потребами здобувачів. Курс бізнес-англійської спрямований на те, щоб забезпечити студентів необхідними комунікативними навичками, які вони зможуть використовувати у своєму професійному діловому середовищі. Добре збалансований онлайн-курс ділової англійської мови повинен включати різноманітні матеріали та вправи, щоб дати студентам достатньо практики в читанні, письмі, аудіюванні, вимові, розширенні словникового запасу та граматиці. Реальність останніх років така, що досить часто перешкоджає офлайн навчанню. Основні відмінності між онлайн та офлайн мовними курсами найкраще простежуються в методах викладання, гнучкості, способі спілкування, типі підходу та темпі навчання Під час викладання зазначеного курсу основна увага приділяється розвитку у студентів навичок професійно орієнтованого говоріння, а також вдосконаленню навичок читання, аудіювання та письма. Використання інформаційних технологій у дистанційному навчанні при викладанні ділової англійської мови базується на впровадженні сучасних інтерактивних платформ та додатків для дистанційного навчання. Однією з популярних програм для проведення онлайн відеоконференцій є Zoom. Функції онлайн-класу Zoom також можуть допомогти викладачеві швидко та ефективно дізнатися думку студентів щодо обговорюваного питання за допомогою функції групового обміну текстовими повідомленнями, що економить час, водночас даючи можливість кожному студенту висловитися. Крім того, що онлайн навчання дозволяє викладачам організовувати різні види мовної діяльності (спільний доступ до екрану викладача/студентів для показу необхідної аудіо/візуальної/відео інформації; групові/індивідуальні текстові повідомлення під час заняття; використання онлайн-дошки тощо), воно допомагає розвивати навички говоріння студентів, наприклад, за допомогою інструменту «сесійних залів», оскільки дозволяє студентам вільно практикувати мову, точно так само, як вони робили б це у фізичному класі. Добре організоване онлайн-навчання може зрівнятися з офлайн-навчанням за ефективністю, але вимагає набагато більше зусиль і уваги.

Ключові слова: *курс ділової англійської мови, онлайн навчання, метод викладання, професійно-орієнтоване навчання.*

The problem statement. English is commonly used as a means of communication among professionals throughout the world. Conducting business operations is no longer limited to the country's borders; therefore ability to speak a foreign language is hard to overestimate. Moreover, ability to just speak general foreign language is also not a point nowadays, since business people require specific language skills, related to their specific field.

This research focuses on online teaching peculiarities of Business English as a popular ESP (English for Specific Purposes) field. ESP is one of the most important language courses provided by the Universities, since the learners need to be familiar with specific vocabulary as well as functional language to use in their specific professional environment.

Business English courses commonly aim at equipping learners with specific skills, which include being able to participate in such activities as giving presentations, negotiating or taking part in the business meetings. Thus, Business English syllabi tend to focus on functional language skills development, related to the learners specific language needs. Examples usually include the language of the following: *Chairing/Participating in business meetings; Bargaining; Describing trends; Video conferencing; Writing business emails; Negotiating; Resolving a conflict; Giving a presentation* etc.

Taking into account the nature of the course, Business English ESP classes tend to be more practical with a focus on acquiring the necessary functional language skills as well as productive skills. Teaching foreign languages in high school is primarily based on communicative approach which enables effective development of students' language skills; thus catering the Business English learners' specific needs requires ESP courses and materials designed specifically for them, since they present language contextualized in the learners specific field, used for different business needs and discourses.

Analyses of the recent research and publications. Business English has proved its significance long before, therefore there are a lot of coursebooks and materials available to assist these specific learners needs, as well as scientific research dedicated to the issue; yet a new challenge has presented itself, which is a distance mode of learning. It has already become a topical issue in the works of such researchers as Dorit Maor and Cathy Cavanaugh (McCarthy, Maor, McConney, Cavanaugh, 2023), Jack C. Richards (Richards, Jack, 2001) as well as a number of domestic researchers (Oliinyk, 2014), (Vyshnivskyi, Hnidenko, Haidur, Ilin, 2014). Yet, specific aspects of online language studying require consideration.

The purpose of the article. The current research is aimed at investigating the peculiarities of teaching such an extensive part of ESP course as Business English under distance mode of learning.

The main material. Business English has become one of the most popular language courses while doing a degree. University students study Business English as an obligatory ESP course, as well as choose it as their optional course, aiming at acquiring foreign language skills, necessary for their future career. Undoubtedly, awareness of business vocabulary coupled with the profound speaking, listening and writing skills, as well as ability to use functional language will be an asset for any resume and attract attention of an HR. Studying business English enables developing useful office language skills or language skills, strongly required in other business environments. By obtaining communication skills needed in the workplace, learners can gain the confidence to build strong relationships with colleagues and clients.

Thus, a Business English course is aimed at equipping the learners with the necessary communication skills, they will be able to make use in their professional business environment. Let us take a closer look at what sufficient business language skills are. These will include well-formed receptive and productive skills; thus it should be noted that receptive and productive skills, i.e. reading, listening, speaking and writing taught in classroom may be commonly referred to as communication skills. Therefore, a well-balanced Business English course must include diverse materials and exercises to give learners enough practice with their reading, writing, listening, pronunciation, vocabulary and grammar. Besides, it is worth to note here that business course materials are filled with terminology, thus to be able to successfully perform the tasks, the learners have to master not only a foreign language but professional terminology inherent to the specific sphere of business activity as well, which may include terminology as different as marketing, management, banking, insurance, economics, finance, accounting, logistics etc.

Foreign language speaking skills required include ability to participate in different *socializing activities* (breaking the ice; small talk; keeping the conversation going; social networking; active listening); *business meetings* (participating in discussions; managing a meeting; getting involved in the meeting; brainstorming; action point); *negotiations* (stating your position and interests; questioning; clarifying; bargaining; clinching the deal); *presentations* (getting the audience involved; describing trends; categorizing; concluding; asking/answering questions; clarifying; summarizing) etc.

Reading remains an important skill while teaching students ESP in general, as well as Business English course in particular, since it does not only encourage their cognitive activity, but reading authentic professional texts enables studying language e.g. vocabulary, grammar, punctuation as well as the way the sentences, paragraphs and texts are constructed, thus providing a good example for the learners. Information for reading presented in the text can introduce valuable topics for discussion and stimulate text-based social interaction e.g. social networking, texting, emails etc. Reading is of specific interest for ESP students since provides a true insight into what their future professional activity will include.

As for listening, its importance for learners can hardly be overestimated. Listening exposes learners to different varieties of professional English and different accents of the speakers, providing at the same time a good model for speaking professional English. It should also be noted that acquiring language through listening is usually of big importance for those learners who aim at understanding the spoken language addressed to them as well as various professional audio materials. Well-developed listening skills help students develop their listening and comprehension skills and therefore enables them feeling more comfortable while communicating in their professional surrounding.

Writing as yet another important productive skill provides the necessary learning experience since written communication is often required in working surrounding (Thornbury, 2002). These may include emails, both formal and informal ones; test messages; messages for social networking communication; messages for forums or blogs; different types of formal letters; filling in the application forms; reports etc.

Awareness of functional language can be considered to be equally important as any of the language skills, since various communicative tasks can be easily achieved with the use of functional language, which presents students with the ready-made language chunks, helpful in such common business situations as asking for advise, reporting, clarifying, agreeing/disagreeing, questioning, rejecting/accepting an offer etc. Modern English business books (*Market Leader, Business Advantage, Business Life,* etc.) use the "*Useful Language*" sections to introduce functional language in chunks instead of explaining the grammar and vocabulary with the rules, which turns to be an effective way of exploiting the learners memory as well as providing them with an easy way to use the newly-learned language units in practice.

All of the above mentioned is necessary while teaching Business English course, and involves plenty of teaching methods aimed at being used in a classroom. Yet, the reality of the recent years is such that quite often prevents offline learning. Covid-19 pandemic followed by full-scale military invasion in Ukraine more than often makes Ukrainian universities provide their educational activities online, which despite its popularity and common availability is yet not without its difficulties. Since this research is aimed at peculiarities of Business English course teaching, we will focus on specifics of providing teaching in terms of online (remote) way of studying.

The primary differences between online and offline language courses are best traces in methods of teaching, flexibility, communication method, type of approach and pace of learning. While offline teaching mainly uses traditional tools and methods of teaching, online mode focuses on using digitized tools and methods. Online classes may provide learners with more flexibility when performing the tasks, while offline learning in physical class has fixed schedule. Learners, enjoying offline learning can benefit from face-to-face communication with their teachers, while those studying online communicate and collaborate with their teachers digitally. As for the type of approach for online and offline learning, it is facilitation and asynchronous for the first one, and instructional and synchronous one for the second one correspondingly.

Online education enables students' easy access to learning materials from anywhere as long as they have proper access to the Internet connection. Besides, online classes provide teachers with a number of online learning tools including videos, audio, animations, virtual whiteboards, virtual conference rooms and live chats with the students. On the other hand, offline classes provide students with a practical learning environment within the walls of a physical classroom. It allows students to closely interact with their teachers as well as participate actively in live discussions and debates. Applications like Zoom and Microsoft Team enable students' easy access to their lectures without having to leave their homes. Thus, online classes provide the distinct advantage of location flexibility. Contrary to the popular belief that there is hardly any interaction between students and teachers in online education, there is a significant amount of interaction between students and teachers over the online platform. Moreover, student-teacher interaction in online classes may be both synchronous and asynchronous.

Thus, online learning seems quite beneficial, especially in the time of need. Yet, as it has been mentioned before, it is now without its difficulties. The first and most important of them all are technical issues, since unbreakable access to electronic equipment such

as webcams, microphones, headphones and computers along with a proper internet connection is a mandatory requirement for a successful online class. Slow internet connection or lack of proper technical infrastructure availability may lead to difficulties in learning.

Yet, technical issues are not the only challenges while planning and organizing online learning. The teachers' primary concern is choosing the best ways and methods of teaching along with tailoring the most appropriate materials. Since the current research is dedicated to Business Course delivering, it is worth noting that while teaching the course mentioned, the focus is on developing students' professionally oriented speaking skills as well as enhancing their reading and listening and writing skills. Among the ways to best achieve the set goals, the following should be mentioned: use of information technologies for teaching purposes through modeling, visual representation of language and speech processes and phenomena; organization of training with the use of educational material (development of speech and language skills); control and assessment of the level of skills, storage, collection and processing of information; ensuring dialogue and communication through computer networks (Swan, Smith, 2001). The use of information technology in distance learning while teaching Business English is based on the introduction of modern interactive platforms and distance learning applications.

One of the popular online videoconference programs nowadays is Zoom. Along with enabling teachers organize various online language learning activities (sharing teachers'/students' screen to show the necessary audio/visual/video information; group/individual texting while having a class; using an online board etc.) it helps to develop students' speaking skills, for example with the use of break-up rooms tool, since it enables students freer practice, exactly the same way they would do it being in a physical classroom. While students may feel shy having to talk at online class, working in the break-up rooms turns up to be quite beneficial, providing students with an opportunity to communicate for some time without a teacher's constant presence, so that they feel more confident afterwards, when presenting the results of their micro groups discussions to the whole group. Online Zoom class functions may also help teacher to quickly and efficiently get students' opinion on the issue discussed through group texting function, which saves time, at the same time enabling each student to be given the chance to express themselves.

It is worth mentioning that online teaching, including Business course teaching require learning materials tailoring specifically to meet the students' learning need in terms of online class conducting, taking into consideration peculiarities and specific tools and functions of the interactive platforms and distance learning applications used for this purpose. Of course, using specific information technologies tools require traditional teaching methods modification, teachers' time and persistence, yet equipping the students with necessary knowledge and skills, is worth it.

It also should be noted that not only the mode of teaching and the teaching methods are transformed; the role of a teacher is changing as well. Being the main source of information in the past, a teacher is now seen as an educational process facilitator, organizer, consultant and mentor, whose role is to organize the students' learning activity and to guide them through it, providing the necessary assistance, consultancy and support and assessing their performance. Such a teacher is able to organize distance mode of studying without losing its effectiveness, on the contrary, finding the ways to enhance students' knowledge and skills.

Conclusion. Development of various forms and methods of online learning, including online language learning, meets the requirements of time. Yet its efficiency is closely connected with and depends on choosing the right, properly-tailored learning materials and teachers' readiness and preparedness to change their role from instructor to facilitator. Well-organized online learning may equal offline learning in efficiency, yet requires much more effort and consideration.

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