

the study of national perspectives and social stereotypes. Attention is paid to the fact that the national stereotype is associated with national character and specific set of universal human guidance. At the level of inter-ethnic relations and cross cultural communication the speakers of one linguaculture form frame principles of verbal, cognitive and physical proper behavior and use stereotype`s categories about the world to store the large amount of information about members of other linguaculture. The cognitive stereotype is associated primarily with thinking, and so it is correlated with national conceptual view of the world of ethnic community. It is indicated that in cognitive linguistics stereotype is considered as a standard view of social groups or individuals as representatives of these groups, as well as the basic concepts of national culture in the broadest sense of the word.

On the basis of linguacultural concept "SUN" which is the basic concept of the national conceptual world map of English people and other English speakers, such cultural stereotypes are illustrated that are most characteristic for the English world view .

Key words: stereotype, concept, nation, ethnicity, linguaculture, linguistic map of the world, implementation.

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Valentyna Savichuk

SOME ASPECTS OF CONTENT-BASED INSTRUCTION IN ENGLISH FOR ECONOMICS STUDENTS (ON THE BASIS OF THE TEACHING COMPLEX *INTELLIGENT BUSINESS*)

Applying content-based instruction for teaching Business English to Economics students realizes the methodological paradigm declared by the European Framework on Foreign Languages. The tasks of the work are to analyze the ways CBI is realized by means of the teaching complex in ESPBE *Intelligent Business*. The author applied the critical analysis of literary sources, learning and summarizing the positive teaching experience, observation and test teaching. The performed analysis proves that CBI applied by the authors of *Intelligent Business* uses the foreign language as a means of teaching content, and the latter, in its turn, serves as a means of learning the foreign language. Having analyzed the teaching course *Intelligent Business*, we can see that by means of integrating all four basic speech skills the authors try to suggest their ways to form a high level of the communicative competence of students. In order to achieve this purpose the course models professionally authentic activities using authentic teaching materials with the selected topics and the logical grammar content, being oriented on maintaining the self-direction of students.

Key words: Content-based Instruction, English for Specific Purposes, Business English.

Formulation of a research problem and its significance. Basing ourselves on the statement that applying content-based instruction (CBI) for teaching Business English to Economics students realizes the methodological paradigm declared by the Common European Framework of Reference for Languages we will continue to analyze the ways CBI is realized by means of the teaching complex *Intelligent Business*. Teaching Business English in this sphere presents one of the most topical tasks for contemporary methodology scholars. Following the principle of developing *professional language competence of students* [2, 369], the teachers of our department aim at preparing young professionals to be able to work in the business sphere applying their skills to take part in the correct and quality international business communication including making presentations, carrying out negotiations with business partners, making up business documents, maintaining business talks on the telephone and the like.

Analysis of the research into this problem. So in the process of forming professional language competence of economics students, we need to answer a few questions, one of them being the correlation between *Business English* (BE) and *Everyday* or *General English*. BE, which carries the semantic content of the business world, contrasts sharply with the English of the everyday world. M. Nelson [16, 3] demonstrates how the two worlds differ in terms of the lexis used. Business lexis and non-business lexis differ in part "along the series of dichotomous axes: *business vs society, positive and shallow states and qualities vs conflicting and more philosophical states and qualities*".

He considers that it would be more useful to textualize the lexis by categorizing them as “participant+process+circumstances”. In the business world, the participants are rather institutionalized and public (e.g. *customer, contractor, manager, seller, buyer*) whereas they are personal and private in the everyday life world (e.g. *man, mum, wife*). The circumstances involved, representing location (e.g. *office, department, boardroom vs curtain, bedroom, bathroom, sea, forest*) and time, also vary. The processes are more action-oriented in the business world (e.g. *sell, manage, manufacture*) than in the everyday life world (e.g. *know, see, pray, feel, marry*). P. Strevens and D. Pickett state that BE is “language needed for *knowing/talking* about business (academic BE) and language needed for *doing* business (BE for work) [21, 2]. D. Pickett stresses that BE is “a medium of communication within a company, between companies and with the public” [17, 5]. Most scholars agree that the fact that BE is concerned with teaching communication rather than just language forms and skills would have a major impact on the design and implementation of BE curricula. We will support the definition given by Z. Zhang “*BE involves the teaching of the system of strategic communication in the social and economic domain of international business in which participants adopting/adapting business conventions and procedures, make selective use of vocabulary and grammatical resources of English as well as visual and audio-semiotic resources to achieve their communicative goals via the writing modality, speaking modality and/or multi-modality*” [24, 3].

Another question we have to answer is the correlation between BE and English for Specific Purposes (ESP). The latter is considered both as the sphere of language functioning and an approach in foreign language teaching. Considering ESP as the sphere of language functioning, researchers oppose it to the so-called General English and then subdivide into English for Academic Purposes and English for Occupational Purposes. Business English as a subdivision of ESP comprises both spheres because it is a means of analyzing and talking about business (in its wide meaning) and also for doing, carrying out business. But as we have mentioned, ESP is also an approach in foreign language teaching. We agree with the thought that ESP teaching is “increasingly seen as a means of acquiring professional expertise associated and integrated with the discursive practices of the workplace and professional cultures” [5, 12]. Most of the scholars speak about ESP as a goal-and-task-oriented teaching, aimed primarily at adult learners, designed to meet the specific needs of the learner [6; 8; 10–11; 20–21; 23]. It “makes use of the underlying methodology and activities of the discipline it serves and is centered on the language, skills, discourse and genres appropriate to these activities” [8, 4–5].

Statement regarding the basic material of the research and the justification of the results obtained. We are going to base ourselves on the common ground reached by the researchers and practitioners in this sphere. ESP concentrates on teaching language in context. The ESP focal point is that teaching English is integrated into a subject matter area important to the learners (in our case *business and economics*). The needs analysis becomes the main factor which defines the ways the syllabus is designed. We agree with T. Hutchinson that “ESP is such an approach to teaching a foreign language according to which all decisions concerning the content and the methods of teaching are made taking into account the reasons which stimulate the student to learn a foreign language” [10, 19]. In this article, we will limit ourselves to the English for Specific Purposes in the sphere of business and economics ESPBE.

CBI approach as it is realized in teaching economics students. The ESP approach makes topical the solution to the question of the proportion of the subject matter content and the linguistic matter proper. The best decision, as the wide practice shows it, is the application of the content-based instruction method (CBI). The appearance of CBI is associate with the language immersion education in Canada of 1960s and the cognitive learning theory. During the 1980s and 1990s it was increasing its popularity and prominence because, as S. Stryker and B. Leaver admit, CBI “...implies the total integration of language learning and content learning. It represents a significant departure from traditional foreign language teaching methods in that language proficiency is achieved by shifting the focus on instruction from learning of language *per se* to the learning of language through

the study of the subject matter” [22, 5]. CBI is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (19, p. 8) In other words, CBI involves integrating the learning of language with the learning of content simultaneously. In CBI the language is utilized as the medium for teaching subject content (12).

As S. Stryker and B. Leaver summarize, viewed from different perspectives “CBI can be at once a philosophical orientation, a methodological system, a syllabus designed for a single course, or a framework for an entire program of instruction” [22, 9]. As a philosophical orientation expressed by the Common European Framework of Reference for Languages based on the idea of the multilingual functioning of people in the intensively developing informational society [7], CBI can be realized as a methodological system designed to educate a professional able to easily express the subject matter he/she works with and communicate with other professionals making use of some widely spoken foreign language. As we understand it, the methodological system CBI can be realized both as a framework for an entire program of instruction and a syllabus designed for a single course. The main stimulus for the intensive development of the new complexes in the sphere of ESP are the needs and the ambitions of the society, including a range of language competences applied in different contexts of language activities in some professional spheres. The teams of authors working in the sphere of ESP have developed a great many of teaching complexes basing themselves on the general criteria and the potential benefits of CBI. We will try to consider the viability of CBI in the university foreign language setting. Among the many vocational and professional areas that make up the world of ESP that of ESP of Business English is one of the most intensively developing ones, so the number of teaching courses in this area is growing. The course we base our work on is *Intelligent Business* [3–4; 12–13]. It is a good realization of the method of CBI because its instruction is shifted from pure language training to the integration of mastering both language for professional communication and the content matter of economics and business while the language and communicative skills are to a great extent acquired implicitly, i.e. in the process of mastering the content through the medium of English. In order to function effectively in the contemporary business world, the professional should have professional language skills. They are both a daily requirement and essential for his/her career advancement. This course teaches not only an understanding of the language system but also an awareness of how to implement it effectively and appropriately.

We have already begun to analyze how the basic principles of ESP and the CBI method are realized in the teaching course of *Intelligent Business*. In our previous article [1] we considered how the principles of the *authenticity of teaching materials* and the principle of *the orientation on the typical professional situations and needs* realize themselves in the teaching course. As we saw, the materials of the teaching course are selected from the sources which are produced for native speakers and the teaching activities are, therefore, concentrated mainly on the understanding and giving relevant information making use of the authentic language. Working with the so called genuine texts helps to increase the level of reliability in the eyes of students and teachers which facilitates the integration of the students’ skills, increasing their motivation and improving their linguistic cognitive abilities. The course models authentic activities in order to achieve a high level of professional language competence of students. The other principle is realized through the simulation of the communicative tasks presented by the target setting. The authors put students in the typical professional situations and also try to prepare students to function in the world market, developing the students’ cultural awareness typical of the English-speaking surrounding.

Another basic principle of CBI which is realized in the teaching complex *Intelligent Business* is the *limited character of the use of the language structures and the themes of the texts*. In this case it is dictated by the demands of the main addressees – the future professionals in the sphere of economics. As the authors of the complex admit, it presents “a range of Business English materials that include components specifically designed to meet the needs of students who either need to learn business through English or perform familiar business tasks in English” [3, 4]. In

particular, each chapter is concentrated on one of the grammar themes which are necessary for the formation of the communicative competence on European level B1 according to the Common European Framework on Foreign Languages [7] and the realization of the professional language competence in the English-speaking surrounding. It is assumed that it is not the first time that the students deal with these grammar phenomena and this approach involves more summarizing and comparing. Fixing grammar structures on the material of the new communicative topic enhances their activation and integration into new lexical structures. The authors do not follow the common approaches and consequences as for the introduction of new grammar material – its choice depends on the communicative theme of the chapter. As for the Tense forms of the verb, the authors limit themselves to the Present Simple, Present Continuous, Past Simple and Present Perfect and the ways of expressing future actions; they dwell on some groups of Modal Verbs, Passive Voice and the Imperative Mood. They have selected some forms of the Conditional Mood

(Conditionals I, II), Degrees of Comparison of Adjectives and also Countable and Uncountable Nouns. Choosing the level of the complexity of the grammar material is defined by the content of the chapter. For example, the theme Present Simple/Present Continuous is dwelt on in the chapter *Activities* (Unit 1), which deals with the business activities of companies showing them as repeated actions by means of the tense form the Present Simple. And then they logically introduce the material where according to the situation it is necessary to use the Present Continuous (as for describing the activities of the main character of the text Linn at some present moment). As it is not the first time the students deal with this grammar theme, mastering the structures is not the only purpose but is used as a means of learning the specific content; the rules and laws are commented on but accent is made on the extensive practice with the specific content using the relevant grammar structures often doing it implicitly. Therefore, trying to realize the CBI principles, the authors make the main accent in teaching grammar on the functional approach, the aim of which is to help student to make a conscious choice of the grammar structures in order to use them in the necessary professional context. The choice of the grammar and lexical tasks is dictated by the communicative needs of the professionals in the sphere of economics. As the teaching complex is designed both for economics students and for the practicing professionals, the choice of tasks is limited to the themes which already are or are going to be topical in the nearest future. The circle of specific themes is concentrated, as the authors admit, "...on topics that describe the basic structures and functions of the business world" [3, 9]. They dwell on the structure of companies, the office etiquette, the system of sales, marketing, human resources, motivation, logistics and compensation. The textbook represents the topics connected with the specific problems of the modern world of business – globalization and the environmental sustainability. The basic vocabulary and concepts are introduced in the *Keynotes*, the authors give the definitions and the material is reinforced in the whole chapter. The students who are going to start their first work placement will find handy the tasks from the *Skills Book*, designed to teach them to prepare presentations, taking part in the business communication and meetings.

The other principle of CBI realized by the teaching complex *Intelligent Business*, and to our mind not less important than those mentioned before, is *enhancing the self-direction of the students*. As Carter admits, it is typical of the ESP courses which use CBI method and involve "turning students into users" [6, 134]. This approach assumes the necessity for the teacher to teach the students the best techniques of working with the material and to propose for them the best learning strategies. This is an active approach, in the centre of which is the student as a greater part of the tasks stimulates him to do the independent work, teaches him to be responsible for the quality of the learning process, at the same time the teacher encourages, gives advice and consults. On the other hand, this method facilitates the cooperation in learning and the possibility to work in a team. As a greater part of the tasks is aimed at doing them in smaller groups, where students perform various roles and have a chance to show their strengths, skills and talents, take the responsibility for the team performance, this fact stimulates the students with the heterogeneous linguistic competence to learn

from one another and also together with the rest. This method enhances the formation of the leadership and managerial competence, in particular, time management and people organization skills. It stimulates not only the process of learning but also the ambition to achieve the results, it encourages the development of the competitiveness. And the most effective in this case are the tasks which aim at solving problems in some typical professional situations under the heading *Dilemma and Decision*. For example, in the task *Exporting to Mexico* (Unit 1, p. 14) students are suggested to take on the role of the company directors and to find the best worker to head the export department. Students work in the groups of various formats, analyze a few factors and arrive at the decision which can be compared later with the one suggested by the authors. Students are offered to take on the role of marketers (Unit 2, p. 22; Unit 4, p. 40; Unit 9, p. 82), the president of the company (Unit 5, p. 48), the representative of the investment company (Unit 6, p. 56; Unit 10, p. 92), the team of employees who are looking for the best location of one of the branches of the company (Unit 7, p. 66), the employee of the human resource agency (Unit 8, p. 74), the representative of the Financial Ombudsman Service company (Unit 11, p.100), or the board of directors (Unit 12, p. 108). Some tasks suggest an extensive vocabulary to encourage students to speak their mind independently: *The problem is...; I think the best solution is to...; We could either... or...; My view is...; On the other hand...; I think we should...; Why don't we...? We think it's the best to...; Perhaps we could...; It's a good idea...; It may be better...; Does anyone have any other opinions?* The performance of such tasks changes also the role of the teacher, he/she often becomes a counselor and even an independent participant of the group, a mediator and communicator who monitors the process, encourages, pays attention to the linguistic problems, suggests alternatives and also stimulates students to their own correction. In this way the teacher becomes more a practitioner than a lecturer who, besides a deep command of the language and the methods of teaching, should have knowledge of the specific subject-matter and be able to encourage students elicit and apply the knowledge of their subject-matter. Performing this complex role, the teacher facilitates his students to become “conscious and autonomous learners” [20, 107].

Therefore, basing itself on the fundamental principles of CBI – ensuring the professional authenticity of learning materials, the limited character of the use of language structures and the themes of the texts, the orientation on the typical professional situations and needs and also enhancing the self-direction of the students, the teaching complex *Intelligent Business* enables the teacher to realize the aim of teaching professional communication by means of all four basic speech skills – **reading, speaking, listening and writing**.

Speech skills trained by means of CBI. As the course of Business English for the students acquiring the bachelor's degree is aimed at forming the basic skills in the sphere of EAP (English for Academic Purposes) and in the sphere of EOP (English for Occupational Purposes), the tasks in **reading** are designed in order to present the vocabulary which builds the basis of the professional communication to discuss the topical themes in the sphere of business and economics on the whole, and will form the basic skills and habits for reading scientific literature in English. Reading skills are necessary for such professional activities as preparing meetings, organizing presentations, discussing and making contracts, working with the professional correspondence and the like. At the same time they help to form academic skills: the ability to search and choose information, critical thinking, the ability to analyze and summarize, those which will be necessary for the students applying for master's degree, taking part in the scientific conferences, working with the scientific literature and their further professional growth. Reading in English based on the subject-matter aims at teaching students to find the relevant information and use it in their further work. Reading tasks form the core of each chapter of the *Coursebook*. A wide range of the authentic professional texts presents various topical problems in the economic sphere, some of them being the protection of personal data in the society of total computerization in the text *No hiding place*, p. 17, the current economic state in the sphere of haute couture in the text *Fashion's favourite*, p. 35, the economic growth on the new world markets – *Arabia's field of dreams*, p. 61, new tendencies of the development of the workforce market – *The online job market*, p. 69, the influence of the new

technologies on the processes of pricing – *Make it cheaper and cheaper (Workbook)*, the discussion of the new challenges for the economy of the information age – *Hot data*, p. 9, the influence of new technologies on the state of the market of logistics – *Change is in the air*, p. 25, the modern tendencies of the workforce market – *The place to be*, p. 29; *What companies want from an MBA graduate*, p. 34, the structural reconstruction of the basic sectors of the economy – production and services – *Post-industrial manufacturing*, p. 55. The tasks teach students to analyze, as for example “*Read the article and find five examples of bad manners; Read the article and find four reasons why some companies are trying to attract young workers*”, and also to summarize, e.g. “*Read the article and choose the sentence which best summarizes the main idea; Read the article and match the heading with the paragraphs*”. As we can see, reading tasks teach student to work with the specific information of the professional type and teach how to use this information to solve various professional and academic tasks.

The graduates of the Economics Institute are going to work in the complex and tense economic surrounding where they will need to make the operative processing of the information and take quick decisions. The live interpersonal communication can often be the most effective means of the realization of the problem like this, therefore the **speaking** skills in the monological, dialogical and often multilogical format (over the telephone, Skype and teleconferencing) present the primary necessity for the professionals in the sphere of economics. M. Powell portrays the way of doing business in the electronic age: “These days the telephone is a more automatic choice for problem-solving and negotiation than the boardroom. A lot of meetings are as likely to take place in pavement cafes, office corridors, hotel foyers or in front of a webcam as they are seated around a table with a formal agenda and a flipchart. In fact, 21st Business English might be better defined as a series of ongoing conversations – electronic, telephonic and face-to-face – whether they are the cut-and paste conversation of e-mail, the interest-seeking conversations of Power-Point presentations” [18, 144]. Besides using the verbal means, communication involves visual and audio resources. In the *Coursebook* the authors suggest a great range of communicative tasks, training the skills of “...presenting, negotiating and taking part in meetings, checking information, making presentations and finding creative solutions” [3, 10]. In the sector of the chapter *Career skills* students are taught to introduce themselves and speak about their job activities (Unit 1, p. 13), to process information by means of the digital data (Unit 2, p.21), they learn to carry a conversation in the polite form taking into consideration the cultural peculiarities of the community (Unit 3, p. 29), to make forecasts as for the performance of the company (Unit 6, p. 55), to arrange a meeting (Unit 7, p.65), to forward a proposal (Unit 9, p. 81), to describe visual aids (Unit 10, p. 91), to give argumentation (Unit 11, p. 99), or to solve a problem (Unit 12, p. 106). If the teacher can find an opportunity, these skills can be more widely practiced in the *Skills Book*. As the authors of the complex admit, its basic program purpose is to teach students “...the functional language which is so vital for achieving fluency and communicative competence” [3, 10]. Therefore, performing such specific speaking tasks, students practice key communicative strategies necessary to achieve success in the modern business surrounding.

As we can see, the practice of the specific authentic **listening** is both the basis of the quality speaking and a means to achieve professional language competence. As the training to achieve the Bachelor’s degree is concentrated more on the sphere of EOP (English for Occupational Purposes) than on EAP (English for Academic Purposes) it is clear that more attention is paid to those genres of communication which are more typical of EOP: taking part in meetings, negotiations, telephone, Skype and immediate communication. Such kinds of professional communication involve various kinds of speakers – both native speakers and English-speaking foreigners. All the components of the teaching complex present effective listening practice to consolidate the introduced vocabulary and present the new lexis, and also introduce students into typical professional communicative situations, encouraging to build their own speech utterances. The *Coursebook* gives students an opportunity to get acquainted with different genres of presentations (Units 1, 4, 5, 9, 12), giving data over the telephone (Unit 2), interviewing (Units 6, 10), business consultations (Units 4,

7, 8, 14, 15), participating in discussions (Units 9, 11), or telephone talks (Unit 12). The *Workbook* makes a bigger accent on the authentic dialogical listening, suggesting typical professional tasks, as for example, filling out registration forms (p. 6), bank cheques (p. 10), conducting business records (p. 35, 49, 62), making plans for the project performance (p. 37), or working with the additional visual aids (p. 41). The *Skills Book* concentrates on training functional language by means of transactional dialogues and multilogues.

Despite the quick changes business communication remains quite conventional (in particular in the English-speaking economic surrounding) which finds expression in following some stable stereotypes as for its **writing** format. The tasks to train the skills of writing communication are widely presented in all the components of the complex. In our opinion, it is quite useful to work with writing tasks of each chapter basing yourself on the instructions of the *Style guide*, which gives detailed and clear instructions as for the typical writing genres, as for example, text messages, emails, letters, memos, faxes, reports, meetings minutes; analyzes typical mistakes, suggests stereotype phrases, polite forms of address to employees of different levels, widely used abbreviations and the useful punctuation rules. Each chapter of the *Coursebook* suggests writing tasks, and, as the authors are directed by the principle of the use of the authentic activities to form language skills the choice of the writing genre is influenced by the specific professional situation. As, for example, in the section *Dilemma and Decision* (Unit 4) *Volkswagen bugs* students play the role of the employees of the marketing department and they are suggested to present their option to solve the problem in the form of a memo, and in the task *For love or money* (Unit 8) students are to consider the situation as career consultants and they are asked to write an informal letter to a client. Each chapter of the *Workbook* includes writing tasks and suggests a possible option of the answer in the keys. Students are helped by the models, key phrases and the plan for the writing task.

Conclusions and prospects for further research. Having analyzed the teaching course *Intelligent Business*, we can see that by means of integrating all four basic speech skills the authors try to suggest their ways to form a high level of the communicative competence of students. In order to achieve this purpose the course models professionally authentic activities using authentic teaching materials with the selected topics and the logical grammar content, being oriented on maintaining the self-direction of students. Analyzing the teaching course we can state that all its components realize the methodological paradigm of a foreign language teaching based on content, CBI, as language here is used as a means of teaching subject matter, which, in its turn, serves as one of the means of teaching the language. Language competence is achieved by means of the extensive work with the professionally authentic materials, the student with his needs and background subject matter knowledge being in the centre of the process. The student is seen in the process of teaching not as an object but as a subject, an active participant, who consciously takes part in the educational process. Using *content-based instruction*, the teaching complex *Intelligent Business* also encourages the teacher to change his/her functions, to play the role of the communicator and mediator. Cooperating with the students in the interactive process of teaching, the teacher tries to optimize his/her strategies. Our experience of the work with the teaching complex *Intelligent Business*, based on the method of CBI, gives us the right to state that this method is the driving force for the optimization of the process of teaching English.

We consider that some of the perspective ways of the further investigation can be the role of the teacher working in the sphere of English for Specific Purposes, the way his functions are widened, his role is modified, the ways they are cooperating with students in order to make the teaching/learning process more interactive, optimize it and raise it to the new level of efficiency.

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Савічук Валентина. Деякі аспекти навчання англійської мови, яке базується на контенті, студентів економічних спеціальностей (на базі навчально-методичного комплексу *Intelligent Business*). Застосування методу, який базується на контенті для навчання ділової іноземної мови студентів економічних спеціальностей, реалізує методологічну парадигму, обґрунтовану Загальноєвропейськими рекомендаціями з вивчення іноземних мов Ради Європи. Проаналізовано реалізацію методу СБІ засобами навчально-методичного комплексу з англійської мови для спеціальних цілей у галузі бізнесу та економіки *Intelligent Business*. При проведенні роботи застосовано критичний аналіз літературних джерел, вивчення та узагальнення позитивного досвіду викладання, спостереження та пробне навчання. Проведений аналіз доводить, що метод СБІ, застосований авторами комплексу *Intelligent Business*, використовує іноземну мову як засіб вивчення контенту/профільного матеріалу, а той, у свою чергу, є засобом вивчення іноземної мови.

Ключові слова: навчання, яке базується на контенті; англійська мова для спеціальних цілей; ділова англійська мова.

Савичук Валентина. Некоторые аспекты обучения английскому языку, которое базируется на контенте, студентов экономических специальностей (на основе учебно-методического комплекса *Intelligent Business*). Применения метода, базирующегося на контенте для обучения деловому иностранному языку студентов экономических специальностей, реализует методологическую парадигму, обоснованную Общеєвропейскими рекомендациями по обучению иностранных языков. Проанализирована реализация метода СБІ средствами учебно-методического комплекса по английскому языку для специальных целей в сфере бизнеса и экономики *Intelligent Business*. При проведении работы применялся критический анализ литературных источников, изучение и обобщение положительного опыта преподавания, наблюдение и пробное обучение. Проведенный анализ доказывает, что метод СБІ, примененный авторами комплекса *Intelligent Business*, использует иностранный язык как средство обучения контенту/профильному материалу, а тот, в свою очередь, есть средством обучения иностранному языку.

Ключевые слова: обучение, которое базируется на контенте; английский язык для специальных целей; деловой английский язык.