

group or in pairs they will definitely participate in the activities, as they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal. The competition in the games gives the students natural opportunity to work together and communicate in English with each other a lot.

So, the advantages of interactive approach in grammar teaching are: it creates more opportunities for participation, improves learning motivation, promotes learners' responsibilities and communicative competence.

References

1. Aigo, T. (2010). 'Interactive Language Teaching in the Intensive English Classroom'.
<http://www.celea.org.cn/pastversion/lw/pdf/tianaiquo.pdf>
2. Mu, M. (2010). 'Interactive Approach to English Grammar Teaching in the ESL Classroom'.
<http://www.minds.wisconsin.edu>
3. Tuan L. T., Doan N. T. M. (2010). 'Teaching English Grammar through Games' *Studies Literature and Language*, vol. 1, issue 7: 61-75

BUSINESS ENGLISH TEACHING

Oksana Khodakovska (Kharkiv, Ukraine)

Teaching Business English is sometimes not similar to teaching English for Special Purposes (ESP). Although it is rather controversial in itself, comparing ESP to Business English teaching argued to be a category of its own, distinct from Business English. Some scientists admit that ESP involves particular technical and specialised elements that can be compared with Business English. Even if ESP is dealt with as a totally distinct sphere, its goals in language learning are the same as in Business English, i.e. learning English to do well at work.

Both the language and the style of typical business skills are developed while teaching Business English. As a rule, these skills are present in a person's own language, but Business English teaching emphasizes the difference in style required for business in English. Language skills are primarily aimed at dealing with partners, clients and colleagues. Required speaking skills involve: telephone conversations, negotiations, presentations, meetings and socialising in the work place. Workplace writing skills cover: minutes, emails, faxes, reports, letters, memos, etc. General business areas include: general management, human resources, marketing, finance and administration.

Teaching Business English requires both academic and teaching experience. Moreover, an interest in business is the main prerequisite for being a successful Business English teacher. While teaching Business English, one acquires a plenty of information about the business world, not only for your pupils, but also for yourself.

The following lesson formats are useful: one to one lessons, group lessons, seminars or workshops (7 days maximum), in-depth short courses (4-10 weeks). In comparison with General English, Business English is usually more flexible in its

planning and delivery, and so the teaching will easily accommodate the work requirements of your students.

Business English teaching is particularly focused on interactive, student-centered teaching methods. Students should actively participate in communication tasks which can involve their real future work situations. For example, brainstorming and role-play seem to be quite interesting to the Business English learning, mimicking situations that are similar to the students' real-life work circumstances. Learning during class time is important as homework may sometimes not play a crucial role in student advancement. Business English coursebooks ought to be selected very carefully to satisfy both the language and skill requirements of the students. Finally, a teacher can use authentic materials from the students' own business work, for example their reports, emails etc.

Some teachers are sure that their possible lack of business experience or knowledge about the world of business will be evident and they will be made to feel inadequate as a result. This idea is often based on the misconception that teaching Business English means teaching Business Studies to learners of English. While in some cases this may be true, a great number of students of Business English are people who are already working in business within their own linguistic environment and who wish, for a number of reasons, to be able to function in their business role in English too. The teacher's role in this second case is not to present business concepts to the learners or to instruct them how to conduct their business. On the contrary, it is to enable such learners to develop their language skills within a business context. Teachers of Business English are first and foremost teachers of English.

While teaching Business English varies from teaching General English, it will ordinary be in the choice of tasks for listening and reading texts and in the choice of lexis in grammar and vocabulary exercises. In addition to such linguistic considerations, there are a number of affective factors that relate to teaching Business English.

Although there are many approaches to teaching methodology, two teaching methods are most commonly taught. As a rule, methodology taught in certification and training programs is generally referred to either "PPP" (present, practice and production) or "ESA" (engage, study and activate).

"Presentation" involves presenting the target language to the students to see if they know it and then providing the language if no one does.

Then "Practice" is provided where the students practice the target language in one to three activities that progress from very structured (students are given activities that provide little possibility for error) to less-structured (as they master the material).

"Production" is the stage of the lesson where the students study the target language and use it in conversations that they structure and use it to talk about themselves or their daily situations.

One of the most common errors untrained teachers make is that they talk too much.

ESA is different in that it is composed to allow movement back and forth between the stages. Proponents of this method stress its flexibility compared to PPP.

ESA is superior method to PPP when both are reviewed from an ordinary point of view. PPP is often considered to be an easier method for teacher-trainees to get a handle on but probably more programs teach ESA than PPP nowadays, especially those that adhere to only one of the approaches.

While talking to a teacher is thought to be useful, each student in a small class takes less time if a conversation is teacher-centered. In pairs, those same students could be directly involved in conversation more.

One of the biggest problems EFL students have is a very limited amount of time they actually get to practice speaking and listening in direct interaction.

The teacher's role during pair work and small group time is to rotate around the classroom encouraging students and helping them focus on the target language/concepts of the lesson. Including pair work and small-group work in your PPP/ESA lesson is critical to the success and improvement of your students' language skills.

It is important to use English in the classroom as the target language and as the language of teaching. There are cases, however, when the limited use of the students' first language can be useful and important.

References

1. <http://moramodules.com/ALMMMethods.htm>
2. <http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>

TEAM RESEARCH PROJECTS IN ACADEMIC READING AND WRITING MODULE

Alla Khodtseva (Sumy, Ukraine)

An important outcome within the framework of Academic Reading and Writing module appear to be research projects, which are guided and assessed in collaboration with subject teachers. These projects can be viewed as student-centered activities that involve learners in extensive practice of communication skills (speaking, listening, reading and writing) and focus on the necessity to develop their study skills and use them in authentic speech situations. The format of the project reflects a student's ability to read scientific literature critically, assess the research situation, frame a tentative thesis and construct a preliminary outline, design a research paper and present it, explaining an insight on a topic.

The undergraduates are required to conduct an independent research in the area of their specialism in groups of three students and present the results of their investigation. As a follow-up activity the discussion and the analysis of the presented research findings are made by the fellow students. While preparing projects students learn how to generate ideas and select a topic for the research, maintain and follow a research strategy, compile bibliography, avoid plagiarism using different types of paraphrasing, draft the paper, revise and finalize it. In the

process of conducting an independent research they acquire basic academic writing skills that are extremely essential for their future research. The above mentioned skills result from students' acquisitions to process scientific data, formula objectives of the research, apply diverse research methods and techniques, work with statistical data, make use of references and quotations, structure logically the paper, and construct informative introductions as well as persuasive conclusions. The most challenging assignment in accomplishing mini-researches turned out to be the demonstration of certain oratorical skills, while presenting the results of the team investigation in public, and the effective and relevant use of audio-visual aids.

In assessing projects a number of aspects should be taken into consideration. Assessment of projects can be formative (a monitoring instrument throughout the project) and summative (a more formal individual and group assessment at the end of the project).

Formative assessment takes place at different stages of the project and includes group assessment through brainstorming and reporting, self and group assessment through form-filling, external assessment by teacher, etc. The focus is on group dynamics, the quality of group working process and cognitive development. Internal distribution of tasks and responsibilities, effort, attitude contribution, ability to co-operate, to deal with different opinions and attitudes in a positive way are evaluated. Formative assessment is accomplished through teacher oral and written feedback at all stages of the project work.

Summative assessment is concerned with the quality of the product and its presentation. This kind of assessment covers three aspects of the project:

- the quality of professional work

The product is assessed as to its consistency, originality, relevance to the students' future professional activities and education, achievements of the project tasks, etc.

- the quality of presentation

Oral and written presentations are assessed as to their appropriateness to the tasks and content of the project, their clarity, coherence, variety, presentation skills demonstrated, participation of the group members in presentation and discussion.

- the linguistic dimension

The report is written and presented in English and the assessment session is carried out in this language as well. Students are not assessed in the language proficiency as such but in their ability to work with the foreign language in the project and to communicate their results to others.

The analysis of written research papers and presentations of the research results highlighted the most common faults falling into three main categories: paper formatting, the contents of the research and the presentation itself. The weakest point in paper formatting seems to be bibliography, which is not referred to in the paper. The contents of the research are predetermined by the meticulousness of investigation. The following potential problems in presentation of the research findings can be identified: the text is too complex and contains