TEACHING GRAMMAR ASPECTS OF BUSINESS COMMUNICATION IN MODERN ENGLISH

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Abstract. The article deals with teaching practical aspects of grammar, which is included in business communication classes. The article focuses on the ways of integrative teaching methods of grammar and communication in teaching business English language.

Keywords: Teaching grammatical aspect, business communication, business english, methodology.

MÜASİR İNGİLİS DİLİNDƏ İŞGÜZAR ÜNSİYYƏTİN QRAMATİK ASPEKTLƏRİNİN TƏDRİSİ

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Xülasə. Məqalədə işgüzar ünsiyyət dərslərinə daxil edilən qrammatikanın praktik aspektlərinin tədrisindən danışılır. Məqalədə əsas diqqət işgüzar ingilis dilinin öyrədilməsində qrammatika və ünsiyyətin inteqrativ tədrisi üsullarına verilir.
Açar sözlər: Qrammatik aspekt, işgüzar ünsiyyət, işgüzar ingilis dili, metodologiya.

ПРЕПОДАВАНИЕ ГРАММАТИЧЕСКИХ АСПЕКТОВ ДЕЛОВОГО ОБЩЕНИЯ В СОВРЕМЕННОМ АНГЛИЙСКОМ ЯЗЫКЕ

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Резюме. В статье рассматривается преподавание практических аспектов грамматики, включенных в занятия по деловому общению. В статье основное внимание уделяется способам применения интегративных методов обучения грамматике и общению при обучении деловому английскому языку.
Ключевые слова: Преподавание грамматического аспекта, деловое общение, деловой английский, методика.

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1. Introduction

Business English can be thought of as a new English genre. As more people realize the need of being able to speak in English on a daily basis, this business variety of English is rapidly growing and developing. The use of English varies between organizations and even between different departments within the same corporation. It is fascinating to see how this genre develops right in front of our eyes. The usage of English is being assessed during job interviews even for professions where it was not previously needed, and this circumstance creates a critical need to learn how to represent ourselves (and our company) appropriately and impressively on numerous markets.

The topic of the article is chosen with care because there are numerous publications dealing with Business English, teaching methodology, English for Specific Purposes, teaching

a concrete skill and many others, but none of them provide the specific topic of teaching grammatical aspect of business communication in Modern English. Grammar guidelines should not be ignored. In relation to the teaching of grammar, Krahnke (1985) suggests that "a large part the effort spent opposing the teaching of grammar may be better spent persuading true believers in grammar teaching that grammar has a newly defined but useful role in language teaching and demonstration [4, p.598]. Grammar plays an essential role to improve the language better [9, p.54].

As a result, we decided to concentrate on teaching grammar aspect in business English. The use and teaching of grammar aspect, is one of the most important characteristics that distinguishes business English from other types.

2. What is Business communication?

English is the language of business communication "interdependent unity of those differing in functional orientation of the varieties of oral and written speech used in the following business purposes:

– business meeting (for local and global Business meetings);

– presentation (for Business Presentations);

– conversation technique (Socializing);

– elephone communication in business purposes (Telephoning);

– business documentation and contracts (documents and contracts of different Businesses);

– business correspondence (letters, emails and other documents relating to Business correspondence);

– technique of conducting negotiations (negotiating);

– the language of the media, oriented to the business world (The business media)"[9, p.8; 6, pp.306-310].

In theoretical and practical terms, a very significant role is played by differentiation between "Business English of the most general purpose" (General Business English) and "Business English for Special Purposes" (Business English for Specific Purposes): the first orients students of modern English to the general issues between different types of entrepreneurial activity, while the second reflects the specifics of a particular business sector (finance, banking business, management, etc.).

In the conditions of modern economic development, business globalization spread of transnational companies in around the world, and the mobility of university graduates, there is a need for new approaches to teaching grammatically correct speech in English. This approach is carried out in the formation of grammatical competencies of a specialist who is able to conduct professionally oriented dialogue with business partner. By the end of training at the undergraduate level, students already know the basics of a foreign language, in particular,

reading, speaking, writing, which proves their participation in numerous competitions, tests, etc.

Firstly, Business English vocabulary layer includes the words of the general language (General English words), which indicate close connection between the general language (General English) and business English (Business English). For example: morning, evening, people, time; to buy, to change, to end, to help, to look through; nice, fine, good; here, tomorrow, a year ago.

Secondly, Business English vocabulary layer has common vocabulary of business English communication (General Business English vocabulary), which creates an official business style and most characteristic of the language of commercial correspondence, contracts and other types of business documents. Words related to this layer (I), have neutral equivalents in common language (II). For example:

I *(BE Vocabulary)*	II *(common language)*
alternative	– *choice, option*
confidence	– *trust*
objective	– *task, goal, aim*
actual	– *real*
astute	– *clever*
co-operative	– *helpful*
to accentuate	– *to emphasize*
to advise	– *to inform*
to assist	– *to help*
to cancel	– *to stop*

The third layer in the vocabulary of Business English includes lexical units denoting the most essential concepts, underlying both the functioning of the business world and its understanding.

The fourth stratum of Business English vocabulary is represented by different types of specialized terminology (or terminologies) used by professionals in a particular industry. E.g: *oil, crude oil, fuel oil, oil deal, oil field, oil field equipment, refinery from the oil industry.*

3. The role of grammar in Business Communication

The movement from the grammar of language to the grammar of speech gradually led to a more detailed description of the ontology of grammatical oppositions in a certain variety of works of speech, designated by the term "Language for Special Purposes" (LSP).

To make the process of teaching the grammar of Business Communication and the control of its assimilation clearer and more definite, it is necessary to present grammar not as a list of grammatical forms and rules for their use, but to give an understanding of what specific

tasks they are intended to perform. The competence-based approach to the presentation of grammatical phenomena is the most appropriate way to organize a huge list of both grammatical and lexico-grammatical means of English for Business Communication.

The ultimate goal of learning business grammar is to be able to use it for communication, that is, the grammar teaching methodology should provide opportunities for meaningful communicative practice, when students share real information using grammar in meaningful contexts. It is known that teaching grammar should take place on a large amount of material. This is necessary for the learner to acquire the ability to access the language more or less automatically, without undue attention or conscious thought. Based on professional training texts, it is possible to build a set of exercises that will meet the requirements of communication [11, p.9]. Authentic materials are necessary because texts should exclude artificial examples and abstract speech situations.

Primarily, Business English is characterized by the presence of passive constructions, complex and impersonal sentences. For Azerbaijani-speakers, the widespread use of passive constructions can become an insurmountable obstacle to understanding detailed information and will require preliminary training.

For clarity of the message, businessmen try to use words only in their direct dictionary meaning.

The use of figurative words, metaphors and hyperbole is not welcome, as not everyone is able to appreciate your sense of humor and correctly understand what is being said.

The frequent use of impersonal forms of the verb, passive constructions, complex sentences are confused not only by those who encounter a business presentation in English for the first time, but also experienced translators who are trying to transfer the exact content into their native language.

For conversational style, the use of the active voice prevails over the use of the passive. The formal style of communication (written and oral) involves the exchange of data and facts, so the use of the passive voice is justified in order to convey specific information.

Most grammar rules contain all sorts of terms, such as "subjunctive", "gerund" and so on. Some students admit that they know the definition of each grammatical term, but this does not mean that they can correctly use them. Naturally, more important issue is that they know how grammar rules are used by native speakers. They should try to listen and read examples on grammar rules that are naturally used by native English speakers. Having seen and heard many examples, they understand the rules better than memorizing grammatical terms. For example, if we take the passive voice, it is often used in business communication. E.g.:

The meeting will probably be delayed (by the chairperson) - İclas çox güman sədr tərəfindən təxirə salınacaq;

The report was sent to the wrong recipient - Hesabat səhv alıcıya göndərildi.

The email has not been sent yet because of technical problems - Məktub texniki səbəblərdən hələ göndərilməyib.

Teachers must remind students how to use the following rules in business:

- You can use the passive voice whenever you want to focus on an action rather than the person doing the action.

- If you are describing a problem, you can use the passive voice to avoid blame a specific person for the problem.

- You can also use the passive when it's not important know who performed the action, when the group you completed the action, or when you want everything sounded more formal.

When we communicate formally, it does not always make sense to insist on knowing who is the doer of the action. You can make your English more formal by using the passive voice. Here are some examples of passive expressions that can be used in Business communications:

- It is recommended that we do more research before launching the product (Before launching product, additional research is recommended);

- It has been suggested that better team work will lead to better results (It has been suggested that the best teamwork will lead to better results).

In the same way, teachers tell (and must tell) students about other grammatical phenomena that are characteristic of business style.

Mastering the grammar of the target language is important not only for the formation of productive skills in oral and written speech, but also for understanding the speech of other people.

However, in listening and reading, an insufficient level of grammatical skills will become a barrier to business communication and this should be explained to the students.

4. Teaching grammar aspect of Business Communication

Forming grammatical competence required for the implementation of future professional communication activities, you can be assigned to the most urgent tasks in order to provide them with the opportunity to competent professional interaction necessary for negotiating, participating in presentations and business meetings, conducting telephone conversations, maintaining contact during a conversation, etc.

Both of accuracy and fluency of effective communication are very important outside of Business English. Most language exercises emphasize either accuracy or fluency. The extent of teacher interference, such as for error correction, should be reflected in these various goals as well. Accuracy appears to be crucial in the business world since any misunderstanding could have severe ramifications and result in significant financial loss [7, p.85].

The transition from rigorous exercises to more free-form practice calls for a slower pace in order to prevent developing negative habits at the start of learning a new language, in light of the importance of correctness in Business English that was previously mentioned. To ensure

variation and a broad spectrum of student skill development, there should, however, always be some balance in the emphasis on both correctness and fluency. Furthermore, overcorrecting brought on by an excessive emphasis on accuracy can stop adults, too, from speaking, which is something the instructor should try to prevent. Depending on the individual learner, a natural speed and outcome are desired for the development of the student's independent speaking abilities. Presenting grammar in single sentences does not allow students to see how grammatical structures work in sentences. "By processing related units of information instead of individual bits, processing becomes possibly more efficient" [5, p.105]. Communication based on Business grammar teaching has always been beneficial to learners. "Learners must learn the language in a logical context through authentic business discourse-sized input or language learning materials that stimulate authentic input by using sentences that follow a logical sequence" [3, p.95].

There must always be instances in our lessons where we just praise fluency. At this time, we do not address linguistic errors unless they impair the learners' ability to communicate what they want to say [2, pp.28-33].

The amount of learnt vocabulary in the specific language is closely related to speaking competence. English has roughly 30 000 words (including Grammar terms) of general interest that can be understood by anyone who reads newspapers, periodicals and books of general interest to English speakers [1, pp.78-83].

The traditional questioning of students conducted at the beginning of training showed that they are interested in acquiring not only verbal communication skills, but also grammar skills.

One of the possible approaches is to choose grammatical phenomena, which are characteristic of one or another aspect of a business foreign language. To tie grammar with its actual use means to find a common grammatical point in some phrases we practice for functions such as phone calls, email and conversations.

We use this as the basis for the presentation of the grammar, for example, by giving students sentences they have seen before, such as *"I am looking forward to hearing from you"*, but with missing prepositions. Similarly, a variety of articles on business topics that students have already studied are used.

When students take a Business English exam (e.g.: TOEIC, BEC or BULATS), it should be possible to analyze which grammar points are likely to appear in the exam and prioritize them. This is especially true for oral and written tests. Authors of textbooks and self-study books have already done some of these tests, and you can compare your ideas with the contents pages of those books. If your students are likely to need English now or in the future, it can be used to create realistic situations for TTT or Task-Based Approach or PPP practice and production.

Another thing to consider is English as a French language, but it is a bit hard to see what the implications of teaching grammar can be when students mostly interact with non-native speakers but have the most trouble understanding native speakers.

Thus, once again we would like to emphasize that the English language of Business Communication is an interdependent unity varieties of oral and written speech that differ in functional orientation and are used for business purposes: rules for conducting a conversation (Socializing), communication by phone for business purposes, such as telephoning, business correspondence and documentation, business meetings and presentation, negotiating rules and the language of mass media [10, pp.1-8].

Conclusion. Nowadays there are many books specifically on Business English grammar from well-known publishers, but they are mainly for self-study, so the exercises are probably not the best. One option is to take an exercise from a general English textbook or a communication game with a grammar focus and adapt it to a more business-like approach, or make your own exercise based on some familiar controlled practice activity, such as knowledge gaps and discussion questions.

Summing up, it can be noted that it is necessary to teach the grammar of a foreign language, given the close connection of the grammatical material with the context of the communicative situation. It is she who will dictate the necessary criteria in training grammar for its practical use in speech, which involves the creation of methodically appropriate conditions for natural educational communication, the assimilation of social values.

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