TEACHING BUSINESS ENGLISH AT NON-SPECIALIZED FACULTIES IN AZERBAIJAN (RESULTS OF EXPERIMENTAL ANALYSIS AT AZERBAIJAN STATE ECONOMIC UNIVERSITY)

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ABSTRACT: *The article deals with the problem of Teaching Business English at non-specialized faculties of Azerbaijan. Business English is one of the branches of ESP, and it is the mostly used area in the world nowadays. Some authors, such as, Hutchinson T and Waters A, David Carver, Robinson, Toni Dudley-Evans, Jeremy Harmer, R.Mackay & A.J.Mountford and some other investigated ESP and its classification. In the 2nd part of the 19th century, Business English began to develop as an independent area of ESP and for learning it, learners should have General English knowledge. The main purpose of the article is to hold an experiment at non-specialized faculties in Azerbaijan. So, Azerbaijan State Economic University was chosen as a target place for the experiment. A two-part experiment, each of which continued for 5 weeks, was held at ASEU in 2 experimental and 2 control groups. The results of the experiment are described in the tables given below.*

KEYWORDS: Business English, General English, Teaching, Experiment, Non-Specialized Faculties

INTRODUCTION

In modern times, English, is considered to be a business language. It is used for commercial purposes and is a communicative medium in business organizations to carry out several functions. Business English is a communicative competence that needs to be understood in the context of the workplace. English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment. The range of different subject areas (accounting, commerce, finance, e-commerce, economics, HR, IT, insurance, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport) included under the umbrella term Business English is wide. What is generally associated with a Business English are the skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc.

THEORETICAL UNDERPINNING

Business English is considered to be a branch of English for Specific Purposes (ESP), which was classified differently. Some authors, such as, Hutchinson T and Waters A, David Carver, Robinson, Toni Dudley-Evans (Dudley-Evans T. & St John M. (1998), Jeremy Harmer described this classification specifically. ESP is traditionally divided into two parts:

1. English for Academic Purposes; and 2. English for Occupational Purposes.

We should note that the above mentioned classification belongs to Robinson. (Robinson P.C, 1980).

In 1983, David Carver defined 3 types of teaching English for Specific Purposes:

- English as a Restricted Language

- English for Academic and Occupational Purposes

English with Specific Topics (Robinson P.C, 1980).

T.Hutchinson and A.Waters created "the tree of English Language Teaching" ("Tree of ELT"), which included ESP.

"Tree of ELT", was comparatively simplified later by R.Mackay & A.J.Mountford. They divided Teaching ESP into 3 parts: (Mackay, R. & Mountford, A. J. (1978).

 1. English for Science and Technology (EST,

2. English for Business and Economics (EBE)

3. English for Social Studies (ESS).

T.Dudley-Evans and Maggi St John's investigations in this field are very popular in the world. According to them, ESP can be taught to those who are more or less familiar with English. Both of the authors determined the following definition of ESP:

"Teaching ESP is the language of comprehension of what is happening in the world." (Dudley-Evans T. & St John M. (1998).

They, in the book "Developments in ESP", divide ESP into "English for Occupational Purposes" and "English for

Academic Purposes".

We should note that nowadays "Business English" occupies a specific place among the fields of ESP.

In modern times, English, alongside with an international one, has already become a business language. In America, Germany, Korea, China, Brazil and other countries, English language is used for business purposes, and it caused the preparation of books relating to managament. Guy və Mattock (1995) prepared "Offshore english" book for the nations living in Europe, which was of more practical character than English. The role of English as an international language was that non-native speakers should understand the speech of native speakers more easily and explain something easily (Guy Vincent, Mattock John, Knudsen Anne. (1995)). Pickett (1986) noted that Business English, being much closer to the language spoken by the general crowd, has more than one face (or form). The author has denoted two aspects of Business English: public taalks and intra- or inter-company talks. Pickett gave it in the form of a diagram below: (Dudley-Evans, T. & St John, M. (1998)).

General English   ↕

Communication with public ↕
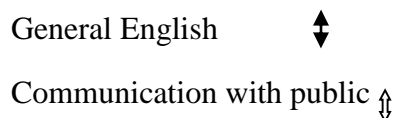
Business English ⇕

Talks among Businesses ↕

Specified language of Special Business (insurance, pharmacy, etc.)

People learn Business English for different purposes. For some people, it is a necessary part of their jobs, for others it is a stats and an investment which will bring financial award, for some other people, it is for special needs, and some others learn it as they have already begun a new job or a career. Though all these divergences, Evan Frendo divides Business English learner into the following groups: (Frendo, Evan. (2005)).

Pre-experienced learners who have little information or quite no information. University students willing to build a business career or even secondary school pupils enter this group.

Job experienced learners are enough informed about business life and thier jobs, and thier aim of learning Business English is clear and concrete.

General business-experienced learners have definite information and job experience about Business life, and they learn it in order to change to a new job or they learn it for more specific purposes.

Learners who learn appropriate to organization hierarchy - are those who want to learn Business English depending on their position in the organization and on the demands put forward.

Learners who learn appropriate to national culture – are those who learn Business English to learn intercultural differences, traditions, values relating to education and overcome these difficulties.

Learners **who learn appropriate to demantd** – are those who learn Business English for the needs such as to join international project team or to answer to the telephone calls made to the company or to describe the product of the company to a new buyer.

Learners **who learn appropriate to language level –** are those who are grouped appropriate to different language levels, such as, beginner, intermediate, upper, etc.

Buiness English teaching environmet is divided into the following groups: (Frendo, Evan. (2005)).

Educational institution is a place where the young get education at universities, colleges and schools. Here, in the final exams written and spoken assignmets are oblogatory. In such environmet, learners begin with exact expectations and feelings of class. They expect teachers to be experts in business life as they are in the language. Sometimes in such cases bigger classes can consist of the learners having different language level and abilities. These learners don't know exactly how to use Business English in the future, and from this point it is not qiute possible to focus on special target. The privilege of such kind of teaching environmet is that Business English language is taught not concretely but more widely. Learners have work experience and and know exactly why they learn Business English. The teacher, at the same time, gets widely acquainted with the company and participate in the operations as an observer and organise the lessons appropriate to the needs of learners.

İndividual - (or one-to-one) environmet is organized appropriate to the needs of private learners, such as to prepare a specila project, presentations, correspondence, reports, etc.

Business English teachers can be less informed on the business sphere than the sphere where he knows more than students. Business English teacher must be able to be full of information and to make decisions on the language and language learning. They must also be aware of professional and business world. Besides, they must also be able to adapt to a special teaching envronmet and must also be eager to learn continuously. Business English teachers should pay attention mainly to the following three components:

 - **Linquistic competence**. It reveals in the main elements i.e., in the use of vocabulary, gramamr, phonology and so on.

- **Discourse compotence**. Language competence is connected with language elements and approaches the language from out of the context. However, discourse competenceç on the othe hand, is connected with the language which is being used, and it describes how people intercommunicate within a context. As a characteristic example of it, we can show negotiations, presentations, correspondence, meetings, etc. Discourse can be written and oral.

- **Intercultural competence.** Culture has different kinds: national culture, organiztional culture, professioanl culture.

So, Business English is not only connected with language, but also with discours and culture, and they must be taught together (Frendo, Evan. (2005)).

Research Methodology

The topic disscussed in the given article is new in Azrebaijan and needs investigating thouroughly. In this direction, some methods of investiagtion have been used in the article. They are: theoretical analysis, pedagogical observation, synchronic-descriptive, interview method, mathematical-statistical method, pedagogical experiment method. For the theoretical part of the experiment, we have used theoretical analysis method, however, the other mentioned methods are used in the experiment part of this work.

ORGANIZATION, REALIZATION OF THE EXPERIMENT AND ITS RESULTS

While carrying out the research work, the most important matter was to carry aout an experiment connected with the teaching of "Business English". To carry out the experiment, we decided to choose "International Economic Relations" faculty of Azerbaijan State Economic University, where a lot of very necessary subjects are taught. The reason for it was that at the mentioned high shcool, a special attention is given to the teaching of English, especially, "Business English". In order to be successful in signing agreements and holding negotiations in business, the teaching of "Business English" at non-specialized faculties is very important, and if possible to say, is MUST. For this, we have been sure of holding an experiment at "Business Management" faculty of Azerbaijan State Economic Univerisity.

In connection with this, the followings have been done:

We investigated the psychological, linguistic and methodological bases of the methods of "Business English" teaching, from the theoretical viewpoint, to the students at non-specialized

faculties (at the "Business Management" faculty of Azerbaijan State Economic Univerisity). At the same time, we also analysed the textbooks and manuals to determine at what extend they face the requirements at the same faculty. Here some problems arise: In teaching this subject, do the manuals and teaching aids face the requirements fully or partially; or is it necessary to write new textbooks and manuels; or should the existing textbooks and manuels be improved? In the given case, while preparing different topics and the exercises systems depending on it, the above-mentioned points should be taken into consideration, and the students can benefit from it.

In order to solve the students' problems in mastering "Business english" and to develop the results on students' oral speech activity, an experiment has been planned, and the difficulties that students face while having oral activities and the errors that they make, and the shortages they have, should be revealed by means of an experiment. Later, taking into consideration the results of that experiment, new exercises' system and textbooks and manuels should be prepared and on the basis of checking experiment, their effectiveness should be determined.

Practical-experimental investigation has the following 6 stages, according to V.V.Sudakov's classification:

1. Organizing stage; 2. Diagnostic stage; 3. Prognostic stage; 4. Application stage; 5. Practical stage; 6. Generalizing stage (Sudakov V.V. (1989).

Experıment 1 (November-December, 2015)

26 students participated in the experiment with 5 weeks' duration, which was realised in Group 284 of "Business management" faculty of Azerbaijan State Economic University (ASUE). The aim of the experiment was to teach the students "Business English" during 5 weeks, using the "Market Leader" book, and to observe the development, shortages and negative cases in the group, and to give definite proposals or ideas in the way of solving them.

During the experiment the students of Group 284 of "Business management" faculty of ASUE were taught the topics "Talk about your career plan", "Talk about companies", "Talk about shopping habits", "Discuss new businesses and business sectors", "Discuss the qualities of a good manager" taken from the book "Market Leader", and by means of control, the formation of speech abilities in them relating to the topics in that book has been compared.

After the experiment it became evident that the student had the problem with talking and specially with normal word stock in order to hold negotiations. Besides, some students were observed to have problems in listening skill, too. To eliminate the problems of the students the following complex of exercises is advised to be used in-class:

a) selecting texts and their adaptation (to match them to the level of students);

b) text should include new and interesting information;

c) one should avoid using too long phrases and sentences;

d) texts should be simplified in order to realise their listening comfortably.

In the teaching of speaking, unprepared speech ability, its reactivity, its being spontaneous, and its tempo develops during the dialogue, while in prepared speech initiativity and the ability of monological consistency develops.

The mutually connected characteristics of speech activity in teaching speech communicability are the follwings and they should be taken into consideration: being situational, motivation, direction and strukture.

Below is given a table established on the results of the experiment.

Table 1a

The experiment done	II year students of "Business management" faculty (students taking part in the experiment)	The results in %	The time of the experiment
1. Making a situation and retelling (as a monologue)	Gr. # 284 (29 students)	Before experiment 32,8%	November 07, 2015
		After experiment 56,5 %	December 09, 2015
2. Listening to an unknown text and answering to questions	Gr. # 284 (29 students)	Before experiment 42,6%	November 07, 2015
		After experiment 60,5 %	December 09, 2015
3. Making a text according to the pictures	Gr. # 284 (29 students)	Before experiment 41,8%	November 07, 2015
		After experiment 40,5 %	December 09, 2015
4. Making a dialogue according to the topic (pair work, group work, team work)	Gr. # 284 (29 students)	Before experiment 68,8%	November 07, 2015
		After experiment 75,5 %	December 09, 2015

According to the Table 1a, the experiment was carried out with the 2nd year students of "Business Management" faculty of ASUE. The aim of the experiement was to determine different skills of students on 5 topics given above or to develope these skills. The topics given are the topics complied on "Business English", and it is very important to make the students to muster them.

As it is seen from the experiment Table 1a, there are experiment requirements organized in accordance with 4 parameters:

1. Making a situation and retelling (as a monologue);

2. Listening to an unknown text and answering to questions;

3. Making a text according to the pictures;

4. Making a dialogue according to the topic (pair work, group work, team work).

According to the 1st parameter, though the indicators of it among the students of the "Business management" faculty were 32,8%, the post-experment results became 56,5 %.

According to the 2nd parameter, the percentage of the results of the mentioned faculty went up to 60,5 % from 42,% during 5 weeks.

According to the 3rd parameter, the initial figures of the experiment of the given faculty students' were 41,8%,however, after the experiment ended they fell to 40,5 %.

According to the 4th parameter, the indicators of the experiment in the beginning was 68,8% and they increased in 6,7 % in the end.

Consequently, from the experiment carried out in Group 284 at the "Business management" faculty of Azerbaijan State Economic University the following results were achieved:

1. Among the students (29 students) participating in the experimen, according to the percentage indicator, *making a situation and retelling (as a monologue*) skill was marked with the lowest percentage, however, after the experiment this indicator rose.

2. Among the students (29 students) participating in the experimen, the percentage of *Listening to an unknown text and answering to questions* skill was less than half and after the experiment this indicator reached 2/3 %.

3. In the students (29 students) participating in the experimen, in the skill of *Making a text according to the pictures* there was observed decrease: from 41.8% to 40.5%.

4. In the students (29 students) participating in the experimen, in the skill *of Making a dialogue according to the topic (pair work, group work, team work)* there was an increase.

According to the analysis of all the given parameters, we should note that, in the teaching of "Business English" subject at the non-specialized faculties of Azerbaijan, two parts - *Making a situation and Making a dialogue according to the topic (pair work, group work, team work)*are more important and more necessary. So, in the future business negotiations the ability of having talks, and making a conversation benefiting from current situations, occupy the initial places.

Table 1b

The experiment done	II year students of "Business management" faculty (students of control group taking part in the experiment	The results in %	Time of the experiment
1.Making a situation and retelling (as a monologue)	Gr. # 290 (25 students)	Before experiment 42,8%	November 07, 2015
		After experiment 46,5 %	December 09, 2015
2.Listening to an unknown text and answering to questions	Gr. # 290 (25 students)	Before experiment 41,6%	November 07, 2015

		After experiment 40,5 %	December 09, 2015
3. Making a text according to the pictures	Gr. # 290 (25 students)	Before experiment 39,8%	November 07, 2015
		After experiment 38,5 %	December 09, 2015
4. Making a dia-logue according to the topic (pair work, group work, team work)	Gr. # 290 (25 students)	Before experiment 66,8%	November 07, 2015
		After experiment 65,5 %	December 09, 2015

The results of the experiment Group 290 were compared with those of the experiment Group 284, which is determined as a control group. The purpose to chose the control group is to compare the achieved results of the experiment group. It also should be mentioned that, we don't have lessons in control gruops.

The lessons in control group took place during the same period with the experiment group. In control group there was slight increase in indicators only in Parameter 1 - *Making a situation and retelling (as a monologue),* but in the other 3 parameters - *Listening to an unknown text and answering to questions, Making a text according to the pictures, Making a dialogue according to the topic (pair work, group work, team work)* the percentage of skills fell down.

Experıment 2 (Aprıl-May, 2016)

After the results of the 1st part of the experiment, we came to a decision to carry out the 2nd experiment with the 2nd year students of "Business Management" faculty of ASUE. The reason for it is as follows:

1. The expected results of the experiment were not so as we exected.

2. In the syllabuses there were some shortages and they didn't have good and expected effect on the lessons.

3. Analysing the results of the 1st experiment observed by us, we saw some shortages in the current syllabus.

4. As there were shortages in the syllabus, there was a great demand for preparing a new syllabus and analysing its results.

During April-May of 2016, we carry out the 2nd experiment with the 2nd year students (Group 287) of "Business Management" faculty of ASUE, in which 26 students were present. It also continued for 5 weeks as the 1st one. The aim of the experiment was to teach the students "Business English", using "Market Leader" book, and to determine the development, shortages and negative cases in the group, and to give definite proposals or ideas in the way of solving them. In the "Business Management" faculty of ASUE, the students of Group 287 were taught

the topics "Talk about your career plan", "Talk about companies", "Talk about shopping habits", "Discuss new businesses and business sectors", "Discuss the qualities of a good manager" taken from the book "Market Leader", and by means of control, the formation of listening and speaking abilities in them relating to the topics in that book has been compared during the experiment.

Table 2a

The experiment done	II year students of "Business management" faculty (students taking part in the experiment	The results in %	The time of the experiment
1. Making a situation and retelling (as a monologue)	Gr. # 287 (26 students)	Before experiment 64,7%	April 04, 2016
		After experiment 74,5 %	May 06, 2016
2. Listening to an unknown text and answering to questions	Gr. # 287 (26 students)	Before experiment 32,8%	April 04, 2016
		After experiment 36,5 %	May 06, 2016
3. Making a text according to the pictures	Gr. # 287 (26 students)	Before experiment 44,9 %	April 04, 2016
		After experiment 46,7 %	May 06, 2016
4.Making a dialogue according to the topic(pair work,team work group work,)	Gr. # 287 (26 students)	Before experiment 72,8%	April 04, 2016
		After experiment 88,5 %	May 06, 2016
5. Listening to an online program and answering to the given questions	Gr. # 287 (26 students)	Before experiment 62,9%	April 04, 2016
		After experiment 78,8%	May 06, 2016
6. Working on the writing pieces on the given topics (email, objection letters, gratitude letters etc.)	Gr. # 287 (26 students)	Before experiment 62,8%	April 04, 2016
		After experiment 70,8%	May 06, 2016

As it is described in Table 2a, the experiment was realised among the 2nd year students of "Business Management" faculty of ASUE. The aim of this experiment was to find out the presence and development of different skills of students on 5 topics given above. In the 2nd experiment, there were experiment conditions appropriate to the 4 parameters and they coincide with those of the 1st experiment.

1. Making a situation and retelling (as a monologue);

2. Listening to an unknown text and answering to questions;

3. Making a text according to the pictures;

4. Making a dialogue according to the topic (pair work, group work, team work);

5. Listening to an online program and answering to the given questions;

6. Working on the writing pieces on the given topics (email, letters of objection, letters of gratitude, etc.)

According to the 1st parameter, though the indicators of it among the students of the "Business management" faculty were 64,7%, the post-experment results went up to 74,5 %.

According to the 2nd parameter, the percentage of the results of the mentioned faculty students rose to 36,5 % from

32,8 % during 5 weeks.

According to the 3rd parameter, the initial figures of the experiment of the given faculty students' were 44,9 %, however, after the experiment ended they incresed to 46,7 %.

According to the 4th parameter, the indicators of the experiment in the beginning was 7,28% and they went up to 6,7 % in the end.

According to the 5th parameter, the percentage of the given faculty students'results rose to 78, 8% from 62,9 %.

According to the 6th parameter, the figures were initially 62,8%, however they became 70,8% in the end.

Consequently, from the experiment carried out in the 287 group at the "Business management" faculty of Azerbaijan State Economic University the following results were achieved:

1. Among the students (26 students) participating in the experimen, according to the percentage indicator, *making a situation and retelling (as a monologue)* skill was marked with a high percentage which became higher at the end of the experiment.

2. Among the students (26 students) participating in the experimen, the percentage of *Listening to an unknown text and answering to questions* skill went up approximately for 4%.

3. In the students (26 students) participating in the experimen, in the skill of *Making a text according to the pictures* there was observed slight increase, just for 2 %.

4. In the students (26 students) participating in the experimen, in the skill *of Making a dialogue according to the topic (pair work, group work, team work)* there was also observed a significant increase.

5. In the students (26 students) participating in the experimen, in the skill of *Listening to an online program and answering to the given questions*, we can observe a big increase, nearly 16 %.

6. In the students (26 students) participating in the experimen, *Working on the writing pieces on the given topics (email, letters of objection, letters of gratitude, etc.)* the indicators of the given parameter went up for 8 %.

According to the analysis of all the given parameters of the 2nd experiment, we can say that, in the teaching of "Business English" subject at the non-specialized faculties of Azerbaijan Universities, two parts - *Listening to an known text and answering to questions and Making a text according to the pictures were considered to be less* important for the students, while *Making a dialogue according to the topic (pair work, group work, team work)* ability was more necessary for them. So, in the future, the students of the above mentioned faculty are thought to be more interested in increasing the ability of working in pairs, groups and teams.

Table 2b

The experiment done	II year students of "Business management" faculty (students of control group taking part in the experiment	The results in %	The time of the experiment
1. Making a situation and retelling (as a monologue)	Gr. # 291 (24 students)	Before experiment 46,7%	April 04, 2016
		After experiment 47,5 %	May 06, 2016
2. Listening to an unknown text and answering to questions	Gr. # 291 (24 students)	Before experiment 40,5%	April 04, 2016
		After experiment 42,5 %	May 06, 2016
3. Making a text according to the pictures	Gr. # 291 (24 students)	Before experiment 44,9 %	April 04, 2016
		After experiment 43,7 %	May 06, 2016
4.Making a dia-logue according to the topic (pair work, group work, team work)	Gr. # 291 (24 students)	Before experiment 62,8%	April 04, 2016
		After experiment 63,5 %	May 06, 2016

The results of the experiment Group 291 were compared with those of the experiment Group 287, which is also determined as a control group in Experiment 2. The purpose to chose the control group is to compare the achieved results of the experiment group. It also should be mentioned that, we don't have lessons in control gruops.

The lessons in control group took place during the same period with the experiment group. In control group there was slight increase in indicators only in Parameters 1, 2, 4, however, in the parameter 3 - *Making a text according to the pictures,* the percentage of skill fell down by nearly 1%.

THE INVESTIGATION AND ANALYSIS OF THE CURRENT SITUATION, IN CONNECTION WITH THE EXISTING PROBLEMS, AT NON-SPECIALIZED FACULTIES

After observing the lessons and having a 2-part experiment, which continued for 5 weeks at "Business Management" faculty of ASUE, the following problems in the teaching "Business English" arose:

1. At the mentioned faculty, we couldn't see any diagnostic testing of students for teaching "Business English". The diagnostic testing, in our opinion, is very important, because in the experiment groups the difference in students' levels was evident. We think, there should have been held this type of test and the students should have been divided into groups according to their knowledge level, and teaching materilas should have been chosen in accordance with students' levels and the given subject should have been taught.

2. At non-specialized faculties, for teaching "Business English" coursebooks or books must be written/prepared, because the current coursebooks don't meet the demands. In other words, the current books though being very qualitative, there are not any topics in them relating to Azerbaijan reality, and it creates problems in learning termionolgy appropriate to some spheres.

3. At non-specialized faculties, for teaching "Business English" the selection of teachers is also important. Thus, if the teachers who have enough knowledge on the shperes of economy and business, teach this subject, it can make the lessons much more qualitative. For instance, at "Business Management" faculty of ASUE, Durdana Vakilova, who taught "Business English", having deep knowledge on different spheres of business, she could teach the subject in a detailed and professional form. In this case, her life experience also helps her.

4. The supplying of the classes with ICT means is one of the most important factors. At "Business Management" faculty of ASUE while teaching "Business English" and in the observed lessons, there were nothing but the personal laptop of the teachers and an ordinary board.

5. One more problem is about the motivation in students. It is known, there are two types of motivation: inner motivation and outer motivation. At "Business Management" faculty of ASUE while teaching "Business English", both of the teachers, whose lessons we observed – Phd, senoir teacher Durdana Vakilova and Phd, senoir teacher Shahla Karimova could create motivation in students. Here, the only existing problem was that the students didn't have inner motivation while learning "Business English".

6. The next problem is in what courses "Business English" should be taught. So, the teaching "Business English" in the 2nd course (I term) at "Business Management" faculty of ASUE, where we had our experiment, is not so effective. It wasn't so difficult for us to understand it from the general language level of the students. We would like to note, as a proposal, that the experimented subject is appropriate to be taught at the 3rd (II term) or 4th courses at non-specialised faculties. We can explain it with this that, as age, knowledge, background and world outlook of students increase, the level of analytical thinking of students and interest to knowledge also increases, and they approach these matters consciously.

CONCLUDING REMARKS

As a conclusion, after the experiment the following roblems revealed:

1. The basis of teaching Business English at non-specialized faculties in our republic must be investigated from linguistic point of view.

2. Pedagogical and psychological rules of teaching Business English at non-specialized faculties must be determined.

3. To achieve communicative competence during the business communication process, some work must be carried out in this direction.

4. The coursebooks and manuals on Business English at non-specialized faculties must be relevant to and useful for the students and must meet today's demands. In order to achieve this, they must be fitted to the business environmet of the republic.

5. Though most of the prblems at non-specialized faculties of ASUE have been solved, some of them remain unsolved.

6. It's possible to find shortages on the syllabus of Business English at non-specialized faculties (e.g. ASUE), and they need adjusting.

7. The model which was formed for efficent teaching of Business English and the exercises created on the basis of it, have proved to be beneficial for overcoming the difficulties the students face, learning Business English.

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