

PROPOSING AND DEMONSTRATING A RESEARCH-BASED APPROACH TO CURRICULUM DEVELOPMENT FOR BUSINESS ENGLISH

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Abstract. This article presents and exemplifies a research-based method for creating a Business English curriculum that emphasizes three key areas: intercultural competency, negotiating techniques, and business communication. This method highlights the value of requirements analysis, learner-centered training, and task-based learning by drawing on insights from studies of language acquisition, pedagogy, and corporate communication. Teachers can design Business English programs that are effective, current, and sensitive to the ever-changing demands of the business sector by incorporating these ideas into the curriculum building process.

Key words: Business English, curriculum, language acquisition, sensitive, communication, learner-centered, intercultural competency, research-based, methods, pedagogy.

ПРЕДЛОЖЕНИЕ И ДЕМОНСТРАЦИЯ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОГО ПОДХОДА К РАЗРАБОТКЕ УЧЕБНОЙ ПРОГРАММЫ ПО ДЕЛОВОМУ АНГЛИЙСКОМУ ЯЗЫКУ.

Аннотация. В этой статье представлен и проиллюстрирован научно-исследовательский метод создания учебной программы по деловому английскому языку, которая подчеркивает три ключевые области: межкультурная компетентность, методы ведения переговоров и деловая коммуникация. Этот метод подчеркивает ценность анализа требований, обучения, ориентированного на обучающегося, и обучения, основанного на задачах, опираясь на идеи из исследований по усвоению языка, педагогики и корпоративной коммуникации. Преподаватели могут разрабатывать эффективные, актуальные и чувствительные к постоянно меняющимся требованиям делового сектора программы, включив эти идеи в процесс построения учебной программы.

Ключевые слова: деловой английский, учебная программа, усвоение языка, чувствительный, коммуникация, ориентированный на обучающегося, межкультурная компетентность, научно-исследовательские, методы, педагогика.

INTRODUCTION

The goal of business English, a subfield of English language instruction (ELT), is to give students the communication abilities they need to be successful in the corporate sector. English has emerged as the de facto business language in today's worldwide economy, and demand for

business English courses has increased dramatically. But creating a successful Business English curriculum necessitates a careful, research-based strategy that considers the unique requirements of students, the expectations of the corporate world, and the most recent findings from pedagogical and linguistic studies.

MATERIALS

A crucial initial step in creating any language curriculum is needs analysis, which is especially crucial for business English since students there frequently have specific career objectives. Teachers can determine the language proficiency, communication techniques, and business acumen that students require to thrive in their particular situations by doing a complete needs analysis. Information regarding learners' professional roles, communication difficulties, and present language skills are gathered during this procedure. Surveys, interviews, and observations are some of the ways that a needs analysis informed by research can be conducted. Hutchinson and Waters (1987) argued that needs analysis should differentiate between learning needs (i.e., what learners must learn to accomplish those tasks) and target needs (i.e., what learners need to do with the language). Writing business emails, making presentations, and attending meetings are examples of target needs in the context of business English. Conversely, learning demands could entail picking up certain vocabulary.

RESEARCH AND METHODS

After the needs analysis is finished, teachers can utilize the information to guide the creation of the curriculum. This entails picking relevant subjects, resources, and exercises that complement students' career objectives. A well-designed curriculum should close the gap between students' present skills and their desired competences, as stated by Graves (2000).

Teachers may make sure that students gain the skills that are most applicable to their careers by ensuring that the curriculum is based on real-world demands. A pedagogical strategy known as "learner-centered instruction" highlights how crucial it is to adapt training to each student's unique requirements, interests, and learning preferences. This method is especially crucial in business English since students frequently have different levels of language competency and come from a variety of professional backgrounds. Therefore, flexibility and adaptability should be given top priority in a research-informed approach to curriculum development so that teachers can tailor the curriculum to each group of learners' unique needs.

RESULTS

According to studies on language acquisition, students who actively participate in their education have a higher chance of success. Learner autonomy, according to Holec (1981), is the capacity to direct one's own education. Fostering learner autonomy in a Business English curriculum may entail motivating students to choose subjects that align with their career

interests, set their own objectives, and pursue self-directed learning outside of the classroom. The instructional strategy known as task-based learning (TBL) centers language training around real-world tasks. Ellis (2003) claims that because TBL forces students to utilize language in purposeful, goal-oriented tasks, it is especially useful for fostering communicative competence. TBL enables students to practice the particular tasks they would face in their professional lives, like sending emails, making presentations, and attending meetings, in the context of business English. Even though authentic tasks are crucial, students frequently require assistance and direction in order to finish them successfully. According to Vygotsky's (1978) theory of the zone of proximal development (ZPD), students can do activities that are beyond their current capabilities if they are given the right kind of scaffolding, or assistance. Scaffolding in a Business English program could entail giving students templates and examples or dividing difficult assignments into smaller, more manageable phases.

DISCUSSION

Intercultural competency is an essential ability for business executives in today's globalized market. The capacity to interact with individuals from diverse cultural backgrounds in an appropriate and successful manner is known as intercultural competence. Cultural awareness, empathy, and adaptation are among the information, abilities, and attitudes that make up intercultural competence, according to Deardorff (2006). To prepare students to work in multicultural, multinational teams, a business English program must emphasize the development of intercultural competency.

According to Byram (1997), intercultural competency requires critical cultural knowledge. This entails having the capacity to critically examine both one's own and other people's cultural presumptions and values. Discussions, debates, and reflective writing assignments that urge students to analyze their own cultural prejudices and think about how these could affect their professional interactions are some examples of how a Business English program might foster critical cultural awareness.

CONCLUSION

A research-informed approach that considers the unique needs of learners, the demands of the corporate environment, and the most recent findings from pedagogical research is necessary to develop an effective corporate English curriculum.

Teachers can design a curriculum that is interesting, relevant, and in line with the practical communication difficulties of the business world by carrying out a comprehensive requirements analysis, embracing a learner-centered approach, and using task-based learning.

Additionally, incorporating intercultural competency, utilizing real-world resources, utilizing technology, and putting both formative and summative assessments into practice guarantees that students not only gain the language proficiency they need, but also the critical thinking and problem-solving skills required for success in the modern global business world.

The curriculum is further improved by constant reflection and modification in response to learner input and current research, guaranteeing that it stays relevant and successful in achieving students' career objectives.

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