

во внимание развитие новых технологий, мы можем немного видоизменить и дополнить приведенный выше список видов визуализации. Обобщив все вышеописанные подходы получим следующее:

1. Инфографика. Она включает в себя все приведенные выше формы визуализации учебного контента и позволяет наглядно представить большой объем информации в сокращенном виде.

2. Анимация. Применение анимационных возможностей презентаций, например, PPT и Prezi. Такие презентации воздействуют на память и сознание за счет возможности использования кинетических характеристик в оформлении данных, а также за счет свойственных им сюжетности и хорошего оформления графики.

3. Скрайбинг или использование зарисовок, в том числе в видео формате. При использовании этого приема обработки и презентации материала ключевые аспекты информации превращаются в графические символы и образы с помощью зарисовок типа комикса — рассказа в картинках, которые как бы рождаются на глазах аудитории, во время презентации (чаще всего такого рода визуальный материал тщательно продуман и подготовлен заранее) и сопровождаются комментариями.

Таким образом, современные приемы предъявления учебного материала основываются на:

– использовании графических изображений, в которых учитываются психологические особенности памяти и восприятия;

– наглядном отображении соотношения предметов (фактов) во времени и пространстве, которое строится по принципу сюжетной композиции, что позволяет поддерживать внимание аудитории;

– применении анимации и принципов кинетики (движения) во время предъявления учебного материала, что способствует эмоциональной вовлеченности аудитории.

Заключение. В ходе выполнения работы были выявлены следующие преимущества визуализации в обучении:

– помогает обучающимся правильно организовывать и анализировать информацию: диаграммы, схемы, рисунки, карты памяти способствуют усвоению больших объемов информации, позволяют легко запоминать и проследить взаимосвязи между блоками информации;

– дает возможность связать полученную информацию в целостную картину о том или ином явлении или объекте;

– быстро охватить большой объем информации;

– воспроизвести и реконструировать разные процессы и события;

– изложить учебный материал в увлекательной, запоминающейся форме.

Использование визуализации не только помогает учителю донести нужную информацию до учеников, но и является хорошим способом самостоятельной работы с учебным материалом.

Список цитируемых источников

1. Баранова, Н. П. Концепция учебного предмета «Иностранный язык» / Н. П. Баранова, П. К. Бабинская, Н. В. Демченко // *Замеж. мовы ў Рэсп. Беларусь*. — 2014. — № 4. — С. 3—12.

2. Лаврентьев, Г. В. Инновационные обучающие технологии в профессиональной подготовке специалистов / Г. В. Лаврентьев, Н. Б. Лаврентьева, Н. А. Неудахина. — URL: https://mck72.ru/files/4592/5.4.Инновационные_обучающие_технологии_в_проф.подготовке_специалистов.pdf (дата обращения: 28.01.2025).

3. Hattie, J. Effects of learning skills interventions on student learning: a meta-analysis / J. Hattie, J. Biggs, N. Purdie // *Review of Educational Research*. — 1996. — № 66(2). — P. 99—136.

4. Marzano, R. A Theory-based meta-analysis of research on instruction / R. Marzano. — Aurora, Colorado, 1998. — 157 p.

5. Petty, G. Evidence-Based Teaching. A Practical Approach / G. Petty. — UK, 2009. — 378 p.

UDC 81'33; 81'35; 81'32; 81'36; 81'55

N. Gajšt

University of Maribor, Maribor, Slovenia, natasa.gajst@um.si

FROM BUILDING A SPECIALIZED CORPUS OF TERMINOLOGY TO CREATING LANGUAGE LEARNING ACTIVITIES — A CASE OF BUSINESS ENGLISH

Business English textbooks are often general and do not cater for the specific needs of a specific group of students. That is why teachers may prepare their own materials to support their learners in acquiring the exact language skills needed in their profession. Working with a specialized corpus as the source for terminology can greatly help in this endeavour. This paper presents the aspects of creating language learning activities based on a specialized corpus for English for sales. We highlight the steps of building a specialized corpus as a foundation for preparing language learning materials for Business English students.

Key words: Business English; language learning activities; terminology; specialized corpus; language skills.

ОТ СОЗДАНИЯ СПЕЦИАЛИЗИРОВАННОГО ТЕРМИНОЛОГИЧЕСКОГО КОРПУСА ДО РАЗРАБОТКИ ЯЗЫКОВЫХ УПРАЖНЕНИЙ — НА ПРИМЕРЕ ДЕЛОВОГО АНГЛИЙСКОГО ЯЗЫКА

Учебники делового английского языка часто носят общий характер и не отвечают конкретным потребностям определенной группы студентов. Преподаватели разрабатывают учебные материалы, чтобы помочь студентам приобрести языковые навыки, необходимые в их профессии. Работа со специализированным корпусом в качестве источника терминологии может оказать существенную помощь в этом направлении. В данной статье представлены особенности разработки упражнений для изучения английского языка на основе специализированного корпуса лексики по теме «Продажи». Мы выделяем этапы создания специализированного корпуса в качестве основы для подготовки учебных материалов для студентов, изучающих деловой английский язык.

Ключевые слова: Деловой английский язык; языковые упражнения; терминология; специализированный корпус; языковые навыки.

Introduction. It is a generally accepted fact that English is not only global *lingua franca*, but also *the lingua franca* of the business world [1—5]. From the perspective of teaching and learning English for specific (ESP) purposes, including Business English, it is crucial to bridge the gap between general English proficiency and the knowledge of specialized language, focusing on specialized terminology. Instead of relying solely on commercially published materials which often cover general topics, or relying on their intuitive insights when it comes to using or preparing language learning activities, Business English teachers may adopt a corpus-informed approach to designing relevant language learning materials. Namely, by first building their own corpora of specialized texts and then exploring them, teachers can create a solid pool from which they may source relevant language (terminology, grammatical structures, etc.) for their materials. To do so, they need to know the basics of specialized corpus construction on the one hand, and the core principles of preparing targeted language learning materials on the other.

The principal topic guiding this paper is: *How can a specialized corpus be used to create meaningful learning activities for Business English students?* We outline the process of building a specialized corpus for terminology extraction in the context of Business English and demonstrate how using a corpus-driven / corpus-informed approach can be the foundation for preparing meaningful and targeted language learning materials. Firstly, we present the importance of specialized corpora for ESP and describe the aspects of building one by observing the most important considerations and steps. Then, we give the key aspects one needs to consider when preparing ESP materials. These theoretical foundations are illustrated with potentials for materials development for Business English students, i.e. the sales-related language activities in English. We conclude the paper by summarizing our key observations.

Main part. Building a specialized corpus — why and how

Specialized corpora are large collections of texts pertaining to a specific area of use. Because they focus on a specific domain (e.g. professional, study-field specific, academic), they provide insights into authentic language used in this specific domain. In the context of ESP materials preparation, specialized corpora can be thus defined as purpose-built collections of texts which capture the actual linguistic features of a given professional field or in a specific context. The main benefit of specialized corpora as the foundation for language learning materials development is that they provide insights into authentic language use. That is, they give insights into real-life, relevant, professional domain-specific or professional setting-specific terminology and structures, i.e. high-frequency words or phrases, collocations, grammatical or discourse structures. Primarily, they show specific terminology; however, they can also indicate specific or frequent grammatical patterns in a particular context [6; 7].

Specialized corpora are usually smaller in size than general language corpora [6; 8]. Despite this, they should have the following characteristics. First, they need to include texts which are relevant to the research objective. Second, they need to be comprehensive enough to be representative, i.e. they need to accurately reflect the linguistic characteristics of the language pertaining to a given professional domain. Third, they should allow for a targeted analysis and extraction of relevant linguistic data, i.e. the user should be able to perform a detailed analysis of domain-specific features so that the findings are relevant and useful for the subsequent work based on the corpus data. In short, being collections of authentic texts, they give access to authentic language use rather than intuition-based examples. All these characteristics of specialized corpora help ESP teachers prepare such language learning materials which reflect the actual use of language (e.g. terminology, collocations) in a target professional context.

The steps of building a specialized corpus for an ESP situation are broadly the same. Primarily, any construction of a specialized corpus requires careful planning and well thought out methodological approach to ensure its usefulness. The process of compiling a specialized corpus typically involves the following stages [6; 7]:

1. Definition of purpose (and scope)

The first necessary step in building a specialized corpus is considering its intended use, which then guides the selection of texts. We need to consider the specific professional domain, and based on that, the specific types of texts

that will be included. Here, it is important to decide if the corpus will be divided into any number of sub-corpora. In addition, in case of English, one may decide to include only texts written in one variety of English (e.g. British English). If we are to use the corpus for translation purposes, then it is necessary to prepare a parallel corpus [9].

2. Selection and collection of texts

A natural continuation of the process is to gather authentic texts which represent the actual and relevant language use based on our needs. For example, a corpus that would be the basis for sales terminology and the use of modal verbs in sales-related contracts should include the most relevant texts, which are ‘standard terms and conditions of sale’; a corpus that would be the basis for examining how companies communicate their strategies, corporate governance or social responsibility practices would typically include the CEOs’ ‘letters to shareholders’. Also, if one would be interested in analysing media discourse on the use of AI in business, they would need to gather media reports on the topic. What needs to be considered here is the representativeness of texts. Also, the observation and respect of copyright, especially if the corpus is to be made available, is obligatory.

3. Preparation of texts

Once the texts are selected, they need to be cleaned, i.e. converted into a uniform digital format (usually the plain text format files). The consistent formatting and the removal of graphics are crucial in this step. Also, if relevant, any personal details (e.g. company names, addresses, e-mail contacts) and other relevant information need to be adapted or removed to ensure anonymity.

4. Annotation and metadata

The addition of relevant information about individual texts in a corpus (e.g. the source, date, author) is useful. If needed, the part-of-speech tagging is relevant for a detailed linguistic analysis.

After the corpus has been prepared following the above steps, the ESP teacher can use selected corpus analysis software such as *AntConc* [10] or *Sketch Engine* [11] to process and extract linguistic data (e.g. frequent terms or collocations, grammatical structures, other relevant linguistic patterns). Usually, the first step when analysing specialized corpora is to extract high-frequency field-specific terminology, which gives the materials developer the first overview of the scope of relevant terminology to base their language learning tasks and activities on. Next, one might extract common collocations of these terms or any relevant phraseology in line with the purpose of the task or activity, etc. Such and similar corpus-driven findings can then be used for prioritizing which linguistic elements deserve primary attention or emphasis. Consequently, the ESP teacher can make informed decisions when developing various kinds of targeted classroom activities, which is the focus of the next section.

From corpus to classroom — designing language learning activities for Business English (a case of sales-related terminology activities)

Once the corpus is analysed and relevant terminology extracted, the ESP teacher can begin to design their language learning activities [12]. The framework for the development of any kind of language learning materials should primarily be based on the needs analysis, i.e. on the actual language needs of students and the contexts in which they will need to use the language [13—16]. Based on that, the targeted skills development materials can be designed to match these needs. A practical rule of thumb would, therefore, be to prepare such teaching materials which address the actual language use in a professional context observing a few interrelated elements:

1. Formulating a clear and detailed definition of learning objectives or learning outcomes aligned with the CEFRL levels or similar standards of language ability

Before writing the tasks, it is important to define what the learners are expected to be able to do upon successfully completing the activity. Here, we first need to consider the professional domain in which the students will use the language and the related typical communication situations. For example, a business professional engaged in sales-related communication situations may need the sales-related terminology in English [17; 18] to use it to present products or services, to be able to participate in meetings and negotiations, to give product presentations, to deal with customer complaints, to take part in contract discussions, to write commercial correspondence, sales reports, etc.

When developing corpus-informed language learning materials, we should also determine the target language proficiency level(s), e.g. in line with the CEFRL framework [19] or the Global Scale of English Teacher Toolkit [20] (or any other relevant standard and scale of language proficiency). This ensures that terminology, task difficulty and language structures are well aligned with the intended outcomes / learners’ abilities.

Next, we need to prepare a set of detailed ILOs (intended learning outcomes) [21; 22]. A widely adopted formula for creating ILOs is:

By the end of this [lesson / course / module], students will be able to [action verb] + [specific skill or knowledge] in [context].

To illustrate, ILOs in the context of sales terminology in English might be:

- *By the end of this lesson, students will be able to use key sales terminology (e.g. enquiry, quotation, purchase order, invoice, discount, payment terms) in business correspondence and negotiations.*
- *By the end of this lesson, students will be able to reformulate technical sales terms into client-friendly language during a sales meeting.*

We may integrate this approach with the ‘can-do’ statements approach, i.e. we may determine what students can accomplish (linguistically) at a certain proficiency level (i.e. what language skills they are able to demonstrate in a specific communication situation. In the context of sales, the ‘can-do’ statements might be:

- *Can use relevant terminology to explain pricing in a sales order.*
- *Can use relevant terminology to participate in a sales presentation.*

After the ‘ILOs’ or ‘can-do’ statements are formulated, we can proceed to creating vocabulary-based learning tasks and activities.

2. *Choosing from a variety of language learning tasks and activities*

There is a wide variety of tasks and activities that can be prepared for terminology acquisition which help students recognise, understand, and use specialized terminology. Some examples related to recognising and understanding sales terminology are vocabulary matching (e.g. pairing specialized terms with their definitions, grouping similar terms), gap fills (e.g. completing sales-related correspondence, dialogues, presentations), word formation exercises, collocation exercises, categorization tasks, cloze test, definition matching or creation, etc. To develop speaking skills, we may prepare role play scenarios (e.g. pricing and sales terms negotiations, product presentations, handling customer objections). Writing tasks may include sales-related e-mails or letters (e.g. enquiries, offers, orders, complaints), sales proposals directed at specific clients, and sales-related performance reports.

The above list is far from comprehensive, and a general advice would be to fit the tasks to a specific learning situation. The tasks that focus on the development of language skills should be as authentic as possible to simulate the language use in a specific domain. Second, it is advisable to integrate language development skills to the most relevant extent [23—25].

3. *Adopting the scaffolding approach*

Scaffolding is closely linked to the decisions about what type of language learning tasks to prepare for students. When tasks are carefully planned and scaffolding is provided, student learning becomes more engaging and, consequently, more effective. A general principle that must be followed in this respect is to gradually move from controlled practice to independent practice, from simpler to more complex tasks, from easier to more complex linguistic elements. For example, to help students learn vocabulary more effectively, we may provide definitions, examples of use, collocations; to facilitate writing skills development, we might give students relevant model texts or templates.

Concerning sales-related terminology in English, students may begin learning it by completing tasks such as vocabulary matching, connecting terms with their definitions, finding collocations and matching them with definitions, completing gap-fill exercises, word formation exercises, etc. Then, they would progress to more integrated language development tasks and activities that mirror real-world business (sales-related) scenarios. To illustrate, they might be asked to write a sales report or commercial correspondence (e.g. enquiries, replies, offers, quotations, complaints) [26], to engage in a dialogue with a supplier / customer (e.g. at a trade fair), to give a sales pitch explaining the product or service a company offers, to negotiate sales terms (e.g. discounts, terms of delivery, terms of payment, shipping, delivery times, product specifications).

Conclusion. This paper examined how specialized corpora (as an invaluable resource in ESP teaching) can be used to enhance terminology learning by extracting terminology from specialized texts and designing pedagogically valid learning activities. By adopting the corpus-driven analysis of relevant terminology and the corpus-informed approach to materials development, ESP teachers can rely on empirical evidence of key terminology and relevant language functions in authentic contexts, which enables them to provide tailor-made materials which align with their students’ specific communication needs in their future profession-related situations.

References

1. *Kankaanranta, A.* Business English Lingua Franca in intercultural (business) communication / A. Kankaanranta // *Language at Work Bridging Theory and Practice*. — 2008. — 3(4). — P. 22—27.
2. *Berns, M.* English as lingua franca and English in Europe / M. Berns // *World Englishes*. — 2009. — № 28. — P. 192—199.
3. *Gajšt, N.* Business English as a lingua franca — A cross-cultural perspective of teaching English for business purposes / N. Gajšt // *ELOPE: English Language Overseas Perspectives and Enquiries*. — 2014. — № 11(2). — P. 77—87.
4. *Seidlhofer, B.* English as a lingua franca in Europe / B. Seidlhofer, A. Breiteneder, M.-L. Pitzl // *Challenges for Applied Linguistics. Annual Review of Applied Linguistics*. — 2006. — № 26. — P. 3—34.
5. *Kankaanranta, M.* What language does global business speak? / M. Kankaanranta, L. L. Salminen // *The concept and development of BELF*. — *Ibérica: Revista de la Asociación Europea de Lenguas Para Fines Específicos*. — 2013. — № 26. — P. 17—34.
6. *McEnery, T.* *Corpus linguistics: method, theory and practice* / T. McEnery, A. Hardie // *Cambridge Textbooks in Linguistics*. — Cambridge: Cambridge University Press. — 2012. — 312 p.
7. *Baker, P.* *Using corpora in discourse analysis* / P. Baker. — London: Continuum, 2009. — P. 25—46.
8. *Bowker, L.* *Working with specialized language: a practical guide to using corpora* / L. Bowker, J. Pearson. — Routledge, 2002. — P. 45—133.
9. *McEnery, T.* *Parallel and comparable corpora: What is happening?* / T. McEnery, R. Xiao // *Incorporating corpora*; ed.: G. Anderman, M. Rogers. — Clevedon: Multilingual Matters, 2007. — P. 18—31.

10. Laurence, A. Laurence Anthony's AntConc / A. Laurence. — 2019. — URL: <https://www.laurenceanthony.net/software/antconc/> (date of access: 02.02.2025).
11. Sketch Engine, Language Corpus Management and Query System. — 2019. — URL: <https://www.sketchengine.eu> (date of access: 02.02.2025).
12. Campoy-Cubillo, M. C. Introduction to corpus linguistics and ELT / M. C. Campoy-Cubillo, B. Bellés-Fortuño, M.-L. Gea-Valor // Corpus based approaches to English language teaching ; ed.: M. C. Campoy-Cubillo, B. Bellés-Fortuño, M.-L. Gea-Valor. — London, New York : Continuum International Publishing Group, 2010. — P. 3—17.
13. Lesiak-Bielawska, E. D. Key aspects of ESP materials selection and design / E. D. Lesiak-Bielawska // English for Specific Purposes World. — 2015. — № 46(46). — P. 1—26.
14. Krajka, J. The ESP teacher as a researcher — From needs analysis to materials development / J. Krajka // Scripta Manent. — 2018. — № 13(1). — P. 2—25.
15. Trisyanti, U. Developing materials for ESP (English for Specific Purposes) class / U. Trisyanti // Jurnal Sosial Humaniora. — 2009. — № 2(1). — P. 66—77.
16. Flowerdew, L. Needs analysis and curriculum development in ESP / L. Flowerdew // The handbook of English for specific purposes. — 2012. — P. 325—346.
17. Gajšt, N. Technical terminology in standard terms and conditions of sale : A corpus-based study of high frequency nouns and their collocations / N. Gajšt // Scripta Manent. — 2015. — № 7(2). — P. 33—50.
18. Gajšt, N. Pogosta ekonomska terminologija s področja prodaje oziroma nabave v angleščini in slovenščini v standardnih prodajnih pogojih — tematska sklopa 'kupnina' in 'plačilo' / N. Gajšt // Ekonomija plus. — 2023. — № 2(2). — P. 13—23.
19. Common European Framework of Reference for Languages : Learning, teaching, assessment. Companion volume with new descriptors. — Strasbourg : Council of Europe, 2020. — P. 47—122.
20. Global Scale of English Teacher Toolkit. — Pearson English. — n.d. — URL: <https://www.english.com/gse/teacher-toolkit/user/lo> (date of access 19.20.2025).
21. Kennedy, D. Writing and Using Learning Outcomes / D. Kennedy // Writing and Practical Guide. — 2015. — P. 41—45.
22. Intended Learning Outcomes. — University of Bristol. — 2024. — URL: <https://www.bristol.ac.uk/academic-quality/approve/approvalguidance/intendedlearningoutcomes/> (date of access: 19.02.2025).
23. Nation, P. The four strands / P. Nation // International Journal of Innovation in Language Learning and Teaching. — 2007. — № 1(1). — P. 2—13.
24. Mishan, F. Materials development for TESOL / F. Mishan, I. Timmis. — Edinburgh : Edinburgh University Press, 2015. — P. 163—182.
25. How To Write Excellent ELT Materials / R. Wright [et al.] // The ESP Series: ELT Teacher 2 Writer. — 2017. — P. 10—53.
26. Gajšt, N. Approaches to integrating students' L1 into teaching commercial terminology and correspondence in English / N. Gajšt // Quest for Connections in Language, Culture, Literature. — 2024. — P. 221—238.

UDC 372.881.111.1

I. V. Piniuta¹, A. Malinouskaya², A. Minina³, Yu. Nikanava⁴

Institution of Education "Baranavichy State University", Baranavichy, the Republic of Belarus, ¹iryua1203@pinyuta.com, ²aleksandra110720051@gmail.com, ³mininaanzelika878@gmail.com, ⁴yulianik29112004@gmail.com

CROSS-CULTURAL DIFFERENCES AND THE RISK OF CULTURE SHOCK: IMPLICATIONS FOR INNOVATIONS IN CONTENT DEVELOPMENT

This study investigates the multiple effects of cultural differences on people's attitudes towards nonnative cultures and implications for English as a foreign language classroom. Through its mixed quantitative and qualitative design, the present study aims to gain insights about the potential influence the situations of culture shock have on actual lesson planning by pre-service foreign language teachers at the university. In particular, this study construed how the examples of cross-cultural misunderstanding in conversations between Belarusians and competent English speakers can be incorporated in the instruction.

Key words: cross-cultural communication; student driven cross-cultural research; innovation; foreign language assignment.

И. В. Пинюта¹, А. Малиновская², А. Минина³, Ю. Никонова⁴

Учреждение образования «Барановичский государственный университет»,
Барановичи, Республика Беларусь, ¹iryua1203@pinyuta.com, ²aleksandra110720051@gmail.com,
³mininaanzelika878@gmail.com, ⁴yulianik29112004@gmail.com

МЕЖКУЛЬТУРНЫЕ РАЗЛИЧИЯ И РИСК КУЛЬТУРНОГО ШОКА: ОСНОВАНИЯ ДЛЯ ИННОВАЦИЙ В РАЗРАБОТКЕ ОБРАЗОВАТЕЛЬНОГО КОНТЕНТА

В этом исследовании изучается влияние культурных различий на отношение людей к иным культурам и обусловленные ими особенности преподавания английского языка как иностранного. Данная работа направлена на выявление ситуаций культурного шока и изучение возможности применения полученной информации в планировании уроков будущими преподавателями иностранных языков. В частности, в статье рассматривается, как примеры межкультурного непонимания в разговорах между белоруками и компетентными носителями английского языка могут быть включены в обучение говорению.

Ключевые слова: межкультурная коммуникация; кросс-культурные исследования; инновации; задания по иностранному языку.