

**L. Yaremenko**  
**(Kremenchug, Ukraine)**

***BUSINESS TELEPHONING: PECULIARITIES***  
***OF TEACHING AND LEARNING***

In order to prepare students for their future working life in business, we have to include in their language course such skills as commercial correspondence, participation in meetings, negotiations, effective telephoning and presenting information depending on the kind of job they are preparing for. The practical use of Business Language will be more important than the theoretical knowledge about it. The most important characteristic of exchanges in the context of business telephone calls is the use of proper language that has an implied element of risk: mistakes and misunderstandings could cost the company dearly. The main objective is to provide students with a practical approach to learning the basics of Business English Telephoning. Much of the language needed by businesspeople, apart from social language, will be transactional which includes:

- getting what you want
- persuading others to agree
- avoiding communication break down
- explaining the purpose of a call
- handling complaints
- receiving calls and taking messages

The language will be frequently objective rather than personal. Another focus that deserves to be mentioned about business telephone conversation is the social aspect. There is a need for an internationally accepted way of speaking over the phone to ensure that people from different cultures and with different mother tongues can quickly feel more comfortable with one another to reach a mutual agreement. A certain style is generally adopted which is polite but also short and direct-taking into consideration the need to be economical with time and money.

Business learners also need to acquire some basic skills, which can be summarized as follows:

### ✧ **Development of Speaking Skills and Fluency**

The communicative approach attempts to create real communication that will involve the students in participating freely, expressing their own thoughts and ideas within given situations and assignments. Facing a common problem together will develop their attempts to speak fluently in many situations as well as over the phone.

### ✧ **Structuring Information and Grasping Main Ideas**

Setting telephone role-plays, sending faxes, leaving and taking messages should be seen as a chance to practice and develop skills in a pleasurable way that will also allow for practical experience. Such scenarios develop skills that focus on extracting meaning and main points from conversations, thus facilitating effective dissemination of information.

Business students are by nature competitive and most will respond well to a challenge, but correct level tasks should be set to be within the learners' scope.

### ✧ **Sufficient language accuracy**

Students should be prepared to communicate ideas without ambiguity and without stress for the listener by being equipped with strategies for clarifying and checking unclear information, and giving and receiving feedback.

It is important that the learners should not feel embarrassed if they do not know something or do not understand. The teacher should lend a hand to learners, serving as a resource of knowledge. Learners are to practice the vital skills of checking and clarifying information skills they will frequently need in real business telephone situations.

### ✧ **Clear pronunciation and delivery**

In the case of pre-experience learners, the tasks will need to refer more to support material such as texts and video or audio tape scripts. Having correct pronunciation is the key to successful telephone conversations and avoiding miscommunications. Without face-to-face contact, it is impossible to utilize other methods of communication to clearly make a point.

### ✧ **Awareness of Culturally Appropriate Language and Behavior**

Every country has its own customs and traditions, within which business students will at some point need to operate. Students need

to focus on the idea of cultural differences and have in mind the peculiarities of such differences while communicating over the phone. During international telephone calls there are certain cultural differences which business students need to take into account. For example, in Japan the word «no» is not accepted and any open confrontation is avoided. In Arabic countries it is not appropriate to suggest answers spontaneously while discussing business matters.

In conclusion, a course that includes material on all of the aforementioned topics is one that will successfully prepare a business student for unavoidable international interactions. While it is difficult to fully simulate such scenarios as telephone conversations in the classroom, attempts must be made to equip the students to the best of instructor's ability.