

AN INTERDISCIPLINARY APPROACH TO TEACHING BUSINESS ENGLISH TO ECONOMICS STUDENTS

Abstract — Nowadays teaching Business English at economics universities requires an interdisciplinary curriculum that incorporates the study of economics, English and technology. The integration of various disciplines contributes to a better understanding of the topic, content and a discipline itself. This thesis gives an overview of the implementation of the interdisciplinary approach to teaching Business English to economics students.

Index Terms — interdisciplinary approach, integration, academic disciplines, Business English, case study

The curricular concept of integrating academic disciplines has gained much attention recently as a solution to developing a new approach to teaching and studying. Also, recent professional literature has supported the idea of integrating traditional academic material with technology material and multimedia [1].

Therefore the interdisciplinary approach has become an important and challenging technique in teaching Business English to economics students. It synthesizes more than one discipline and enriches the overall educational experience that will be essential for students' future professional activity.

Multidisciplinary instruction is an approach that thoughtfully incorporates and connects key concepts and skills from many disciplines into the presentation of a single unit [2].

Educational researchers have identified the following educational benefits of the interdisciplinary approach that help students *recognize bias, think critically, tolerate ambiguity* and *acknowledge and appreciate ethical concerns* [3].

The main factors that significantly affect the success or failure of the interdisciplinary approach are teacher and administration commitment to the

integration approach, innovation and effort in curriculum re-design, administration and teachers coordination of integration plan [4].

The interdisciplinary approach to teaching Business English at Odessa National Economics University is realized through:

- the use of the case study method with multimedia products;
- discussions and debates on integrated topics of economics disciplines, social sciences, management;
- the development of interdisciplinary programs;
- the enhancement of cooperative and collaborative learning;
- the wide use of multimedia technologies.

As a result, the use of the interdisciplinary approach to teaching Business English leads to interdependency of disciplines, improves critical thinking and skills, increases students' interest in Business English, creates new learning opportunities and transfers studying beyond the classroom.

In conclusion, the interdisciplinary approach engages students and enables them to develop academic knowledge, problem-solving skills and strategies in multiple academic fields that will allow them to create an integrated web of knowledge and information.

References

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