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Shaping Transferrable Skills of Master Degree Students within The Study of The Discipline “Business English” (Based on The Case with The Brass Rail Restaurant)

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Abstract. The actuality of the ongoing research is proven with the evidence that today, modern requirements for specialists increase year by year and include not only a high level of knowledge and skills in the field, but also mastery of a foreign language at an appropriate level. It is connected with the fact that a modern specialist receives new professional information through foreign sources. Studying today of foreign languages contributes to the implementation of such areas of professional activity as familiarization with new technologies, scientific hypotheses, outstanding innovations in the field techniques; establishing contacts with foreign partners, companies, enterprises, educational institutions; increasing the level of professional competence of specialists. Possession of a foreign language is no longer a sign of prestige, but a necessity a modern specialist. The purpose of this article is to analyze the main aspects of studying business English learners majoring Master Degree at higher educational institutions, which increase the educational motivation of students, as well as contribute to their professional development and personal growth. The tasks of the ongoing research comprise showing the effectiveness of “case study method” for solving some important business issues grounded on the example of “Brass Rail Restaurant”. The outcomes of the paper have revealed that training of future specialists in non-linguistic specialties of business English is available an integral component of their education, without which it is impossible high-quality training of specialists who would be competitive in the new conditions of Ukraine's European integration policy. To add, the teacher's efforts should be aimed at teaching students' communicative skills of business communication, reproduction of language situations that would contribute to effective assimilation of lexical material, learning the basics of business correspondence. In addition, the teacher must convince the student that a foreign language is a real tool communication by which he can express himself as personality. In the process of training students, it is necessary to determine typical situations of business communication in a specific field of activity and, first of all, to formulate practical skills and skills of understanding business speech.

Key words: transferrable skills, Master Degree students, Business English, core curriculum, Brass Rain Restaurant, business cases, problem-solving capabilities.

Формування універсальних професійних вмінь у магістрантів під час вивчення навчальної дисципліни «Ділова іноземна мова» (на прикладі випадку з рестораном «Brass Rail»)

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Анотація. Актуальність даного дослідження підтверджується тим, що сьогодні сучасні вимоги до спеціалістів зростають з кожним роком і включають не лише високий рівень знань і навичок у галузі, а й володіння іноземною мовою на належному рівні. Це пов'язано з тим, що сучасний фахівець отримує нову професійну інформацію з іноземних джерел. Вивчення сьогодні іноземних мов сприяє реалізації таких сфер професійної діяльності, як ознайомлення з новими технологіями, науковими гіпотезами, видатними інноваціями в галузі техніки; налагодження контактів з іноземними партнерами, компаніями, підприємствами, навчальними закладами; підвищення рівня професійної компетентності спеціалістів. Володіння іноземною мовою – це вже не ознака престижу, а необхідність сучасного фахівця. Метою даної статті є аналіз основних аспектів навчання студентів

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ділової англійської мови за освітньою спеціальністю «Магістр» у закладах вищої освіти, які не лише підвищують навчальну мотивацію студентів, а також сприяють їх професійному розвитку та особистісному зростанню. Завдання поточного дослідження полягають у тому, щоб показати ефективність «методу кейс-стаді» для вирішення важливих бізнес-задач на прикладі «Brass Rail Restaurant». Результати наукової роботи виявили, що підготовка майбутніх фахівців нелінгвістичних спеціальностей під час опанування діловою англійською мовою є невід'ємною складовою їхньої освіти, без якої неможлива якісна підготовка фахівців, які були б конкурентоспроможними в нових умовах євроінтеграційної політики України. Важливо, що зусилля викладачів мають бути спрямовані на формування у студентів комунікативних навичок ділового спілкування, відтворення мовних ситуацій, що сприяло б ефективному засвоєнню лексичного матеріалу, вивчення основ ділового листування. Крім того, викладач повинен переконати студента, що іноземна мова є справжнім інструментом спілкування, за допомогою якого він може самовиразитися як особистість. У процесі навчання студентів необхідно визначити типові ситуації ділового спілкування в конкретній сфері діяльності “case studies” і насамперед сформулювати практичні вміння та навички розуміння ділового мовлення.

Ключові слова: універсальні професійні вміння, студенти магістратури, ділова англійська мова, основна навчальна програма, ресторан Brass Rail, бізнес-кейси, здатність вирішувати проблеми.

I Introduction

With the acceleration of globalization and the spread of Ukraine's international business ties with others states at the political and economic levels is growing the need for highly qualified specialists not only in individual branches, but also able to navigate in the field of international economy and business.

In such conditions, it is important to awareness by future specialists of various fields of the reality and necessity of their future ties with the international environment, and one of the primary tasks of education becomes high-quality training of specialists capable of successful professional activity within the global community. In this context knowing English as the language of international communication becomes a necessity for a person.

As already mentioned, the relevance of this topic is recognized. It is due to the fact that in modern realities there is a specific need for highly qualified specialists in the field of the latest technologies, environmental protection, economy and business, who would have the language of communication, the most spread in the world society.

For successful economic development and ensuring competitiveness on international markets need not just translators, but specialists in various fields of science, technology, economy, that have a foreign language to the extent necessary for mutual understanding of representatives of different language cultures [12; 14].

So, today the requirements for ownership are changing significantly in a foreign language by specialists of all levels, first-rate practical skills that predict gain importance knowledge of business language in oral and written communication, ability to use a foreign language in one's professional activity [9; 13; 21].

The problem of teaching of business English is relevant in the research of many domestic scientists.

In particular, the method of training students of technical universities in oral business communication in English is the subject of:

- D. Bubnova's research [1];
- teaching business English students through the immersion method is described in the work of Z. Korneva [3];
- methodology learning to read in English for business communication in connection with other types of language activities developed in the research of Yu. Degtyareva [2],
- the scientist O. Ogurtsova [5] considers the use of Internet resources in teaching business English to future economists.

The aim of the research is to analyze the main aspects of studying business English learners majoring Master Degree at higher educational institutions, which increase the educational motivation of students, as well as contribute to their professional development and personal growth. The tasks of the ongoing research comprise showing the effectiveness of “case study method” for solving some important business issues grounded on the example of “Brass Rail Restaurant”.

II Materials and Methods

There are two important points to stress when considering these scientific concepts. The first is that they do not exist independently of us: they are indeed our inventions enabling us to acquire some understanding at

least of the apparent chaos of nature. The second is that they are limited in number and in this way contrast with the infinite number of phenomena they are required to explain. A second tool of great importance to the scientist is the hypothesis. It is from this that much research proceeds, especially where cause-and-effect or concomitant relationships are being investigated. The hypothesis has been defined by L. Kerlinger (2021) as a conjectural statement of the relations between two or more variables, or 'an educated guess', though it is unlike an educated guess in that it is often the result of considerable study, reflective thinking and observation [3; 18].

So, both tools such as new knowledge and hypothetical outcomes were applied in the frame of this research regarding shaping transferrable skills of Master Degree students within the study of the discipline "Business English" (based on the case with the Brass Rail Restaurant).

In particular, the ongoing survey comprised the study method, that is a specific instance frequently designed to illustrate a more general problem, in brief it is "the study of an instance in action".

A business foreign language is an integral part of evidence in students' mastery of a professionally oriented foreign language, which ensures the formation of professional competence of students. Discipline is important main direction of training a modern specialist, as it provides an effective professional communication in situations of business communication, is an important with the aim of establishing effective professional and economic contacts in the field business relations. The program of the discipline "Business foreign language" is designed for students of the Master's degree, specialty 292 "International Economics business relations", and provides comprehensive training of business English in in all its aspects within the framework of communicative and competence approaches. Program MA consists of modules, which in terms of content relate to various types of business and professional situations and ensure the assimilation of the necessary vocabulary and the most important higher background knowledge. The main organizational forms of studying the discipline "Business foreign language" includes practical classes, performance of individual work, drug, which is preceded by current control testing [8; 23; 29].

The purpose of the educational discipline is: formation of students' communicative skills competence within the scope of various business communication situations, necessary for future professional activity, to form practical skills the use of knowledge of the English language in the process of oral business communication with representatives of other countries, participation in international conferences, projects and discussions, the ability to conduct a written exchange of business information, development communication skills and improving the general culture of students. Important in the teaching of business English is readiness for intercultural communication forging, knowledge of the peculiarities of the national character and norms of business communicative behavior of business partners with whom business relations are expected to be established relations, the ability to achieve intercultural understanding and implement communicative goals of professional communication [3; 7; 11].

The tasks of the academic discipline are: vocabulary expansion, assimilation of specific lexical material used in business bath, formation of the skills of effective and adequate operation of general lexical them and terminological minimums; mastering various types of speech activities – communicative skills in reading, listening, and oral reproduction and written communication, translation of texts, business documentation within the scope of and situations typical for business speech; formation of students' readiness to perception of culture and customs of other countries and peoples; psycholinguistic preparation aptitude for business communication; ability to intercultural written and oral communication in a foreign language in the business and professional sphere (Figure 1).

Learning outcomes that make it possible to achieve educational discipline as a result of studying the academic discipline, students should know the basic new business language by profession; the main foreign language terminology of the business association; the main structures and functions of language, necessary for mastering oral and written linguistic forms of professional communication in a foreign language in everyday life situations; to be able to participate in oral communication in a foreign language in volume topics provided by the program, to talk about the topics of everyday communication in situations related to professional activity, express clearly and logically own opinion, using appropriate lexical units and grammatical concepts tricks; read business correspondence for the purpose of information and communication its content in native and foreign languages; perform various types of work with business correspondence (write an autobiography, a resume, a letter of application for employment, recommendation letter, e-mail and other types of business letters); practically use the language in professional activities (prepare and hold meetings, business negotiations); abstract (oral and

written) original texts from the field official, business and scientific styles; find new information in foreign business and professional materials; analyze foreign sources information necessary for the performance of professional tasks; fill in business documents in English; translate foreign business texts and documents in the native language; prepare public speeches on industry issues, make presentations on general and economic topics [4; 7; 24] (Figure 2).



Figure 1. Principles of the Discipline “Business English”

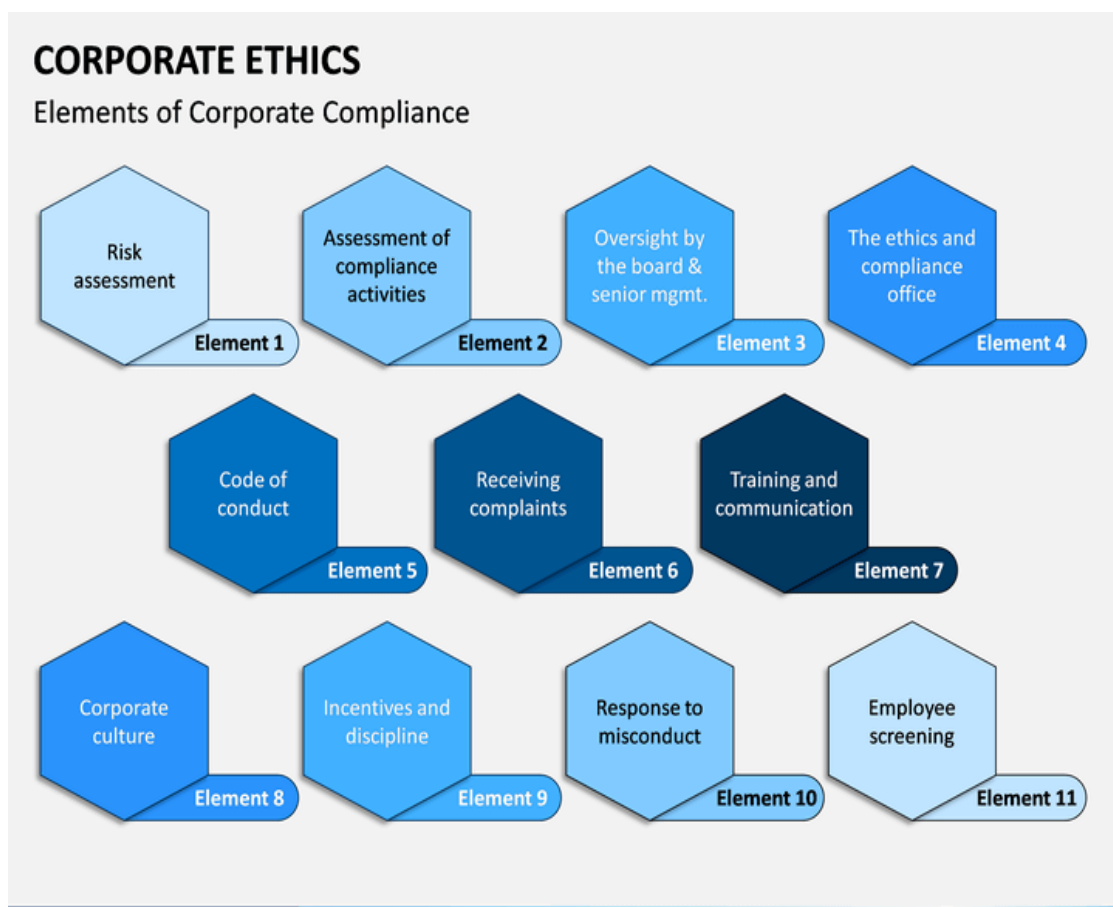


Figure 2. Corporate Ethics like one of the most Important Skill

III Results

Let's prove the effectiveness of "case study method" for solving some important business issues grounded on the example of "Brass Rail Restaurant" (Figure 3).

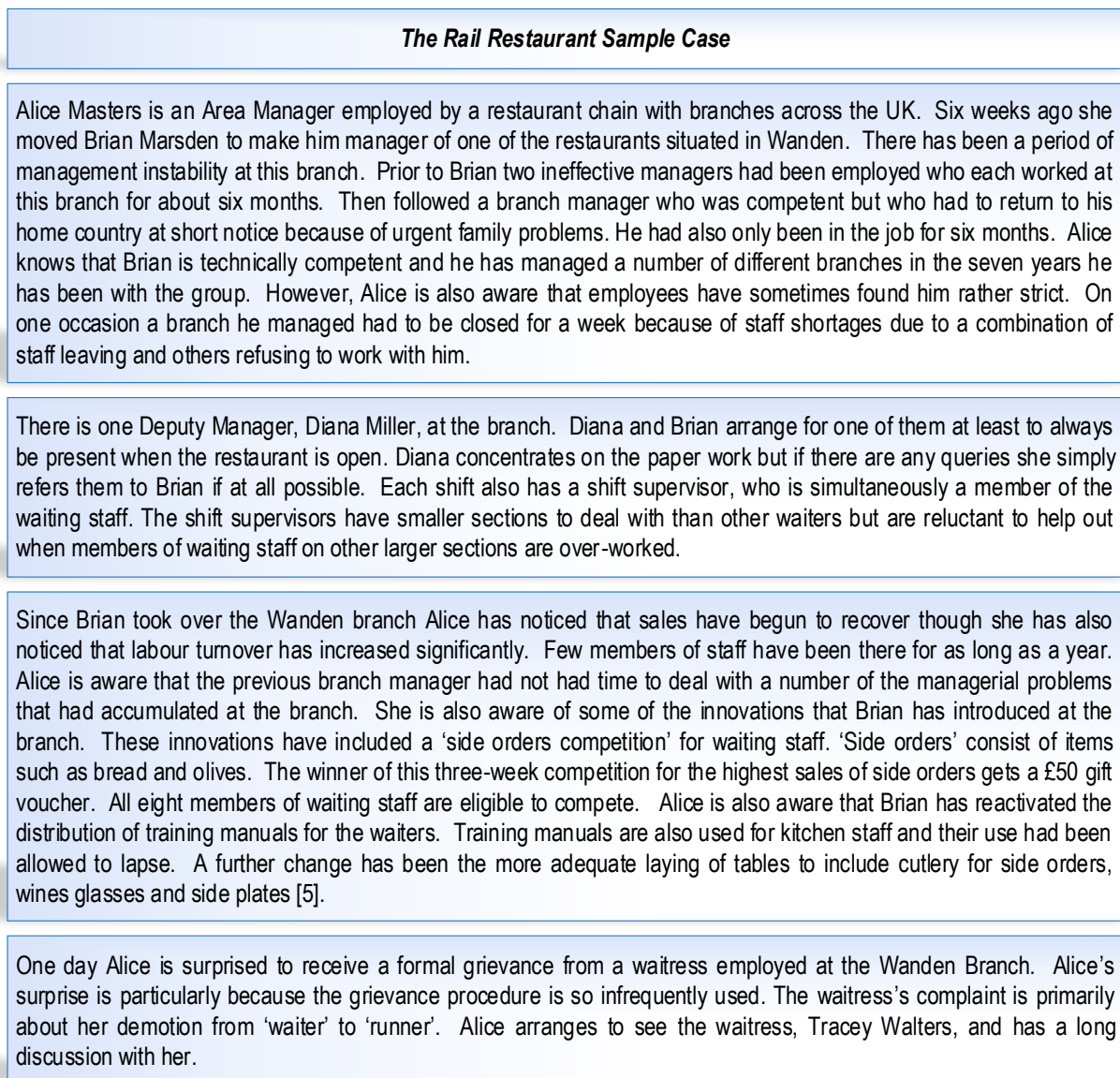


Figure 3. The Case with The Brass Rail Restaurant)

The main issues that arose as a result of the interview are:

1. Tracey has been demoted because of a 'three mistakes' rule instituted by Brian. This rule involves demoting waiters to runners if the waiter makes three mistakes in one shift. Tracey has been the first person to suffer under this rule and although her basic rate of pay has not been affected, her capacity to earn tips has been significantly reduced. The mistakes Tracey admits she made were:

- Not to put ice in the glass of water when a customer had ordered iced water.
- Activating the 'No' button on the credit card machine, instead of getting the customer to activate the button themselves indicating that they did not want to include a tip. Tracey explained to Alice that she had done this herself so as not to irritate a customer who had already left a generous cash tip.

- Leaving a customer unattended to help a colleague on another section. Tracey explained that she had done this because the customer had only just come in and her colleague had had some customers waiting for 15 minutes because of a surge of customers into his section.

Tracey further maintains that, when Brian had informed her of her demotion, Brian had accepted that had she a good record but had insisted that rules were rules and that he did not want to hear any 'buts'. Brian had added that the demotion would enable Tracey to learn how to work properly whilst doing 'running' work. It would also encourage other waiting staff to smarten up their act for fear that the same action would be taken with them. Tracey maintained though that her mistakes had been done during a second 12-hour shift. She has worked a 12 hour shift the previous day and she had agreed to work this second long shift because of staff shortages. Tracey also maintained that there had been no opportunity for to argue her case for not being demoted before the decision was taken by Brian [9; 15].

2. Tracey is the second longest serving waiter and has been at the branch for more than two years. She combines her work with a Part-Time Business Studies degree course she is pursuing.

3. The work of 'runners' particularly involves fetching food from the kitchen, collecting dirty plates, laying tables, bringing drinks from the bar and returning empty glasses to the bar. They get 5% of the tips of waiters, whilst the bar staff and kitchen staff get 10%.

4. Sales are monitored by Brian but Tracey maintains that this has encouraged some staff to concentrate on sales credited to them and ignoring other work, such as helping over-worked staff and fetching food from the kitchen when a runner is not available. Such activity is also likely to increase their tips but not overall sales.

5. Whilst Training Manuals have been distributed there is little guidance on how to use them effectively. This is unfortunate because many of the questions in the manual are about situations that are not explained in the manual. It is even more unfortunate because the members of waiting staff are judged on the basis that they know everything that is in the manual.

6. The standards of management and supervision vary considerably. When Brian is not on shift there is a more relaxed atmosphere, which is however not always more productive. Tracey maintains that when Brian is in the restaurant some of the staff make great efforts to look busy, which can be in considerable contrast to their behavior when Brian is either not on shift, or is working in the office [8; 21].

Sample of the Possible Solution of the Business Case.

"Before coming to the details concerning problems happening in running the restaurant I would like to give a brief review on the current overall situation related to staff at the restaurant. The matter is, employer Alice Masters is an Area Manager, who was employed by a restaurant chain with branches across the UK, promoted Brian Marsden to make him manager of one of the restaurants in Wanden. It also was to say that there has been a period of management instability at this branch, in particular: prior to Brian two ineffective managers had been employed who each worked at this branch for about six months. Then followed a branch manager who was competent but who had to return to his home country at short notice because of urgent family problems. He had also only been in the job for six months. When Brian became the head of the branch the restaurant staff was dissatisfied with him due to the fact that he was too strict. On one occasion a branch he managed had to be closed for a week because of As a result, Alice noticed the staff shortages due to a combination of staff leaving and others refusing to work with him [23; 27].

So, the first problem can be expressed as irregular management of new branch manager Brian that lead to staff shortages resulted in disruptions of the restaurant further operations. From the given information in the assignment we can find out the second problem taking place at the restaurant management conducted by Rian. So, the second problem meant that Brian couldn't coordinate the restaurant work between the shift supervisors and the waiters. For example, on one occasion a branch he managed had to be closed for a week because of staff shortages due to a combination of staff leaving and others refusing to work with him. The shift supervisors, who have smaller sections to deal with than other waiters, were reluctant to help out when members of waiting staff on other larger sections were overworked. The next problem appeared in the restaurant realm was connected with grievance that Alice was surprised to receive from a waitress employed at the Wanden Branch. This company problem can be considered as a serious one because it is done in the form of the official written complaint made for Brian. The key reason of the complaint was that the waitress, Tracey Walters, got a demotion from 'waiter' to 'runner' at the restaurant by Brian. The fourth problem which took place in restaurant management conducted by Brian was the arising conflict between Brian and waitress Tracy. So, the conflict was linked to rule of "three mistakes" established by Brian, and violated by Tracy [4; 17].

Tracey has been demoted because of a 'three mistakes' rule instituted by Brian. This rule involves demoting waiters to runners if the waiter makes three mistakes in one shift. Tracey has been the first person to suffer under this rule and although her basic rate of pay has not been affected, her capacity to earn tips has been significantly reduced. The problem is that Tracy disagrees with all three mistakes. The reasons for this conflict are as follows:

1. Refusal to understand all sides of the problem happened when Brian had informed her of her demotion, Brian had accepted that she had a good record but had insisted that rules were rules and that he did not want to hear any 'buts';

2. Lack of sympathy, consideration from Brian's side, because, as Tracy maintained, her mistakes had been done during a second 12-hour shift, because she had worked a 12 hour shift the previous day and she had agreed to work this second long shift because of staff shortages;

3. Brian didn't pay attention to the fact that Tracy is a rather experienced waiter with two years restaurant work experience who is combining her work with a Part-Time Business Studies degree course she is pursuing [7; 12; 19].

The fifth problem was related to Training manuals Brian distributed to the restaurant employees. As Tracy says whilst Training Manuals have been distributed there is little guidance on how to use them effectively. This is unfortunate because many of the questions in the manual are about situations that are not explained in the manual. It is even more unfortunate because the members of the waiting staff are judged on the basis that they know everything that is in the manual. So, the reasons of the problem with Training Manuals are the ones that Brian was not competent in their content and didn't pay attention on the operational details happening in the job activities of the employees. The sixth problem that can be identified in the restaurant management headed by Brian is closely connected with the discipline of the staff. From the Tracy's words we can get to know that when Brian is not on shift there is a more relaxed atmosphere, which is however not always more productive, however, when Brian is in the restaurant some of the staff make great efforts to look busy, which can be in considerable contrast to their behavior when Brian is either not on shift, or is working in the office. The reasons for such variable staff behavior can be explained that Brian hasn't established a good trustful relationship between the personnel members that demonstrates his insufficiency in communication [1; 11; 22].

Now we are proceeding to the next part of the assignment in which we are going to reveal the objectives to resolve previously mentioned problems. So, the first problem the restaurant "Brass Rail" faced was connected with the first problem, that is irregular management of new branch manager Brian that lead to staff shortages resulted in disruptions of the restaurant further operations. The main aim to delete this problem will be to find out appropriate measures to deal with restaurant staff, apply new communication techniques to find common ground with them that are recommended to be taken by Brian in order to get rid of staff leaving, flow to have stable restaurant employees. In few words, Brian should know how to build a rapport between his subordinates. Basically, building rapport is about getting on well with people, individually or in a group. Once Brian builds a rapport, he will generally find communication flows more easily and it's usually more effective too. Sometimes rapport just happens naturally, but in our case with Brian needs to use new effective techniques to develop a link with the staff members. Next, the second problem meant that Brian couldn't coordinate the restaurant work between the shift supervisors and the waiters [25; 30].

So, the objective of further steps will be to teach Brian staff management skills in order to delete disagreements between staff members' roles fulfillments. In other words, Brian will have to acquire skills related to how to resolve issues within teams, that is he should be able to resolve any issues within the team, because his ability to manage people is essential for this, and he should also be able to solve any conflicts by mediating between team members and establishing a cohesive team culture. Further in this part the third problem appeared in the restaurant realm was connected with grievance that Alice was surprised to receive from a waitress employed at the Wanden Branch. The main objective to resolve this problem is to find out reasonable decision the results of which will be favorable for conflict victim Tracy and manager Brian. In other words, Brian should be taught to get strong decision-making skills for make everyone comfortable with making pivotal decisions that will affect the entire team. Next, the fourth problem which took place in restaurant management conducted by Brian was the arising conflict between Brian and waitress Tracy. The main objective to resolve this problem will be to restore Tracy to her previous position of the waitress [11].

Thus, Brian must possess good problem-solving skills that are at the heart of his restaurant team's productivity, because if there are any conflicts within the team, manager should have the foresight to solve these problems and restore team cohesion to drive productivity. As a result, Brian must be able to tackle problems within his team directly by using top problem-solving skills. Next, the fifth problem was related to Training manuals Brian distributed to the restaurant employees. The main objective to resolve this problem will be to adapt Training manuals to the necessities of the restaurant staff, in particular filling it with some insider's guideline that will be useful, easily accepted and comprehended as well as having some practical value.

All in all, Brian needs to get restaurant management competencies, that are knowledge, behaviors, attitudes and even skills that lead to the ability to do create training manuals successfully and efficiently. Last, but not least issue, the sixth problem identified in the restaurant management headed by Brian was closely connected with the discipline of the staff. The objective to resolve this problem was to find new way of coordinating staff in order to forbid them breaking disciplinary rules. In particular, Brian should teach his staff member to get self-discipline skills. Self-discipline of the employee is the ability to focus on a task or goal with the purpose of achieving a certain result. Much like other qualities that might contribute to a company's overall success, self-discipline produces sustainable success over time. In addition, self-discipline is typically a learned behavior that people refine over time through repetition. Honing self-discipline is a challenge, but performing easy exercises, developing repetitive behaviors and becoming disciplined in a single area can help you move onto the next challenge.

Considering all six highlighted objectives to resolve the outlined restaurant problems the following six criteria for coming up with reasonable solutions to organize everyday working operations fluently and smoothly have been identified. So, the criteria for further effective solutions is the following:

Criteria #1. New effective communication techniques to build rapport with subordinates.

Criteria #2. The possession of staff management skills.

Criteria #3. The possession of strong decision-making skills.

Criteria #4. The ability to solve problems without any arguments.

Criteria #5. Organizing on-spot professional proper training for staff.

Criteria #6. Self-discipline arrangement within the working environment.

Having identified six criteria for an effective solution we are proceeding to identify a range of solutions along with finding out a likely impact of each solution.

Solution and its impact for criteria #1. "New effective communication techniques to build rapport with subordinates". The best solution in its situation for Brian will be finding find common ground with subordinates, so doesn't have to judge a book by its cover, that means it can be easy to assume not to have anything in common with someone based on first or second sentence introductions, but as he gets to know the person better, he'll find some sort of shared experience, characteristic, or perspective. Also, Brian has to lead his restaurant team with empathy and respect, because a strong, healthy relationship is built on empathy and respect. Moreover, empathy and respect are key components to building trust, that is why this is a foundational element to string through in all of Brian's interpersonal interactions [6; 17; 26].

We think if he is able to find common ground with every employee, trying to build his relationships on empathy, trust and respect there won't be any disruptions in shifts work.

Solution and its impact for criteria #2. "The possession of staff management skills". We think Brian has to organize the following activities at the restaurant in order to manage the staff troubles, like:

- Facilitate coffee chats or informal meet-and-greets between employees, because they're quick, simple, and easy conversations that can happen between any employees and oftentimes, they're not always work-related, encouraging his employees to get to know each other on a personal and professional level.

- Organize the employee experience, hosting virtual or in-person events resulting in their social connection, for example clubs, volunteer activities, or team-building events, because creating company-hosted activities Brian helps to create rapport-building starters [24; 28].

Solution and its impact for criteria #3. "The possession of strong decision-making skills". In order to make good strong decisions Brian has to note potential solutions or actions. He must document all possible solutions for the problem in front of him and keep a record of them. Then he has to relay them to the staff members during a meeting, so they can actively participate in this process. They should also be sent an email to keep a record

of it for themselves. Once he has the solutions listed, list potential action items to all team members to execute the decision agreed upon that will help to avoid misunderstandings and conflicts in any team.

Solution and its impact for criteria #4. "The ability to solve problems without any arguments". Brian has to think of the decision he makes as one with a short and long-term impact, because he'll always learn from the decisions he makes, so he has to track the performance of this decision to align the outcome with the pros and cons you listed.

Solution and its impact for criteria #5. "Organizing on-spot professional proper training for staff". The solution suitable for this criterion for Brian will be to encourage professional development around social connections. He has to create avenues for professional learning that focus on ways to build rapport, for example workshops focused on building relationships. Also, he has to provide access to coaching. Personalized coaching can help support Brian's employees' communication skills. And building effective communication skills goes hand-in-hand with building rapport.

Moreover, virtual coaching will empower his employees to take charge of their development, giving them the opportunity to focus on skill sets like rapport and communication to help create more meaningful relationships.

Solution and its impact for criteria #6. "Self-discipline arrangement within the working environment". In order to make the staff work productively without any supervision from the side of the authority Brian has to pursue the staff to accept the following tips for their self-discipline development, like:

–Make practice a habit, which means that breaking their longer-term goals into milestones can help them stay motivated by celebrating small wins along the way.

–Focus on one self-discipline skill at a time, which means focusing on one area to improve at a time.

–Set personal goals, that means that they are achievable and measurable, helping an employee to build self-discipline over time by accomplishing specific related tasks.

–Remember that failure is part of succeeding, the idea of which means to keep moving forward and moving closer to set goals, recognize failures, reward successes and not give up [14; 17; 20] (Figure 4).



Figure 4. Case Study Method as an Effective tool for Conducting Modern Research

To conclude, considering all mentioned above criteria aligned solutions together with their beneficial impacts we are coming with the guidelines for implementation of the best decisions in Brian managerial activity in order to assist him to create a managerial escalator without managerial gaps. So, the best solution, laying at the heart of building rapport with staff without any conflicts will be possession of great interpersonal skills. Brian

needs to have a keen sense of his emotional intelligence, he needs to ask great follow-up questions and listen attentively and he also needs to be intentional about building mutual trust. Moreover, all these interpersonal skills must be applied by Brian in maintaining all contacts on a daily basis.

IV Discussion

Taking everything into consideration it is worth mentioning that the case study approach was particularly valuable during the discussion of the “Brass Rail Restaurant” due to the fact that:

- it is concerned with a rich and vivid description of events relevant to the case;
- it provides a chronological narrative of events relevant to the case;
- it blends a description of events with the analysis of them;
- it focuses on individual participants or groups of them and seeks to understand their perceptions of events;
- it highlights specific events that are relevant to the case;
- the researcher is integrally involved in the case;
- an attempt is made to portray the richness of the case in writing up the report [12; 14; 27].

Moreover, modern tutors may experience some of the most obvious challenges during teaching “Business English”, such as follows:

Students may not feel particularly motivated if their employer has forced them to enroll in a Business English Program: At times in a group of students you may experience certain students saying “I don’t really know why I am here” or “I am here because my employer insisted that I attend this program”. A response like this can distress a teacher and affect his / her teaching. Dealing with negative attitudes and changing such perceptions to enable them to learn can be very tedious.

Students may have business commitments which impede regular attendance: This can be very frustrating for both the student and teacher as the student has no option but to attend to his / her work, whilst the teacher is faced with the quandary of a student / students, missing vital lessons. This in turn can hinder progression and affect the rest of the group as well.

Pressure / Stress: The addition of a Business English class can be daunting. In most instances, especially in Sri Lanka we see that students are eager to learn and are determined to improve their language skills. However, the general pressures, of work commitments, family commitments, social engagements, limited time etc., can affect their dedication to the program.

Slow / No progress: This happens in every group. It is very rare to have a group of students who have the exact same learning pace, in fact it almost never happens. Hence, there will always be situations where two or three students are lagging behind in a group. This can be very challenging because the student / students may lose interest due to their own inabilities, or become demotivated and frustrated. This in turn puts the teacher in a predicament as he / she has to battle with ensuring the entire group learns at the same pace, ensure comprehension for each individual and maintain high levels of motivation.

Teacher Centered Approach: Undoubtedly the teacher plays a crucial role in teaching and guiding students. However, in the event the teacher does all the work and plays a dominant role, rather than guide and assist students through high interaction with the group, students will lose interest very quickly. Thus, making the entire program futile for both the teacher and learners [22].

Drastic differences in Learner Levels: Group learning is extremely beneficial especially when learning a language. One of the keys to success is practice and when students have the opportunity to practice the language learnt it makes a significant difference, rather than one on one learning. However, a group that comprises of extreme differences in learning levels and styles can be counterproductive. Both students and teachers will be adversely affected, because students who have a faster learning pace and capacity will become bored and frustrated when a teacher is forced to spend extra time helping those who are struggling [13] (Figure 5).

In summary it can be noted that clear awareness of the listed above challenges will simplify the teaching process as well increase its intensity.

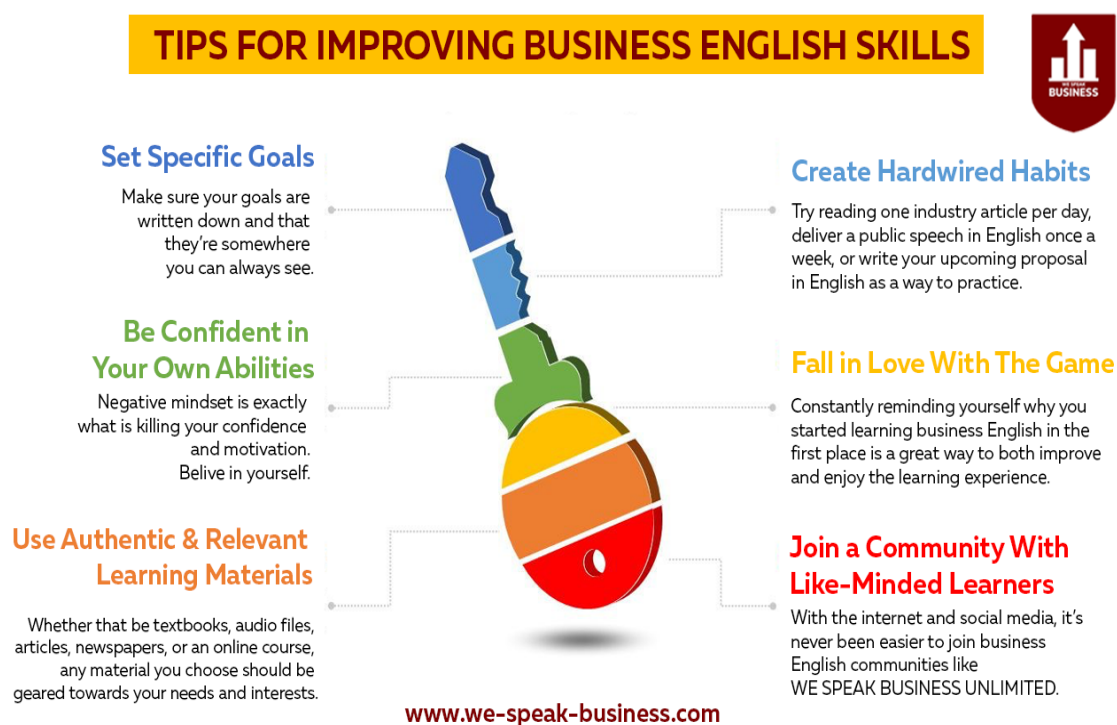


Figure 5. Tips for Improving Business English Skills

V Conclusion

Despite the above stated limitations, we find that case studies are being undertaken in several disciplines, particularly in sociology, as a tool of scientific research in view of the several advantages indicated earlier. Most of the limitations can be removed if researchers are always conscious of these and are well trained in the modern methods of collecting case data and in the scientific techniques of assembling, classifying and processing the same. Besides, case studies, in modern times, can be conducted in such a manner that the data are amenable to quantification and statistical treatment. Possibly, this is also the reason why case studies are becoming popular day by day.

All in all, competences that the educational discipline makes it possible to acquire are diverse and multifunctional.

Integral Competence: the ability to identify and solve complex tasks and problems, generate new ideas in the field of international economic relationships and/or during studies involving research and implementation of innovations and is characterized by uncertainty of conditions and requirements.

General competences: the ability to communicate in a foreign language, ability to learn and master modern knowledge, ability to search, process and analyze information from various sources, ability to work in a team, the ability to conduct a research.

Special (professional) competences: the ability to accept well-founded decisions regarding the establishment of international economic relations on at all levels of their implementation, ability to self-study, support proper level of knowledge, readiness to master knowledge of a new level, improvement of one's professional origin and level of qualification [10; 16; 23].

Foreign language competences: the ability to search, process, analyze analysis and synthesis of information from various sources, the ability to apply philological technical knowledge and competences in a wide range of possible workplaces, ability to communicate with representatives of other professional groups of various levels (with experts from other fields of knowledge/types of economic activity), the ability to freely take part in four types of speech activity (listening, speaking, reading, writing) as means of communication and as means of translation activities in various communicative situations; perfect mastery of all types translation, ability to communicate in foreign languages with foreign colleagues, performing the function of an intermediary between the cultures of the peoples of the countries whose language was studied, and the culture of his people, mastery of the basics of rhetoric and oratory art.

Despite the fact that there are so many competencies to be acquired in the frame of the discipline “Business Foreign Language”, there are still areas of personal development to be improved in the future specialists, such as academic mobility skills, problem solving skills, creativity and critical thinking abilities the possession of which will greatly increase the competitiveness of the future professionals within chosen business area.

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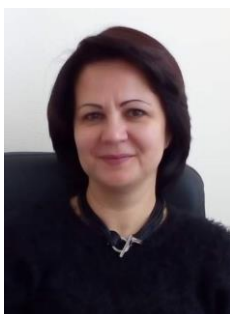
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