THE ROLE OF THE ENGLISH LANGUAGE SUBJECT AND THE METHODOLOGY OF TEACHING IT TO THE STUDENTS OF THE ECONOMICS EDUCATION

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ANNOTATION

This study explores the crucial role of the English language in the field of economics education and delves into the specific methodologies for successfully teaching English to economics students. As the world increasingly leans towards globalization, the mastery of English aids in understanding global economic trends, reading and interpreting international research, and participating effectively in a diverse work environment. The teaching methodology emphasized in this context is the Content and Language Integrated Learning (CLIL) approach. This approach integrates subject teaching with language learning, using practical tools like contextual learning, presentations, group discussions, case studies, language exercises, and role-play.

Keywords

English Language. Economics Education. CLIL Approach. Teaching Methodologies.Contextual Learning. Case Studies. Role-Play. Group Discussions. Language Exercises. Globalization. Multilingualism. Professional Communication.

In today's global economy, proficiency in English is no longer an added advantage– it has become a necessity. This is particularly significant for students pursuing economics education, given the extensive use of English in communicating economic theories, models, and practices. In order to effectively educate these students, teachers must reevaluate their approach to teaching English to ensure the language becomes an enabler in their academic and career growth. This article seeks to investigate the role English language plays in economics education and explore effective methodologies employed to teach English to economics students.

The global essence of the English language has often been emphasized as a key factor in various fields of study, not least in economics education. Economics on its own takes a global approach in analyzing its dynamics, making English far-reaching and inevitable for students to grasp a full understanding of the economics concept. The role of the English language subject and the different methods of

teaching it to the students in an economics education program is therefore a pivotal mayhem that educators should reconcile with.

Role of English Language in Economics education

Firstly, it is important to understand that English remains the go-to international language for business and academic communication. Economists traditionally use English to exchange ideas and to present research findings. As economics education continues to embrace an international approach, English has become crucial for students to communicate effectively, understand economic theories, models, and other terminologies.

Moreover, a solid understanding of English in economics education can directly influence a student's ability to participate in international economic forums and to effectively articulate their ideas. Without mastery of English, students may also find it challenging to read and understand scholarly economic articles, books, and research papers published predominantly in English.

Methodology of Teaching English to Economics students

However, the teaching methodology used in educating economics students can significantly influence their grasp of the English language. Traditional lecturing methods are often ineffective at improving students' language skills. Therefore, educators need to adopt innovative and more engaging teaching methods to bridge the gap between language skills and economic studies.

Task-based Learning

One of the effective teaching methodologies includes task-based learning. These tasks can be outlined in the context of economics, making it relevant for the students. For example, students can be tasked to give presentations, write reports, or participate in debates on economic topics, which will inevitably enhance their language proficiency.

Peer-assisted Learning

Collaborative learning such as Peer-assisted Learning (PAL) presents benefits to both high achievers and students who may be struggling with the subject matter. By communicating their ideas and explaining concepts to one another, students learn to articulate their thoughts and ideas more effectively, simultaneously improving their English.

Technology-assisted teaching

In this digital age, technology-assisted teaching can also add value to teaching English to economics students. The integration of multimedia sources such as video lectures, interactive economics games, podcasts, educational platforms, and other digital tools can deliver an engaging and conducive learning experience.

Exposure to real-life economic contexts

Economics students should be given exposure to real-life economic contexts to understand the practical application of the knowledge they gain. For instance, students can be encouraged to participate in economic forums, conduce case studies, internships, and connect with the economic industry professionals.

One effective method for teaching English to students of economics education might be the Integrated Content and Language Instruction, often termed as a Content and Language Integrated Learning (CLIL) approach.

The CLIL approach involves teaching English through the medium of a subject content, in this case, Economics. Rather than teaching English in isolation, CLIL combines subject matter and language learning, thereby laying equal emphasis on both.

Here's how it works:

1.   Contextual Learning: Teachers could encourage students to read, analyse and interpret economic articles, essays and research papers written in English. Not only does this improve the student's understanding of economic concepts, it also enhances vocabulary, grammar, and language proficiency.

2.   Presentation and Discussions: Students could be encouraged to present their understanding of specific economic concepts in English, followed by group discussions. This will help in developing public speaking skills, a deeper understanding of the economic topic and refinement of English language skills.

3.   Case Studies: Using real-life case studies to explain economic concepts can be a great idea. Students can be divided into groups to solve these cases and present their solution in English. This not only bolsters their problem-solving and critical thinking abilities but also encourages them to use English more skillfully in a professional context.

Here are three practical case study examples:

Amazon's Business Model: A case study could explore Amazon's unique business model and its contribution to the company's tremendous growth. Students would examine the key principles of economics, like supply and demand, economies of scale, and competition within this context. They could then be required to present their findings in English, highlighting specific strategies Amazon has implemented and exploring benefits, challenges, and potential future developments.

Coca-Cola in India: In this case study, students could explore the challenges Coca-Cola faced when entering and establishing itself in the Indian market. Key elements could include understanding cross-cultural influences on the economy, studying local business strategies, supply chain issues, and pricing strategies. Students would have to discuss these points in English, enhancing their understanding of international economics and English communication skills.

The Impact of Brexit on the British Economy: Students could delve into how the Brexit decision has affected different sectors of the UK economy, such as trade relations, financial services, and immigration policies. They could assess and present the short-term and long-term economic implications in English, thus simultaneously honing their language proficiency and understanding of the economic issues.

For each case study, students could present their findings, debate on different viewpoints, or suggest strategic solutions in English. This would bolster their English communication skills, build economic analysis competencies, and increase their confidence in applying economic concepts to real-life scenarios.

4. Language Exercises: Design exercises that combine both economics and English. For example, a homework assignment could require students to write an essay on a specific economic topic. Such assignments offer students the chance to explore the topic further, practice their writing skills, and use economic terminologies correctly.

5. Role-Play: Simulating economic events, such as an economic forum or a business meeting, as part of role-play exercises help students to articulate their ideas more effectively in English.

While the CLIL approach requires careful lesson planning, its benefits include improved subject comprehension, increased language proficiency, and readiness to use English in a variety of real-world economic contexts.

Teaching English to economics students through thematic modules can be highly effective when combined with the use of social networks divided into communities[1-5]. Here's how you may apply it:

1. **Themed Communities**: Divide your class into different online communities based on specific themes related to economics, such as international trade, fiscal policies, or economic development. Each community focuses its discussions and writings on English vocabulary, phrases, and expressions relevant to the theme.

2. **Online Forums**: Utilize online forums for each community where students can share their opinions, discuss key issues, and even debate in English. This will foster critical thinking, interactive learning, and improve their fluency and confidence in using English[11].

3. **Collaborative Projects**: Assign projects that require students to analyze case studies, current economic news, or policies. They can then share their insights and findings on the community platform. It forces engagement in English - reading, writing, and conversing on complex economic topics, thereby making them comfortable with economics terminologies in English.

4.   **Peer Review**: Initiate peer review sessions where students evaluate and provide feedback on each other's work in English. This practice can boost their confidence and ability to critique economic issues constructively in English.

5.   **Guest Speakers Sessions**: Invite English-speaking economists or professionals to interact with students in these online communities. They can hold Q&A sessions, share their experiences, or discuss a topic. These sessions expose students to English spoken in a professional economic context, thereby improving their comprehension and use of language.

6.   **Networking**: Encourage students to connect with other English speaking learners or practitioners outside their community on the platform. It gives them an opportunity to learn and use English in different contexts, enhancing their language adaptability[12-14].

In conclusion, integrating social networks into communities for teaching English to economics students provides them a unique platform to learn and practice the language in a context-related and interactive manner. Plus, they can relate economic concepts more easily by practiquing English in a practical, real-world setting.

In conclusion, the importance of English language skills in economics education is essential for students' academic success and future career. Consequently, educators need to rethink their English language teaching methodologies to ensure they are engaging, practical, and relevant to economics. They should remember that the goal is not merely to pass exams but to prepare the students for their future career paths that await them in the global economy.

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