

Evan Frendo

how to

teach business
english



PEARSON
Longman

Contents

	<i>Page</i>
Introduction	iv
1 What is special about business English?	1
• The business English learner	
• Business English teaching contexts	
• The business English teacher	
• Language in context	
• Teaching business communication	
2 Assessing needs and preferences	15
• Needs analysis	
• Communication needs	
• Pedagogic needs	
• Business needs	
• Three examples	
3 Designing a course	32
• Setting objectives	
• Syllabus components	
• Negotiating the syllabus	
• Managing the logistics	
4 Selecting and developing materials	43
• Coursebooks and other ready-made materials	
• Tailor-made materials	
• The learner as a resource	
• Framework materials	
• Authentic materials	
• Role-plays, simulations, and case studies	
5 Teaching business speaking skills	61
• Socializing	
• Small talk	
• Speaking on the telephone	
• Presentations	
• Meetings	
• Negotiating	

6	Teaching business writing skills	81
	<ul style="list-style-type: none">• Business writing• Correspondence• Contracts• Reports• CVs• Agendas and minutes• Writing for the Internet	
7	How to teach business English at a distance	95
	<ul style="list-style-type: none">• Distance learning• Teaching by telephone• E-learning possibilities• Using the Internet for business English learning and teaching• E-learning in practice	
8	How to include intercultural training	112
	<ul style="list-style-type: none">• What is intercultural training?• Using cultural dimensions• Understanding our own culture• Increasing awareness• Using critical incidents	
9	Evaluating and assessing	123
	<ul style="list-style-type: none">• Evaluation• Testing learners• Evaluating using feedback and observation• The reflective practitioner• The customer's perspective	
	Task File	140
	Task File Key	150
	Chapter notes and further reading	156
	Index	160

Introduction

Who is this book for?

How to Teach Business English has been written for anyone involved in the teaching of business English, including teachers, materials writers, and course designers, as well as language consultants and trainers working in companies. Newcomers to business English will find the book particularly relevant, but those with more experience should find that the book offers fresh insights into key issues.


What is this book about?

The use of English as the language for business is increasingly widespread, and more and more teachers are being asked to teach it. Business English teaching is not just about what happens in the classroom; it covers a huge variety of activities, such as dealing with sponsors, gathering information in order to design a course or choose materials, and working in a wide and varied range of contexts. This book is designed to offer practical advice to anyone involved in business English teaching, and to act as a guide to some of the theoretical developments that affect the way business teachers operate.

Chapter 1 considers the people involved in learning and teaching business English and the contexts in which it takes place; it contains an overview of what makes teaching business English special. Chapter 2 looks at how to gather information about specific learning and business needs before planning a course. Chapters 3 and 4 go on to cover course design and materials development, areas which the business English teacher needs to deal with.

The next two chapters deal with the communication skills common in business English teaching. Chapter 5 examines speaking skills, such as socializing, small talk, presentations, negotiations, and meetings, while Chapter 6 deals with teaching written skills such as letter writing, contracts, reports, CVs, agendas, minutes, and writing for the Internet. Chapter 7 examines some of the issues raised by distance learning (when teacher and learner are separated by space and perhaps by time), and discusses various options which are available to the teacher.

Intercultural training is increasingly being seen as part and parcel of the business English teacher's job, and this is dealt with in Chapter 8. Finally, Chapter 9 considers issues of course evaluation, looking at it from the different perspectives of the learner, the teacher, and the company investing in the training.

Suggested classroom activities are signalled by this icon .

The Task File consists of photocopiable sheets relevant to each chapter. They can be used for individual study and reflection, or for discussion and review in a training context. A Task File Key, with guideline answers, is provided. Additional chapter-related notes and further reading suggestions are provided in an appendix.

Author's acknowledgements

This book was largely inspired and influenced by the countless articles and books I have read over recent years (some are listed in the further reading list), and courses and conferences I have attended. Business English teaching is an exciting field, and there is so much happening. Also, of course, inspiration has come from the hundreds of business English learners whom I have had the privilege to work with. I remain convinced that I learn more from them than they do from me.

I would like to say a big, personal thank you to a number of friends and colleagues who worked through early versions of some of the chapters in this book, and very kindly made suggestions and comments. They are Sabrina Gerland, Connie Parks, Pete Sharma, David Smith, and Mike Sneyd, all business English professionals with years of teaching experience. Also, I wish to express deep gratitude to my mother, Avril Frendo, who, as a journalist of many years standing, was able to offer advice from a different perspective. And a special thank you needs to go to James Schofield, who invited me to join him on this project, but who was later unable to continue and very generously suggested that I carry on alone.

Thanks too to my editors, David Lott and Jeremy Harmer, both of whom demonstrated immense knowledge, experience, and also patience, as they guided me through the whole process. Rosamund Bell, as content editor, continued to ask pertinent questions, while tweaking the text to make it more readable and user-friendly.

Finally, as is so often the case, it is the long-suffering members of a family who contribute the most. In my case, thank you to my children, Oliver, Emily, and Edmund, and most of all to my wife Christine; it simply would not have been possible without their unfailing support.