

Evan Frendo

how to

teach business
english



PEARSON
Longman

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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.

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