

Acknowledgements

Introduction

PART ONE: Introduction to Business English

1 What is Business English?

Background

What characterizes the language of business?

- Sense of purpose
- Social aspects
- Clear communication

The Business English syllabus

- Business and General English courses

2 Who wants to learn Business English?

Pre-experience learners

Low-experience learners

- Junior company members
- Learners who are moving jobs

Job-experienced learners

- Reasons for learning English
- Characteristics of the learners

Cultural differences

3 Where is Business English taught?

Types of institution

- Public and private sector educational institutions
- Adult learning centres and Chambers of Commerce
- British Council- and American-sponsored centres
- Language schools
- Training and consulting groups and individual consultants
- In-company

Some implications

- For the pre-experience learner
- For the job-experienced learner
- For the training manager

4 Resources

The Business English trainer

- Background and experience
- Personal skills

Acquiring the resources

- Skills
- Knowledge

5 Performance objectives for Business English

The need to emphasize performance

Skills training: basic principles

- The communicative approach
- Learner involvement in course design
- Input v. output
- Task-based learning
- Feedback

PART TWO: Analysing the needs of the learners

6 Describing levels of performance

Who needs to define levels of performance and why?

Performance scales

Testing and assessment

- Published tests and examinations
- Carrying out assessment yourself

The training gap

7 Job analysis

Job categories

- Managers as learners
- Technical staff as learners
- Secretaries and clerical workers as learners

Departmental differences

- Marketing and sales
- Human resources
- Finance
- Production

8 Information gathering

What do we need to know?

- Information about the learner
- Defining the learning purpose
- Information about the learning situation

Ways of gathering information

- Job-experienced learners
- Pre-experience learners

Practical problems in needs analysis

Examples of interview task sheets

9 Determining the content of the course

Breakdown of performance areas

- Meetings and discussions
- Giving information
- Telephoning
- Business correspondence
- Socializing

Language analysis

- Company documentation
- Learner output
- Training videos

The focus of training

PART THREE: Activities and materials

10 Published materials

Business English materials

- General Business English coursebook packages
- Supplementary materials
- Job-specific materials
- Reference books
- Self-access materials

Business skills training materials

- Video materials

- Business simulation games
- Selection and evaluation
- Criteria for selection

11 Framework materials

What are framework materials?

- Advantages

When should framework materials be used?

Frameworks for different purposes

- Analysing
- Describing contrast and similarity
- Describing change
- Describing cause and effect
- Describing sequence
- The setting box
- For meetings and discussions
- A customer-supplier simulation
- Describing production processes
- Problem-solving
- Conversation
- Conclusion

12 Authentic materials

Definition and use

Types and sources

Selection and exploitation of authentic materials

- Text materials
- Audio and video materials

Examples of tasks and activities

- 1 Using authentic materials to develop speaking skills
- 2 Using authentic materials to practise extracting information
- 3 Using authentic materials to develop listening skills
- 4 Using authentic materials to improve learners' comprehension of presentations
- 5 Using authentic materials to extend letter-writing vocabulary

13 Managing activities in the classroom

One-to-one v. group training

- Dealing with individuals
- Course design and the individual learner
- Some examples of learners' work
- Role play and simulation
- Setting up the activity
- What can go wrong?
- Strategies for reducing the risks
- Giving feedback

Course design: putting it all together

- An intensive general Business English course plan
- An extensive general Business English course plan
- Specific Business English course plans

14 Current trends in Business English

Language training v. skills training

The influence of management training

Methodologies

Cross-cultural awareness

Growing professionalism

Glossary

Bibliography

Appendix

Suggestions for further reading

Suggestions for further viewing

Business English examinations

Performance scales

Professional associations

Business skills training materials: sources

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