

Teaching Business English for Effective Communication: A Case Study of Public Sector Institute

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Abstract: Business English is an example of English for Specific Purposes and many persons who speak or write in English do so substantially in international trade. Business English is becoming increasingly important as organizations need multilingual employees in today's linked society. The ability to communicate with coworkers in a professional situation, whether through written communication, in-person meetings, or other means, is one of the goals of the business English course. As an outcome, a Business English Language might cover subjects like business English reading, correspondence, resumes, and the business jargon or terms of advertising, marketing and sales. The following paper is qualitative. It intends to analyze business students' perceptions of learning business communication at the undergraduate level in one of the public sector universities of Sindh, Pakistan. For this purpose, the one-to-one interviews were conducted with one of the batches of the business administration department (BBA) at SBBU Sanghar Campus, who is currently taking the business communication course. Five students were taken as participants from one of the batches, who is being taught business communication at present. The crucial components required for the analysis are syllabus and course design, and the choice with development of materials that are shared by all ESP domains of work concerning to concept of Business-English. A teacher must be knowledgeable about the topic area to effectively teach Business English. The ESP blends subject matter expertise with English language teaching abilities. At this point, a teacher's job is to successfully adapt their teaching methods to the needs of students learning business English.

Keywords: Business Communication, Campus, ESP, Pakistan, Sindh, Students

JEL Classification Codes:

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1. Introduction

There is a great need for English instructors since English is now seen as the "language to communicate" and as an international language. The necessity for English language instruction (ELT), particularly to teach ESP (English for Specific Purposes), has increased with the rise of economic globalization, amongst other factors. English language instruction (ELT) and to instruct ESP have often been kept divided.

The primary way that ESP differs from other educational systems is that it claims to have developed its methodology for several aspects of its instruction and that its research draws on the findings of numerous other areas in addition to applied linguistics. ESP has always been centred on needs analysis and educating students to communicate successfully in the activities required by their field of study or work, even if it occasionally veered from established trends in general ELT. The meaning of "communicate"

varies from one field to another, and it depends upon many kinds of human actions, as claimed by Kennedy and Bolitho (1991).

Business English is not the same as political or scientific English. (Kennedy & Bolitho 1991, as cited in Hernandez & Perez Paredes 2002) English for Specific Purposes (ESP) training is referred to as such. According to Savignon (2002), using English for "real and immediate communicative purposes" is what is meant by a language for a purpose. The necessity to fit the demands of students and English courses gave rise to the term "ESP." Three factors define ESP: a needs analysis, time constraints (courses are only offered for a short period), and a linguistic component that emphasizes discipline-specific information acquisition rather than general education (Basturkmen, 2021).

1.1. Problem Statement

For students seeking a bachelor's degree in business administration, the Department of Business Administration has taken the initiative to establish the English for Communication program. It is to solve the problem of communicating better in business scenarios. The English curriculum is used in the field of business administration and is designed according to the syllabus published by the Ministry of Higher Education Commission (HEC) of Pakistan.

At the university level, business students, who are recent college graduates, lack communication abilities. It is because they are not exposed to jobs where English is spoken. They lacked sufficient opportunities to practice speaking English in a natural environment.

1.2. Aim of the study

The goal of this research is to explore how students perceive the use of their oral communication abilities in the English language throughout their business expos and how they might develop these skills via work experience in their respective workplaces.

1.3. Objectives of Study

- To explore the perceptions of Business students on the importance of Business Communication courses for their real-life business exposures.
- To identify the use of a Business Communication course to improve English Language skills amongst business students to communicate effectively.

1.3.1. Research Questions

RQ.1. How do Students perceive the importance of a Business Communication course for their real-life business exposures?

RQ.2. How do students identify their improvement in communication of English Language skills through the course of Business Communication?

1.4. Importance of Study

The responses from the students of business, the teachers of English together, and other stakeholders will be used to determine the extent to which the business communication course content can assist students in improving their communication abilities.

This makes it easier for the students to complete their business exposure training. Despite the

popularity of communication skills in the business world, which has increased, Pakistan's existing system of business education does not adequately educate its graduates for their communication skills in market skills to step up in the business world.

2. Literature Review & Hypotheses Development

2.1. English for Specific Purposes (ESP)- An Overview

When it was clear that the general courses of English usually failed to suit the demands of students or companies, the term (ESP) or "English for Special Purposes" was created. There is a growing need for ESP, particularly in EFL nations where English is frequently used for technical purposes. English continues to be the language of choice in business, media, technology, health, education, and research. For the citizens of nations, like, Albania, it is mandatory to learn English to pass competency tests, advance professionally at work, or complete the academic program. It is preferable and beneficial for them to study English for their respective professions so that they may conduct themselves more professionally and get employment more readily in the future.

Terms defined "English for Specific Purposes" (ESP) defines particular techniques to teach and study English as a foreign language where the student's purpose is to utilize English within a certain field. English for Special Purpose was swiftly changed to other since the word particularly emphasizes its purpose more deeply.

In other words, it implies that there is a certain manner that English is used related to professional outlook, organizational norms, and demands of labor. According to Hutchinson and Waters (1987), ESP is one of the approaches than the final product. It did not require a specific curriculum or a set of methods. Strevens (1988) tried to make a distinction between two kinds of ESP definitions: 1) Absolute (Particular) qualities that demonstrate (specific language education that is tailored to fit the requirements of individual students; its content is tied to certain fields, vocations, and activities; it is concentrated on the language appropriate to those activities in terms of syntax, written content, discourse, semantics, etc. and 2) flexible qualities (In this, ESP could be constrained to a certain situation).

Robinson (1991) defines ESP according to two criteria: Numerous circumstances contribute to the fact that ESP courses are frequently taught to adults in uniform classrooms, independent of the profession or specialized studies in which the students are enrolled and that their objectives must be accomplished within a specific length of time. These qualities consist of the following: 1) ESP is frequently "goal-directed"; and 2) ESP courses are created based on requirements that have been analyzed and determine the specific activities for students to use English as a second language.

2.2. English for Specific Purposes (ESP): Its Types

It is possible to distinguish between a wide range of ESP types (for example, Medical English, English for IT, English for Law, English for Tourism, Business English, etc.) This is because the ESP instructors and the research contributors have a keen interest in demarcating the distinctive characteristics of English. It depends on the career in question or any other field of study where bilingualism is expected from the students. However, it turns out that distinguishing between ESP and ELT is just as challenging as detecting the multiple EST variations.

Carter (1983) originally distinguished three types of ESP: English as a Restricted Language, English for

Academic and Occupational Purposes, and English with Specific Topics. However, ESP is split into three branches. The "tree of ELT" designed by Hutchinson & Waters (1987) shows English for Social Studies, English for Business and Economics, and English for Science and Technology. They further separated each of these into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), but they concede that "people can practice and learn at one time".

This makes sense that two types of branches can be indistinguishable from one part to another. It is legitimate to say that EAP and EOP share the same ultimate goal in the mind of employment even though they utilize different strategies to get there. The motivation, function, and position of the learners determine these two categories of expectations, such as English for Occupational Purposes (EOP) and English for Academic Purposes (EAP), which became reasons to learn English. ESP was added by Kennedy and Bolitho (1984) in response to the demands of scientists and technicians. English for Science and Technology (EST) is the name given to this variation.

2.3. English for Occupational Purposes, or EOP

When students' employment or professions need them to utilize English, EOP is taught to them (Kennedy & Bolitho, 1984). Depending on whether the students are taking English classes before, during, or after getting training for their job or vocation, these courses will change. If a student is legitimately enrolled in a secretarial degree with its development of academic knowledge and practical abilities, or if they are already a professional secretary who needs to communicate in English, the content of an English program will change.

2.3.1. Language Use in Academic Contexts

EAP is typically offered to students in educational settings that require the use of English for academic purposes. The language taught at higher levels of education may be based on certain areas, depending on whether a student specializes in their studies or intends to specialize (pre-studying).

Academic abilities like (listening to lectures in classes, taking down notes, finalizing reports, and textbooks- reading) can frequently take up a sizable portion of the student's English education in situations like those where a foreign student is enrolled in a university. In such institutions, the English language program's objectives and strategies frequently clash with the demands of the technological and scientific divisions; the former is still focused on developing conversation in English as well as changing the patterns of lingual codes, while the latter demands quick and proficient skills to read.

It is important to remember that English in these situations typically makes it simpler for readers to access the information included in textbooks, periodicals, research-based journals, statistical reports, and summaries (Mackay and Mountford, 1978). The students will also be expected to participate in sharing novice knowledge through research-based papers, university dissertations, reports, different types of articles from journals, and various other formats.

2.3.2. Two Types of English: ESP and Business English

Along with English for Maritime, Aviation, Technical, and Scientific reasons, one of the languages used for a particular purpose is business English. Similar to how business English is used; many people who write or speak English as their first language use it extensively in international trade. Business English is becoming crucial as a result of the rising need for multilingual staff among businesses in today's internationally interconnected society. Business English has to be understood in the context of ESP as a whole since it shares significant aspects with ESP, such as requirements analysis, syllabus design, course

design, material selection, and development.

Like previous ESP versions, business English focuses on certain forms of communication in a particular setting and uses a particular linguistic corpus. However, it was noted that the combination of specialized and generic information is what distinguishes Business English from other ESP variants (Ellis & Johnson, 1994). This language should be used for these tasks in terms of its syntax, vocabulary, particular style, academic aptitudes, discourse, and genre, according to Dudley-Evans' (1977) definition of ESP.

It also utilizes the core methods and practices of the profession it supports. It has also raised awareness of the possibility that in specific educational situations, ESP may employ a strategy distinct from General English. Although it is obvious that ESP is feasible, it is not necessary to be focused on a specific sector, age group, or degree of competence. It is what Dudley-Evans refers to as "an attitude of thought": a teaching method is the easiest way to define ESP. This supports the research of Hutchinson et al. (1987), who asserted that ESP is a method of teaching languages in which all decisions regarding the strategy and subject matter are dependent on the learner's motivation.

One of the reasons, the language utilized for specific purposes is Business English. When it comes to business, many people whose first language is not English significantly rely on it in international trade. Business English is a talent that is growing its vitality in today's internationally connected world as many companies are looking for bilingual employees. Any business English education must rely on equipping learners with the skills to connect professionally with people, whether it is through written letters, in-person encounters, or other means. Thus, a course of business English may have lessons on business English reading, business English writing, business English comprehending, and business English understanding of terms of sale, marketing, and advertising.

2.3.3. Business Purposes Benefit from Taking English Courses

Any business English education should put a strong emphasis on giving students the skills necessary to interact professionally with others. It could be through written communication, in-person meetings, or other means. English for business may therefore cover topics like business English reading, correspondence and resumes, workplace jargon, or concepts related to sales action, advertisements, and marketing.

Belcher (2009) claims that English to serve purposes of Business (EBP) is a thriving issue within ESP in terms of both teaching and research. With people all around the world, even those for whom it may not necessarily be their first language, English is being used frequently to communicate "about business" (Planken, van Meurs, & Radlinska, 2010). This is a result of expanding internationalization and English's acceptance as the world's primary business language.

2.4. Business-English: Characteristics

In terms of a definition of business English, it has key components in common with all ESP fields of employment, such as needs analysis, syllabi design, curriculum development, and resource selection (Wang & Fan, 2020). Business English demands a peculiar definition for linguistic corpus, much like other types of ESP. Additionally; it draws attention to certain modes of communication in a particular context.

If there is one way that Business English varies from other forms of ESP, it is that it typically blends specialized information pertinent to, for instance, a particular industry with general content pertinent to the capacity of successful communication in general, although in various contexts of business and situations (Ellis & Johnson, 2003). It is, however, includes specialized and broad information, Business English, a sort of ESP, and varies from broad English in terms of content.

As a result, the challenges faced by Business English teachers include the following: What requires the

most focus? the Special vocabulary? Improving communication skills in a work environment? What specific knowledge of business English is non-native students of business and economics required to address the challenges of the future? How might a corporate English course be set up to accommodate upcoming needs and specifications? (Roshid & Kankaanranta, 2023).

2.5. Instruction in the English Language for Professional Purposes

A teacher must be knowledgeable in the subject to properly teach Business English (English for Business). Kramarenko (2023) stated that in real, ESP blends subject-matter expertise with strategies to teach English as a second language. At this stage, a teacher's challenge is to successfully adapt their teaching methods to the needs of students learning business English.

Students are extremely motivated by the possibility of applying the information they acquired in Business-English classroom settings to their major area of other courses, whether it be the field of economics, trade, management of business, or marketing. In this class, students concentrate on learning the language with a particular goal in mind, studying it not just to comprehend ordinary speech but also to apply it in a specific environment for career chances.

An evaluation of the goals, demands, and roles for which English fulfils the forms of the basis for any corporate English program. To fulfil the demands of the global society and the needs of students' future vocations, more and more institutions throughout the world are providing ESP courses.

2.6. Business English As A Lingua France (BELF) Teaching Methodology (Theoretical Framework)

The pedagogy principle under BELF has been an emerging domain in teaching English and one of the important branches of English as Specific Purposes (ESP) (Robinson, 1989). The strategies of BELF have been influential in the ESP domain through three aspects. The most important is address to students, immediately address to needs of the world, utilise relevant materials and foster awareness of intercultural communication.

The relevant materials help to demonstrate the language of business in equipping essential materials to show students about professional-based communication. The awareness of the global market has been emphasized by Klimova & Pikhart (2020).

Martins (2017) stated about the BELF's neutrality, the diversity of culture and practicality. Therefore, BELF has served to be neutral in communication, and transcend the nativized languages to foster interaction that is goal-orientated. Li and Dong (2021) have emphasized the significance of competence in intercultural communication (ICC), English curricula, deficiencies in English instruction and prioritizing knowledge onto intercultural skills. Gu (2023) has stressed about necessity of innovative lesson plans and methods of instruction that include culture-oriented content, intercultural communicative experiences, and resources that are online.

3. Research Methodology

3.1. Design

The research is qualitative in style. The study's results were based on information gathered from interviews conducted at the Department of Business Administration in Shaheed Benazir Bhutto University (SBBU) Sanghar campus, Sindh, Pakistan.

3.2. Instrument for Research

As research tools, one-on-one interviews with participants were taken. Five respondents from one of the batches of the BBA department took part in the study.

3.3. Respondents

Students who are enrolled in the Department of Business Administration and pursuing their bachelor's degree in business (BBA), taking business communication as one of their courses were the respondents in this study. These individuals were chosen because they had taken oral communication skills courses for two semesters, totaling 120 hours of lectures and tutorials. Therefore, they would be the ideal group of students to assess the abilities to certain the value and applicability of the oral communicative skills utilized throughout their coursework training and for their future demands in the workplace.

4. Collection of Data and Analysis

4.1. The Framework for Creating a Tailored English Course for Business Purposes

Over the past several decades, there has been a considerable shift in how business English is viewed by educators and course designers. In the 1960s and 1970s, it was believed that the unique vocabulary distinguished Business English from General English. Textbooks at the time were created to expose students to specific terminology in the context of a written text or debate about a certain topic (for example, banking).

4.2. Requirements for Tasks in the Course of Business-English

The majority of the exercises consisted of vocabulary exercises and questions on text comprehension. These textbooks did not take into consideration the students' prior knowledge or how they could utilize language in the actual world (Chan, 2020). Later, in the late 1970s and early 1980s, course materials began to emphasize the importance of communication skills in a corporate context, including writing, listening, reading, and speaking. Thus, functional aspects such as language for recommending, expressing thoughts, offering advice, indicating agreement, etc. became the emphasis of business English instruction (Xie, 2021).

These developments have continued ever since it became clear that honing skills like negotiation, presenting, and meeting techniques were becoming important. The actual use of language triumphed over theoretical language studies. As part of the learning process in English for business purposes speaking skills, learners ought to be trained in how to organize an interview for any announced job position, which is an important element of an employment document, as well as what advice they should bear in mind while pursuing a certain career. Compared to general English programs, Ellis and Johnson (1994) recommended a few special procedures to take while creating a business English course, such as:

1. Needs assessment: What information do students need to thrive in their future careers?
2. Level assessment: Before the start of the course, we may administer written examinations to each student to gauge their level of language proficiency.
3. Curriculum: University courses that are decided and taught should have a clear curriculum and objectives.

4. The course objectives should be stated in light of the results of the requirements analysis; for learners with little or no prior experience, possibly noting their field of study or the required degree of linguistic ability (command of structures, operations, etc.) will achieve this.

5. Given the restricted amount of opportunity available for college language training, the length of the course (number of semesters and the weeks, etc.) should be taken into consideration while designing it.

6. Priorities for the learner: Students are often highly success- and goal-oriented while studying business English.

7. A progress evaluation may be conducted verbally or in writing, depending on the specifics.

It is recognized that a crucial component of an ESP course, with its objectives and curriculum, is tailored to the needs of each student. It is possible to conclude that the language abilities and genres covered in ESP courses apply to the particular English-language tasks that students must complete. Professors and subject experts should offer the data (the content). As the information interchange is more frequent, it should always be accurate, up-to-date, and pertinent to the student's areas of study (they should be provided material that is reflective of the context in which their target language is spoken).

It should touch their level of English; the basic objective of teaching skills is to provide students with the tools they need to cope with accurate information. According to Fiorito's (2005) statement, the "ESP focal point" is "that English is taught as a subject integrated into a subject matter area important to the learners; it is not taught as a subject separated from the students' real world (or wishes)." In this case, the relationship between the topic matter and English language instruction is in doubt. It is extremely encouraging for students when they can connect to learn English lessons for their major fields of economics, management of businesses, finance, computer technology, or engineering.

When students employ the syntax and vocabulary they are acquiring in real-world contexts, their motivation is strengthened while what they are learning is reinforced. Since the students' knowledge of their subject areas enhances their potential to learn English, this learning environment serves two purposes. They have the background information that is demanded to understand English being taught within classrooms. Thanks to their understanding of the topic matter. It is because students in technical institutions are prepared to perform on the job, college English should be more advanced, and more specialized, and should match students' majors subjects.

Additionally, because it is relevant to their areas of study and satisfies their requirements, ESP is more successful than EGP at increasing students' enthusiasm to learn. As a result, "English for a specific purpose" refers to the instruction or research of English for a particular industry (such as commerce generally or a particular speciality like law or medicine). The goal of learning English is fairly clear. The interest of students in a range of specialized professions, such as law, business, medical, or English for the hospitality or tourism industry, had a great influence on the beginnings and development of ESP, as we shall see if we concentrate on this issue. Students learn the subject to enhance their English language knowledge and abilities. With this specific objective in mind, they are studying English.

In addition to having an interest in the language, students study ESP because they must submit an assignment in English. Students must have a good command of the English language to be successful in their study of specific fields. That is to say, university students who completed English for Specific Purposes would have no problem adjusting to their new job or locating employment in their profession.

4.3. Business students' perspectives on what they think business English instruction should be like

Business expertise among English teachers requires the skills and information to handle the specializations of their students given to ESP instructors. One of the students of Batch-2022 of the BBA department stated likewise:

“It should be kept in mind that ESP instructors do not have a specific area of expertise, but rather, while teaching English, their topic is English for the profession rather than English as a vocation. They aid in the development of the crucial abilities required for comprehending, utilizing, and/or presenting accurate knowledge in a professional setting in students who are subject matter experts.”

(Student 2-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

Likewise, one of the students of the same batch-2022 of the BBA department, taking the course of business communication stated that:

“A qualified ESP instructor must be able to switch occupations without needing months to adjust to the new one. Simply defined, he or she adapts existing material using the structures, methods, and ideas of course design. The notion that ESP instructors must be subject-matter authorities has also been accurately debunked. The lecturer is not obligated to go over subjects like negotiation strategies or management philosophy. He emphasizes that the instructor should be seen as an authority on how to convey and explain the language as well as how to deal with the student's language difficulties.”

(Student 1-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

4.3.1. Students should be Prepared to Communicate in Business English

Main purpose to teach business-English is to get learners ready to converse in English about topics in business that they are knowledgeable about. Due to the availability of new technology, the typical teacher of today is quickly giving way to those who promote student- or self-directed learning. Likewise, student 3 of batch-22 stated:

“Modern technologies and fresh methodological ideas should be acquainted with instructors. “The teachers must acquire new business English skills for effective teaching to put them to use and improve the students' communication skills.”

(Student 3-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

Each teacher must employ and integrate the newest technologies into his or her individual Business English class, and how they use technology will affect both how they approach teaching Business English and how the students respond.

4.3.2. Instructional Ideas for Learning English for Business

The idea of teaching business English instils fear in the hearts of many EFL instructors. Following are some pointers for teaching business English:

4.3.3. Learn What Goals Your Pupils Have..!

You will be instructing active folks who are accustomed to achieving goals. Therefore, you should talk with them about their goals at the start of the course. Typically, this entails breaking things down into abilities, such as improving communication skills over the phone, writing clearer emails, presiding over meetings, etc.

(Student 5-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

By identifying the requirements of the students as early as possible, teachers should assist in setting these goals. This "needs analysis" may then be communicated to the students and used as a resource to keep them interested in and motivated throughout the course.

4.3.4. Knowledge of the Course Application in Given Context

The situation in which the course participants must perform should be a key component of the need analysis process: Why do they study English? In what circumstances and with whom do they speak at work? A person studying English to oversee a team operating in another nation would have various demands as well the expectations than someone, who learns English to brush up on their proficiency. One of the participants stated:

“We should keep in mind that business is performed on a worldwide scale and that there is a good chance that your kids will communicate with people who do not speak English as their first language. Researching cross-cultural communication and learning how individuals from other backgrounds conduct business is a smart idea.

(Student 2-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

4.3.5. Adopting High Energy Levels to Teach Business English

Teaching professionally is crucial for creating the appropriate impression. This has an impact on not just what you say and do, but also how you act and dress. Punctuality, professionalism, and competence are essential traits for everyone who wants to work for an organization. In a business English classroom, student talking time (STT) is likely to be significantly greater.

(Student 5-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

Therefore, make sure there are lots of opportunities for speaking practice and group project work. Leave writing and reading for homework or independent study whenever feasible.

4.3.6. Choosing Materials Wisely

The students will anticipate that you will bring things to class, just as in a typical English classroom. There are many books and online resources accessible, but it's crucial to pick tools that enable students to engage in "authentic" learning settings. On this one of the participants stated:

Undoubtedly, the learners themselves are the most significant resource. They can provide you actual stuff from their professional experience—things they have to study and comprehend, maybe even produce and deliver. Leaflets, emails, PowerPoint presentations, and reports are a few examples. Remember to focus on needs and objectives.

(Student 4-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

Learn the significance of these materials and what your students want to gain from the session. After that, agree with them on how to address these needs.

4.3.7. Genuine Content to Teach English for Business

There is a need for authentic content to teach ESP to students of business. This is because they simulate a practical situation and provide an accurate setting for tasks to be accomplished by the learners.

“Realism and realistic materials boost student enthusiasm, but they are challenging to adjust to a student's language proficiency, particularly at the starting level. It's also crucial to remember that creating such things might take a lot of time.”

(Student 3-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

As ESP classes increasingly require original materials, they must be updated often. Thanks to the development of technology, the sources for authentic materials are now nearly endless. All human endeavours produce byproducts that in some way relate to learning a foreign language. They have been sorted and listed by many writers. Participant number 1 stated a few examples that have been practised that are:

The news, reality or other programs, movies, documentaries, video clips, presentations, seminars, and more are some examples of resources suitable for teaching business English. Reading/Printed materials include books, periodicals, newspapers, specialized literature, newspaper advertising, menus, pictures, reports, corporate documents and communications, meeting minutes, financial reports, agreements, invoices, press releases, etc.

(Student 1-Batch-2022 of BBA department-SBBU Sanghar Campus, 2023)

Because of the variety and accessibility, students can choose and bring the resources that they believe are most pertinent to their requirements. This category includes a wide range of cultural and real-world items. They often serve to make certain concepts stated throughout the task-based activities more remembered by providing examples. The Internet is a fantastic tool for business English teachers. The Internet can enhance your teaching, provide you access to real, current resources, assist you in lesson preparation, and offer a terrific chance for both your own and your students' study.

5. Conclusion

Unquestionably, English is the language of business. Business English, a subset of ESP, has many traits with General English while still having distinct content differences; Business English is the language used when conducting business. In the period between the years 1960 and 1970, when it was obvious to experts that business English was unique from general English, at least in terms of vocabulary, business English became a subject to be taught specifically.

Over the past 10 years, four key factors have had a significant impact on the teaching and learning of business English: the advancement of technology, the emergence of new superpower economies, market dynamics, and the overall banking and finance industries. The primary responsibility of a business English teacher is teaching language; they are not expected to have business backgrounds or to be experts in any particular area of business. Effective use of genuine resources may considerably improve the quality of language instruction by bringing the outside world into the classroom.

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