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A five-level business English course that gives students immediate communication skills for use at work.

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MICHAEL ENNIS, UNIVERSITY OF CINCINNATI

THE PACKAGE
Student’s Book Pack with Interactive Workbook and Video on DVD-ROM
Teacher’s Book Pack with Teacher Training & Class DVD, Class Audio CDs

BUSINESS RESULT AND THE CEF

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IS BUSINESS RESULT THE COURSE FOR YOU?

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BUSINESS RESULT

THE ACADEMIC PACKAGE

Business Result Skills for Business Studies is a workbook for higher education students which is only available as part of a Business Result pack. Visit www.oup.com/elt for further information.

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Add Skills for Business Studies to your Business Result package and help your students to develop the academic skills they need to succeed in business-related degree programmes. Students develop reading skills using longer texts from authentic business sources. Writing practice focuses on essential skills appropriate to business learners.

RELEVANT TOPICS
The book covers core subjects for business-related degree programmes. Each topic focuses on selected business vocabulary, allowing students to build up language as they learn the subject.

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SKILLS FOR BUSINESS STUDIES AND THE CEF

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Coming soon: Get Business Result and BEC Practice Tests as part of a pack. Contact your local sales office for further details.

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Choose from two available editions, with or without answers. The With Answers editions include sample written answers which are assessed in detail, with errors corrected, good points highlighted, and marks given.

THE PACKAGE
Practice Test Book with or without answers, Audio CDs

BEC PRACTICE TESTS AND THE CEF

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IS BEC PRACTICE TESTS THE COURSE FOR YOU?

Immediate use (in work learners)
Future use (pre-work learners)
Extensive course
Intensive course (25–30 hours)
Class use

Self-study
Listening
Reading
Speaking
Writing

BUSINESS ENGLISH
THE CHALLENGES OF TEACHING BUSINESS STUDIES STUDENTS

By Louis Rogers

Gone are the days when the provision of English medium degree education would be solely provided within the borders of native speaking countries. A huge number of British, American, Canadian, New Zealand, and Australian universities have colleges, campuses or partner institutions throughout the world. Increasing numbers of universities in non-English speaking countries now offer degrees in the medium of English. In some countries you can even find exact copies of English university campuses. The world is no longer just studying English, it is studying in English.

As a result of this transformation many EFL teachers are being asked to teach English for Academic Purposes [EAP]. As you can probably imagine, the market is already at such a size that many teachers are also required to teach English for Specific Academic Purposes [ESAP]. Fortunately, TEFL teachers are by and large an adaptable species. Changing countries, shifting from teaching children to adults, or moving from General English to Business English are all common scenarios we face, but just what are the specific challenges faced when teaching Business Studies students?

Teaching Business Studies students is much the same as teaching business people in the sense that it is often about striking a balance between giving students transferable language whilst at the same time meeting each individual’s demands from the needs analysis. Just as eight people who work for the same company will not have the same needs, neither will studying the same field mean that students’ needs are identical. In the UK alone there are nearly 2000 Business Studies courses, not including related degrees such as Economics or Management, so how do we pin down a useful transferable set of skills for such a vast array of students?

As with other realms of ESP, one of the benefits for teachers when devising a syllabus is that the specificity limits us in what is useful and applicable to teach. Take grammar for example. Ninety percent of all academic texts are written in either the past simple or present simple tense [biber et al, 1999]. This means that we can happily leave behind a number of tense forms that have challenged and frustrated both students and teachers in equal measure. If certain elements of grammar can be left behind then evidently vocabulary must come to the fore. From the perspective of individual lexical items, corpora play a big role in determining lexical sets. In 2000 Averil Coxhead developed a list of nearly 600 words that are the most common lexical items in academic texts regardless of discipline. More recently Paquot (2010) developed a Key Academic word list totaling some 970 words, again transferable across a range of disciplines. Moving beyond individual words, collocations play a key role in academic writing. If verb phrases diminish in importance then almost inevitably noun phrases increase in importance, so teaching these lexical chunks becomes key to enabling our students to understand academic texts.

In terms of the traditional four skills, a greater emphasis is placed on reading and writing rather than speaking and listening. This shift in role and the dynamics created within the classroom presents its own unique challenges. Clearly, no matter what the genre, comprehending a text is essential, but what we do with the text and the purpose for reading varies greatly. In General English, texts are used largely for discussion purposes or to present a specific language point that needs to be taught. However, most university students, whatever their discipline, will read to inform their knowledge so that they can perform an assessable task. This brings in a whole new skill set that the student needs to learn: paraphrasing, summarizing, referencing and writing a bibliography. Furthermore, the extended nature of the texts and sheer volume of reading also means that students need to learn new reading skills, or at the very least transfer a set of reading skills they have in their own language to the second language setting.

As with any other TEFL setting, teaching business studies students is not without challenge, but it is fortunately an area in which much research is being done to inform both the development of teaching practices and of materials.

Louis Rogers is the author of Business Result Skills for Business Studies Intermediate and Upper-intermediate. He has taught English for specific purposes in various countries around the world, including Germany, Portugal and Italy. For the last five years, he has been teaching in the university sector in the UK to students from over 50 countries.
A PROVEN FORMULA
International Express reflects the needs and interests of working adults through the use of mature lifestyle topics, international contexts, and the perfect balance of general and business English.

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INTERNATIONAL EXPRESS AND THE CEF

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FIONA SIMPSON, ITALY
BUSINESS ENGLISH

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PROFILE AND THE CEF

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IS PROFILE THE COURSE FOR YOU?

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Self-study | Listening | Reading | Speaking | Writing
---|---|---|---|---
✔️ | ✔️ | ✔️ | ✔️ | ✔️

BUSINESS ENGLISH

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Teach your students to communicate confidently across countries and cultures using American and International English in a range of business situations. This third edition includes more supported listening and speaking practice, a highly flexible unit structure and lots of extra TOEIC® practice so that you can fully prepare your students for their TOEIC® exams.

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IS BUSINESS VENTURE THE COURSE FOR YOU?

Immediate use (in work learners) | Future use (pre-work learners) | Extensive course | Intensive course (25–30 hours) | Class use
---|---|---|---|---
✔️ | ✔️ | ✔️ | ✔️ | ✔️

Self-study | Listening | Reading | Speaking | Writing
---|---|---|---|---
✔️ | ✔️ | ✔️ | ✔️ | ✔️

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CATHERINE PAYTASH THURESSON, ESQ

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OXFORD ENGLISH FOR CAREERS AND THE CEF

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*Successful Meetings* and *Successful Presentations* are video-led courses, allowing students to watch and analyse the skills in action.

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**IS SUCCESSFUL SERIES THE COURSE FOR YOU?**

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Specialist communications coach Andrew Mallett lends his expertise in business communication to the series, providing expert advice on key skills for presentations or meetings as well as detailed analysis that puts this advice into context.

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AIM FOR SUCCESS, NOT PERFECTION

By John Hughes

Language teachers know that there is no such thing as a ‘perfect’ lesson. We can repeat our favourite lesson many times, but with a different class at a different time, the end results can vary. The same is true for our business English students who need English for their communication skills. The well-delivered sales pitch is no guarantee of a sale every time. Similarly, an organized and efficiently-run meeting does not necessarily ensure identical outcomes.

This distinction between perfection and success is important when working as the teacher on a business communication skills course. Your job isn’t to prepare perfection but to facilitate success. Whether your student is the managing director preparing for a board meeting or a group on the factory floor who need to present their progress, your students won’t thank you for perfect performances (or perfect English!) but they will appreciate it if you enable them to communicate successfully.

Video provides a good starting point

One useful way to start a lesson on communication skills is by showing a video recording of someone making a presentation or participating in a meeting. This provides a useful example for inexperienced students who need a basic model to follow. For more experienced communicators, it functions as a springboard for discussion, allowing students to compare their own approach to the one in the video. Remember that the video version isn’t there to offer the perfect model. It should illustrate aspects of good practice but it’s also useful to show how speakers might improve.

Teaching the skill and teaching the language

Video also has the benefit of introducing both the skill and the language your students need. For example, the visual aspect of video allows you to deal with issues such as handling your audience, body language and using aids like PowerPoint. In addition, the combination of the video with the script means that you can focus on the key language students need to communicate in particular situations. So plan to use all or part of any video two or three times in a lesson to get the most out of it.

A period of preparation

After you have worked on the skills and language needed, you’ll want your students to give their own presentations or to hold a meeting. But before they begin, students need time to rehearse a presentation and time to plan their part in a meeting – just as they would in real life. The teacher’s role at this key stage is to facilitate and coach. For less experienced presenters you can provide ideas on how to rehearse and cope with nerves. Before a simulation of a meeting, you may need to prompt students with ideas and suggest useful language.

An ongoing process of feedback and refinement

During the students’ presentations or meetings, the teacher needs to step away from the process so that students can learn from their successes and mistakes. Remind students that the classroom is a place to experiment so they should use the opportunity to try alternative approaches to presenting or to use new expressions in a meeting. Afterwards, there should always be time for feedback. This can be a combination of comments and suggestion from others in the class as well as yourself. Students also need to develop the skills of self-assessment. Through this process, you equip the students with the ongoing ability to analyse themselves so that in the future they continue to improve and refine their communication skills – not in order to be perfect, but in order to be successful.

John Hughes is co-author of Business Result and the Successful series. He has taught students in many parts of Europe and has managed Business English and ESP departments in Poland and Italy. He began writing for OUP in 2000.
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CHECKING IN
Check your students’ development and track their progress using the *language review sections* in the Student’s Book.

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Student’s Book, Teacher’s Book

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