Teaching of English for Business Purposes: TBLT

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Abstract: *English has become more extensively utilized as the business environment has become more globalized. English is regarded as "the lingua franca," or the language of commerce, politics, international relations, culture, and entertainment. Business English instruction can benefit from the task-based method, which is a common example of a student-centered approach. The goal of the task-based approach is to have students become proficient language users by simulating real-world language usage and communication situations. The most increased competency was learner autonomy.*

Introduction

In the second part of the 20th century, English emerged as the language of choice for business and international trade. Therefore, it is believed that proficiency in business English is necessary for anyone hoping to work in any aspect of the business world. English is regarded as a component of English for Specific Purposes because it is used for business and is a language that is especially relevant to international trade. English has become more extensively utilized as the business environment has become more globalized.

This paper is intended for business and administration students, emphasizing the significance of English language proficiency. English is the primary language used in business and administration, which is an essential component of any given society—local, national, international, or corporate.

The majority of those involved in global trade or international business speak English. For many nations throughout the world, English is regarded as "the lingua franca," or the language of commerce, politics, international relations, culture, and entertainment.

Business English is a broad phrase that encompasses a wide range of topics, including accounting, commerce, e-commerce, economics, finance, human resources, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, and transportation (Oxford Business English Dictionary). The majority of people require business English to be able to write emails and reports, present at meetings, negotiate, use the phone, attend and actively participate in phone conferences and meetings, receive visitors, and other tasks.

Donna (2000) suggests that when teaching business English, the emphasis should be on the skills of the students, with real resources and ongoing assessment. In corporate English courses, case discussions, role plays, and simulations are common teaching techniques. It is widely accepted that the student-centered approach is the most efficient way for teachers to engage with their students because of the variations in teaching styles and cultural contexts. Business English instruction can benefit from the task-based method, which is a common example of a student-centered approach.

Teaching of Business English

The technique known as genre-analysis separates the field of business English, but it still leaves it up to the instructors to determine how best to teach it. In essence, the goal of a genre-based teaching strategy is to help students improve their reading abilities by emphasizing social processes like argumentation, description, and explanation (Kay & Dudley-Evans, 1998). It is divided into four phases, or curriculum cycles, when students are taught specific text types.

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The development of English as the global language of business led to the emergence of the Business English education sector in the late 1960s. Some early Business English classes and texts assumed little prior business expertise and instead concentrated exclusively on business language (Ellis and Johnson, 1994).

Some of the early programs and textbooks from the 1960s and 1970s expressed the belief that Business English could be used with just new terminology, and others did not presume any prior knowledge of business. Furthermore, the authors of the texts failed to consider the differences in students' proficiency with the English language (Ellis and Johnson, 1994). The uniformity of the materials and instruction did not meet the demands of the learners. Early approaches in the 1970s started to emphasize language use gradually and gradually shifted to business skills including reading business documents, bargaining, and writing business letters (Zagan-Zetler and Zagan-Zetler, 2012).

Ellis and Johnson (2012) claim that since the 1980s, the field has expanded rapidly in tandem with the growth of international business. Business English is taught as more than just vocabulary, and modern educators feel that teaching business skills is an essential part of teaching business English. Ellis and Johnson stress how crucial it is to include business skills in Business English instruction:

> *The recognition of the need for business people to be proficient in business communication skills has had a major impact on Business English teaching. Although it is not the designated brief of the Business English teacher to train business people in behavioural techniques (for example, presentation or negotiation), it is hard to ignore the influence that good behavioural skills have on successful communication. (Ellis and Johnson)*

Trainers started to notice that there might be a strong correlation between business abilities and successful business English instruction. Instructors concentrated on setting up classroom settings where students could practice these abilities, and business English classes started to emphasize the competencies that students needed. The basic concept of Task-Based Language Teaching (TBLT) is the idea that tasks serve as the most effective medium for teaching business skills.

However, it is crucial that instructors emphasize business skills and use assignments in the classroom because of the significance of business English to students' jobs and the potential risk that is frequently associated with the business world. Business English programs should not only educate students for interactions in the corporate world, but also impart business skills through tasks. The best way to educate students to complete these tasks accurately in a business setting and to build confidence when interacting with business experts is through TBLT training that places a strong emphasis on genuine business tasks.

In addition to teaching the universal language of business, Business English aims to provide a standard, shared vocabulary for social contexts that is not always exclusive to a particular culture. Business English classrooms should incorporate social language, which is frequently expressed in formulaic phrases:

> *There is a need for an internationally accepted way of doing things so that people from different cultures, and with different mother tongues, can quickly feel more comfortable with one another. Social contacts are often highly ritualized. Formulaic language is used (in greetings and introductions for example) in the context of a routine pattern of exchanges. (Ellis and Johnson)*

TBLT: An Effective Method for Business English

Task-based language teaching (TBLT), also recognized as task-based instruction (TBI), is a subset of communicative language teaching (CLT) that emphasizes using authentic language to accomplish significant tasks in the target language. Task-based learning, as defined by Richards and Rogers (2001), emphasizes communication through task completion. Students become involved in a task that genuinely interests them, and they strive to do it exclusively using the learned components of the target language.

Since the 1980s, the task-based method has gained more popularity in the field of teaching foreign languages. A study report by Prabhu (1982) developed the idea of the task-based approach, which sees language as a tool for communication. Through learning activities intended to include students in the natural, practical, and functional use of language for meaningful purpose, task-based approach seeks to provide chances for language learners to master language in speaking and writing.

According to Willis (2007), a task is an action in which the learner uses the target language for communication in order to accomplish a goal. A task is a work assignment in which students perceive,

produce, or engage in the target language with an emphasis on meaning rather than form. A sensation of completion and the ability to function independently as a beginning, middle, and end are other essential components of a work (Nunan, 2004). Furthermore, Students can actively participate in communication to accomplish objectives or finish tasks while using task-based language teaching, or TBLT. Giving students a task and then using language to achieve it is the goal of Task-Based Language Teaching (TBLT).

Grammar is not the main focus of task-based language instruction. Although the work must be completed, the focus should be on teaching students linguistics skills to assist them finish the tasks within the limitations of their knowledge of the target language. Since the focus is on the work outcome rather than perfect accuracy, the emphasis lies on the use of creative and spontaneous language, both in writing and speaking. The TBLT's tenets and characteristics are listed below:

- Learning a language requires engaging in real-world communication activities.

- Learning is facilitated by activities that use language to accomplish important goals.

- The learning process is supported by language that has significance for the student.

- Through assignments and problem-solving, students are taught to utilize language in an imaginative and natural way.

- Students concentrate on a relationship that is analogous to real-world tasks.

- Task outcome is the main focus of assessment.

- TBLT is student centered

Task-based language instruction shifts the focus of the learning process to the students, enabling them to understand that language is a tool for addressing and resolving issues in the real world. The act of learning a language through tasks imparts valuable skills. Inquiry-based learning, meaning-based communication, and group dynamics are among the skills the students acquire. In this cooperative learning experience, they can witness various methods of addressing problems and get insight into the decision-making processes of others.

Since TBLT teaches essential business skills and gets students ready for real-world business responsibilities, it's a successful method of teaching business English. TBLT has gained popularity recently in the language learning community because it permits real-world language use. Pupils are assigned assignments that necessitate interacting with both their teacher and fellow students. Tasks come in a variety of forms; they can be anything from creating emails to making presentations. Their emphasis on creating genuine communication and purpose is what makes them really different.

Business English and Application of TBLT Method

The task-based approach should be developed and used in business English programs based on the needs of the learners; Nunan (2011) provides confirmation of this method. Even if learner evaluation and self-assessment are growing in popularity, they can help "learner autonomy and the learning processes" develop. According to Ellis (2012), the outcomes of task-based pedagogical evaluations are also "student and learning-based," looking at how learners' attitudes change, how they grow personally, how their language skills progress, etc.

In order to apply TBLT, students should be taught business topics such as finance, marketing, leadership, and recruitment. In addition, they favored news reading, case analysis, and group discussions. The integration of the business knowledge framework, more guidance on vocabulary, writing, listening, and Business English test preparation, more practice and simulation activities, more oral communication activities, more multimodal resources (especially videos), and innovative teaching methodologies are some suggestions for enhancing the task-based approach in business English instruction.

Ellis (2012) asserts that an innovationist viewpoint is necessary for the task-based approach's adoption and advancement. Based on the experiences and reactions of the learners, this could help modify the task-based strategy to improve learning outcomes. The goal of the task-based approach is to have students become proficient language users by simulating real-world language usage and communication situations.

Encouraging students to become cross-cultural business communicators in the actual world is one of the main goals of teaching business English. Thus, task-based learning can be applied to the teaching of business English.

Implications and Recommendations

There are some implications to be considered. Recruitment, marketing, leadership, and finance are among the specific business themes that are generally suggested for tasks (TBLT) in business English. These topics also include case studies, group discussions, and news reading. It was also recommended that the task-based approach to teaching business English be improved by including the business knowledge framework and providing more guidance on vocabulary, writing, listening, and BEC exam preparation. According to Ellis (2012), an innovationist viewpoint is necessary for the task-based approach's adoption and advancement. Based on the experiences and reactions of the learners, this could help modify the task-based strategy to improve learning outcomes.

Therefore, TBLT or task-based approach is apt and right way of teaching English for Business. There are some specific needs in developing business English reading, writing, speaking and listening skills. It is necessary to learn business function knowledge and professional terms and syntax.

It is considered that the task-based teaching activities and materials as successful. The most significant learning objectives have to do with increasing motivation, learning methodologies, self-assurance, teamwork in group projects, and business knowledge. The most increased competency was learner autonomy.

The learning gains that are most frequently highlighted are business knowledge and company information. There are a number of recommendations for enhancing the task-based approach, including the incorporation of the business knowledge framework, further guidance on language proficiency and BEC exam preparation, increased practice and simulation, oral communication, multimedia resources, and innovative pedagogy.

Conclusion

Thus, proficiency in business English is necessary for anyone hoping to work in any aspect of the business world. English is a language that is especially relevant to international trade. English has become more extensively utilized in business environment. English is the primary language used in business and administration. Business English instruction can benefit from the task-based method, and it is a common example of a student-centered approach. The integration of the business knowledge framework, more guidance on vocabulary, writing, listening, and Business English test preparation are some of the suggestions for enhancing the task-based approach in business English instruction.

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