

INTEGRATING TBLT AS AN EFFECTIVE APPROACH OF ENGLISH
INSTRUCTION FOR BUSINESS ENGLISH

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Annotation: *This article discusses the integration of language learning methodology based on TBLT for Business English. The article defines deals with the term Business English as one of the ESP profiles (English for Specific Purposes).*

Key words: *TBLT(Task-based Language Learning), Business English, ESP (English for Specific Purposes)*

Аннотация: *В данной статье рассматривается интеграция методики обучения языку на основе задания ориентированных на изучение английского языка для делового общения. В статье дается определение английскому языку для делового общения, как одному из профилей ESP (профессионально-ориентированное обучение английскому языку).*

Ключевые слова: *TBLT(Task-based Language Learning) (обучения языку на основе задания), английский для делового общения, ESP (English for Specific Purposes) (профессионально-ориентированное обучение английскому языку)*

In the last few years Business English classes are attended by the students of all over the world to further their careers. Courses of Business English instruction can prepare students for jobs in international business or help them to improve their current English level. Teachers and instructors use the most recent teaching methods for English language instruction and adapt them to the Business English classroom. One

of the best ways of teaching and instructing students is to design different sorts of materials taking into consideration the learners needs. Students work together in groups to complete tasks while the teacher acts mainly as a language guide. Since the business world primarily consists of tasks, such kind of activities can teach business tasks and Business English using classroom tasks. There are so many reasons why teachers prefer designing. We all know well that teaching materials form an important part of most Language teaching programmes, especially English. From different resources like textbooks, posters, pictures, videotape to the Internet, teachers rely heavily on a diverse range of materials and tasks to support the process of their teaching and their students' learning. But in spite of having the rich variety of commercially available English language teaching materials nowadays, there are still so many teachers who continue to design their own tasks for classroom use. Today, English is the language of international business, and the field of Business English is growing to meet demand. Ellis and Johnson write that there are over 100 schools in the United Kingdom alone with Business English courses for non-native language learners and the International Association for Teachers of English as a Foreign Language (IATEFL) reports 1500 members in their Business English special interest group (3). Despite this interest, the field of Business English is often neglected by linguistic researchers. But in recent years its popularity has caused educators and publishers to take notice (Ellis and Johnson 3). Instructors and schools are searching for ways to teach Business English that will prepare students for success in business communication. International business consists of individual tasks such as email writing, presentations, and meetings. The pairing of Business English instruction with Task-Based Language Teaching (TBLT) will help prepare students for careers in international business.

Although Business English is a growing field in language instruction and TBLT is a popular instruction method, there is little existing scholarship that deals with them together. TBLT is an effective method of English instruction for Business English and teachers, who are really searching the way to reach the best results of their teaching process, will design their own tasks. Task-Based Language Teaching refers

to the use of tasks as the core unit of planning and instruction in language teaching. It has been defined as “an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes” (Van den Branden 2006).

Business English is included in the English for Specific Purposes (ESP) category which encompasses specialized areas of English including: EAP (English for Academic Purposes), English for IT (Information Technology) professionals, and English for medical professionals. ESP characteristics are given by Sarani and Sahebi.

- 1) designed to meet the specific needs of the learner
- 2) related in content to particular disciplines, occupations and activities
- 3) centered on language appropriate to those activities in syntax, lexis, discourse, semantic and so on, and analysis of the discourse
- 4) in contrast with “general English” (119)

Business English is, therefore, designed to meet the needs of learners who will be/are in business occupations. Students of Business English need to have an awareness of their field to be effective specialists in their sphere. For this purpose we must make the students recognize what is possible within the field and be able to manipulate that knowledge to communicate with their intended audience. This genre knowledge of Business English needs to be built up through exposure to authentic business discourse, explicit instruction in the rules of the genre, and opportunities to produce language. Students must be exposed to different authentic types of business writing, among other forms and areas of the genre, and understand the different rules of Business English.

The combination of the genre-awareness of Business English and TBLT is an excellent blend for the Business English classroom. Genre-awareness allows the learners to focus on the skills needed in the business world and the corresponding Business English required. TBLT allows the students to practice these skills. “A nexus between genre and task seems to have a great deal of potential in helping to operationalize a writing pedagogy that is focused on a range of social functions in written languages” (Yasuda 6). Students will become aware of what Business English

writing (and other skills) look like and the process needed while they use the language for communication.

The list of used literature

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