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BASED ON THE COMMUNICATIVE LANGUAGE TEACHING APPROACH**

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Autora:

GABRIELA MARÍA DE LA CRUZ FERNÁNDEZ



Directora:

LIC. SYLVIA RIVERA

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Autora:

GABRIELA MARÍA DE LA CRUZ FERNÁNDEZ

Sylvia Rivera, Lic  
DIRECTORA DEL TEMA DE INVESTIGACION

f. 

Telmo Viteri, Msc  
DIRECTOR DEL DIPA

f. 

Hugo Altamirano Villarroel, Dr.  
SECRETARIO GENERAL PUCESA

f. 

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Yo, Gabriela María De La Cruz Fernández portadora de la cédula de ciudadanía No. 060346792-9 declaro que los resultados obtenidos en la investigación que presento como informe final, previo la obtención del título de Diploma en Metodologías Comunicativas del idioma Inglés son absolutamente originales, auténticos y personales.

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## ABSTRACT

Throughout the study "Teaching Business English based on the Communicative Language Teaching Approach", it has been applied an exploratory and constructivist research method which ones have helped the researcher to analyze the proposed topic. As it was established, English is important for communicate to others in any area of knowledge; and, Business English is so because of its new role in globalization process. On the other hand, CLT approach seems to be one of the most suitable teaching English as a Second Language Approaches to be applicable in Teaching Business English because it involves meaning activities and materials. Students' interests and needs could be accomplished by CLT approach. The thing is to be aware of English influence in students and professionals' lives.

## RESUMEN

A través de este estudio titulado: La enseñanza del Inglés de Negocios basada en el Acercamiento de la enseñanza del lenguaje comunicativo, se ha aplicado el método de investigación exploratorio y constructivista, los cuales han contribuido con la investigadora a analizar el tema propuesto. Como se indicó el inglés es importante para comunicarse con otros, en cualquier área del conocimiento y, el Inglés de Negocios tiene igual importancia por su nuevo rol que ocupa en el proceso de globalización. Por otro lado, el acercamiento de la enseñanza del lenguaje comunicativo parece ser uno de los métodos de enseñanza del inglés como segundo idioma más efectivos para enseñar Inglés de Negocios, pues éste abarca el uso de actividades y materiales significativos. Los intereses y las necesidades de los estudiantes pueden ser cubiertos con este acercamiento. La idea es ser conscientes de la influencia del inglés en la vida de los estudiantes y de los profesionales.

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## **INTRODUCTION**

English is probably the third largest language of the world; 375 million people speak English as their first language. Many people considered that a person who does not manage this language is considered an illiterate. Moreover, nowadays it is necessary to distinguish different areas where English is applied: Laws, Business, Tourism, Medicine, Technology and others are probably the most important. This means that communicate effectively is crucial for everybody.

In the field of Business, English is maybe the most important tool to be used as a way of communication. Moreover, students need to manage English focused on business in order to succeed in their careers. Therefore, teaching Business English in specific purposes has an important role to be studied and analyzed.

On the other hand, Teaching English as a second language implies the use of different approaches, techniques and activities in order to get good results with learners' needs and interests. Communicative Language Teaching seems to be one of most suitable approaches to be used to teach Business English as a second language.

This research tends to study the importance to teach Business English at National University of Chimborazo based on the Communicative Language Teaching as a major approach.

# CHAPTER I

## 1. Communicative Language Teaching Approach

### 1.1 Principles and origin of Communicative Language Teaching Approach

The Communicative Language Teaching Approach is based on the socio-cognitive perspective of the socio-linguistic theory emphasizing on meaning and communication. Communicative Language Teaching (CLT) approach replaced the grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). In annex 1 we can see the competences of CLT in a summarized way.

The concept of communicative competence was first introduced by Hymes in the mid-1960s. After that, Chomsky related this term contrasting to Linguistic Competence. (Stern, 1992).

In Hymes' view, language forms are understood not as autonomous, but rather as *meaning* resources used in particular conventional (Warschauer & Kern, 2000). Therefore, speakers of a language have to have more than grammatical competence; they also need to know how language is used in a real circumstance.

Then, Canale and Swain (1980) extended the Communicative competence into four dimensions. They think that Communicate competence is defined as

systems of knowledge and skill required for communication. In this sense, what teachers need to teach is socio-linguistic competence. (Canale, 1983, p.5)

## **1.2 Objectives of Communicative Language Teaching Approach**

In Communicative Language Teaching Approach the learner's role has more importance than the teacher's role, which means that learners will be the main actors in the learning process.

- To develop learners' communicative competence.
- To emphasize the meaning as a supreme rule in communicative competence.
- To help learners to learn using authentic and meaningful communication.
- To achieve learner's fluency.

## **1.3 Features and elements of Communicative Language Teaching Approach**

The main features of the Communicative Language Teaching Approach are:

- Learning how to communicate through interaction.
- Breen & Candlin mentioned that communication is a convention-following activity.

- Communication may be encouraged by dialogues in which communicative functions could be applied. It isn't suggested to employ memorized dialogues.
- To accomplish a meaning learning; it is good to employ methodologies such as: collaborative problem solving, writing for a purpose, discussion of interesting topics. At the end of the learning process it is acceptable to use authentic materials (magazines, journals, pieces of films, projects solving, etc) to answering and responding (Murphy, 2000).
- Another feature of CLT is learner-centred and experience-based. This means that learners are active participants, rather than passive recipients of information provided by the teacher or the book.
- In CLT, communicative process and instruction became so important.
- The use of authentic material and a secure and conformable atmosphere.  
(Murphy, 2000).

On the other hand, in the article Communicative Method it is stated that the features of communicative learning teaching approach are the following:

(English Share, "Communicative Method").

- Encourage students to emphasize not only on the language but also on the learning process.
- To contextualize is a basic premise.
- Opportunities to communicate using reading and writing may be encouraged from the very beginning.
- Translation may be used where students need or benefit from it.
- Linguistic variation is a central concept.
- Sequencing is determined by content which maintains interest.

(English Share, "Communicative Method").

Moreover, there are three elements of Communicative Language Teaching Approach:

1. Communication principle.
2. Task-based principle.
3. Meaningfulness principle.

As we see, the Communicative Language Teaching Approach is an umbrella method which involves many aspects in teaching-learning process. Teachers and students must be familiarized to these features in order to apply them in a suitable way.

#### **1.4 CLT in English for Specific Purposes context**

##### **1.4.1 English for Specific Purposes VS English for General Purposes**

English for Specific Purposes also known as (ESP) is a field of English as Second Language ESL is aimed to teach specialized English areas courses such as English for business, English for laws or English for health purposes (UNC Charlotte, English for Specific Purposes Brochure).

Although ESP started around the 1960s and Communicative movement started so much before, ESP is closely related to the communicative approach. Moreover, CLT has certainly contributed a great deal in the rapid development of ESP since the 1970s and after that. Also ESP has much enriched the communicative movement.

ESP is contrasted with EGP (English for General Purposes). When English is taught as a second language in elementary or middle schools, it is generally taught with a general purpose. English, along with other school subjects, is

considered something good for them, or something they may need in the future. That means that there isn't any immediate requirement for the students to use English for a *real communicative purpose*. According to Robinson, in ESP, English is considered as a *service* rather than as a *subject*. (The Communicative Approach, 1991, pp. 2-4)

### **1.4.2 Business English VS General English**

One of their main differences are the content, in Business English topics will be related to the work place or world of business, instead of family and friends that might be focused on the General English.

The skills to be accomplished are different too, in business communication delivering presentations would be the goal and in General communication the goal would be speaking in general. (Metha Helen, 2008)

The learning methodology applied in both Business and General English differ too. In General English it is used a pair work and a group work and in Business English students learn more through case studies, role play and simulation exercises.

### **1.4.3 Objectives of CLT in English for Specific Purposes**

By applying CLT in English for Specific Proposes, students will be able:

(University of Southampton, 2011)

- To explain the relationship between language teaching and learning in ESP settings.
- To describe, justify and evaluate the processes and outcomes of communicative course design in ESP.
- To evaluate ESP materials in terms of pedagogic principles and underlying theoretical rationale.
- To reflectively assess your own experience in language teaching and learning and explain changes in beliefs and practices.
- To communicate through computer mediated communication.
- To communicate in a variety of written formats.
- To use ICT skills appropriately in e-communication.
- Use ICT skills appropriately in the presentation and discussion of work, and teaching/learning issues.
- To demonstrate online interpersonal and collaborative skills in the presentation of work, tutorials and workshop discussions.
- To use ICT skills appropriately in the planning and development of group projects, and peer support.
- To identify, select and use critically in professional communication a range of reference resources, printed and electronic.
- To monitor and evaluate professional activity including self-evaluation.

(University of Southampton, 2011)

CLT is a relatively new approach that replaced the grammar-translation method and audio-lingual method. In CLT communicative competence is more important than grammar or translation. One of the most important features of CLT is meaning which encourage students to learn in a real environment.

CLT is so related to English for Specific Proposes (ESP) because of the communicative competence involved in both. In ESP it is used communicative competence in order to improve learner's fluency and reflectively about a specific topic. Business English is part of ESP and throughout CLT students will be able to describe the processes of communicative competence and also to monitor and evaluate professional development by self-evaluation.

## CHAPTER II

### 2. Business English importance in ESL

#### 2.1 What is Business English?

English is spoken as a “global” language by around 500 million people in a number of countries such as: Britain, Canada, the United States of America, Australia, India and Southern Africa. Therefore Business English is considered essential for all people who wish to work in any area of business, aviation, computing, etc. It is important to mention that Business English use is growing at the same time than economy.

Although English is not the most spoken language in the world, it is the world's most prominent language. The reason why is important speaking English and managing Business English is because of the purpose of the language.

Steve G. James, an economist, says that: “English is the language of globalization-of international business, politics... It is the language of computers and the Internet... it is the dominant international language in communications, science, aviation, entertainment, radio and diplomacy....”(Ezine Articles, Steve G. James, 2001).

Business English has increased its importance when in the 21<sup>st</sup> century many companies discovered that they could reduce their costs opening branches overseas and offering jobs to people from the origin country where a new branch was set down. The new employees could not speak English but it was a big deal to train them instead of bringing in people. Sometimes, native employees travel to United States to master their language and then they could gain more.

This business phenomenon created good economic opportunities for native people. So, learning how to speak Business English became famous and maybe the unique way to make the difference of a person's economical standard(Execution for system, 2011).

Business English is used in the following areas: accounting, commerce, e-commerce, economics, finance, Human Resources, insurance, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. Business English includes skills that need to be managed, such as: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc.(Execution for system, 2011).

## 2.2 The role of Business English in globalization

English is spoken around the world as a way of communication with international clients, but the use of this language brings lots of implications in the language and obviously in the Business English classroom. For instance nowadays to use the affix “-s” or “es” in the third person verbs is disappearing. (Robin Walker, 2010)

Business English practice has become a big industry in which people who use the language have to manage correctly the language. However, Robin Walker said that: “native speakers are usually the problem instead of being the solution” (Walker Robin, 2010). That would be the main reason why Business English has to be added into the Universities Curricula.

Moreover, many means of business communication as e-mails, telephone, fax, video conference, radio, television, internet surely are done using English in order to spread the information to the most largely quantity of people.

A survey taken by Global English (a corporation focused on offer experience in global business, learning and technology) shows that 92% of global employees say English is required or important for their job and 93% say that English is required or important to get a promotion.

Because of those and other reasons English is considered a Global Language even there are people who call it “lingua franca”. Therefore it is mandatory that in Business life English was performed in a proficiently manner. The good news is that nowadays learning English is easier than in the past. Internet offers lots of tools to be used by everyone around the world which improve the teaching – learning process.

### **2.3 The effective communication in Business Life**

The same survey “*English 2010*”, done by Global English, shows that the role of Business English in communication is growing. An important number of global employees agree that English is crucial for communication in their current job and for advancement too. English is used to communicate each other inside and outside the company. However, many employees recognize they are not enough prepared to communicate efficiently in Business Life. Therefore managers are worried to give those tools and training to compete successfully. (Global English, 2010)

An effective communication in Business Life is essential because global enterprises’ requirements are high and people who work there need to manage the same language. In other words, all of them must manage Business English at the same level.

Achieving a high Business English level is not easy it requires much more than a typical training. The content and the training ought to be really powerful and

currently. It is seen that most of the time workers are not developing English communication skills in order to be better professionals but as a way to communicate in the context of business. In this case, the necessity to develop English skills should be relevant and contextual, facing and focusing on real-life business situations such as writing and answering emails and include tools to support employees' needs during the work day.(Global English, 2010).

#### **2.4 Advantages and disadvantages to manage Business English in a professional life**

Business English world is a specific environment in which a good business professional would be involved. In this circumstance, to manage a high level of Business English must be the difference between one professional from another.

However, in the learning process and in the real life, to practice and manage the language in a deal would not be so easy because of the different cultures and environments where the language will be applied. Therefore, it is important to know which are the advantages and disadvantages of Business English learning.

### 2.4.1 Advantages of Business English

Managing Business English could be a big deal for professionals because they could be recruited in Multinational Enterprises. Therefore, their salary would be high and competitive. There are many other important reasons, for example:

- Increase the opportunity to understand new things about the business world.
- Develop new skills to help closing a deal.
- Manage Business English raising the understanding of financial services such as banking and accountancy around the world.
- Use Business English in important international bodies such as the ACCA (The Association of Chartered Certified Accountants) as a way of communication.
- Understand many terms and abbreviations of the financial sector.
- Prepares and performing presentations.
- Takes part in discussions.
- Participate in business meetings.
- Presents a business argument and handle questions.
- Write financial reports and formal letters.
- Speak Business English as lingua franca of business in international companies.
- Learning about the work culture of different countries and cultures.

### **2.4.2 Disadvantages of Business English**

Even though there are more advantages, there are disadvantages to take into account:

- There are many specific business words to learn.
- It is hard to manage all the circumstances needed in business life.
- Some business course books can be difficult to understand, thus can take much time to learn how to apply the knowledge in business life.
- People involved in business life can have different levels of knowledge in Business English; this can misunderstand the real message.

### **2.5 Business Language in TESL process**

Metha Helen, in her article "Aspects of Business English", states that teaching Business English in ESL context is hard. The important thing is to attract student's attention by offering them interesting topics to study. The money is usually one of the best topics to talk about in a Business English classroom. In order to know what to teach them it is good to take into account that most of the students want to know how to talk with foreigners and understand the culture. Students' opinion is in agreement to the teaching principles in the field of Business English.

What makes business students nervous and shy in business settings is the lack of knowledge about culture and the slang and even the sense of humor used in a specific business language. In spite of learning business terms is easier because those are international and are included in a dictionary.

It is essential to understand that Business English is not only a language but also a type of international culture. A person who wants to succeed in the world of International business needs first to be familiarized to this international culture. But, what is "International Business English"? It is basically the way the world communicates to do business. The most important part of Business English teaching is students understands how to relate to people and to communicate to others.

Teachers have to teach Business English in an internationally way, which means that it is direct, polite and social. It is imperative to teach students the importance of Business English to be winners in international business life. Many students around the world take "international business English" as a major.

In a serious Business English course it is mandatory that students master the most commonly used vocabulary terms in business today and also a variety of other skills like communication and negotiation.

As we have seen, language is only one small part of business life because human cultural differences can also "make or break" business deals.

## 2.6 Business students' needs and interests

In any teaching – learning process it is mandatory to take account the student's likes and dislikes because their results depend on the performance and interest students have on the topic.

In this sense, teachers have to take account the following:

- A learner needs to be able to carry out professional tasks efficiently.
- Students need to achieve manager's requests in order to perform better a job.
- Students need understanding and writing e-mails, making presentations, negotiating, participating in or running meetings, telephoning and welcoming visitors.
- Students want to learn anything they will apply in their real life. That meaningful learning is what this document is focused in chapter I.
- Students want to learn based on real cases to be solved.
- Learners want not only the skills to read, write, listen to and speak, they also want to be able to communicate in a way which they will be appreciated in the international world.

(Metha Helen, 2008)

## 2.7 Teachers' role in teaching Business English

Business English trainers must be involved with the language in a real way, which means that they must manage the language by applying in their careers. For example, it would be a good deal if a Business English teacher is Economist or Commercial Engineer.

According to some authors, which are mentioned bellow, a Business English trainer has:

- To meet business people. For Business people, being able to sell and negotiate in their customer's language is a big advantage.
- To take into account the sense of purpose and the sense of vocation. (Keith Harding, 2007)
- To be trained continuously by expertised and experienced professionals who manage areas such as: human resources, marketing, administration, etc. (Adamson John, 2006)
- To be a facilitator or a mediator when it is developing a negotiation. (Metha Helen, 2008)

As it has been stated Business English is mandatory in business world. Business English is important in communication between enterprises from any part of the world. Nowadays, English is considered as a *lingua franca* which

means that it could be mandatory to use it in any circumstance when two or more different languages would be involved.

Both, teachers and students must be conscious that Business English is a great challenge that allows them to be successful in their fields. For trainers to teach Business English must be a goal because of the high level of the language they should have. For students, the responsibility and the interest of the language they should have could be so hard.

## CHAPTER III

### 3. Communicative language teaching as a suitable tool to teach Business English

#### 3.1 How to teach Business English based on CLT

The main goal of CLT is to teach communicative competence. It is different to grammatical competence in which the goal is to build sentences. Grammatical competence usually does not focus on a meaningful communication.

The main aspects of the communicative competence are:

- To know how to use the language for different purposes or functions.
- To know when to use formal or informal speech, written or spoken communication.
- To know how to produce and understand different types of texts such as reports, interviews, conversations.
- To know how to maintain communication.
- To develop fluency in learning process.

(Richards Jack, 2011).

CLT is to interact between the learner and users of the language and to maintain collaborative creation of meaning. The innovation of CLT is to lead students discover grammar rules. See annex 2

### **3.2 Teachers and students' role in CLT**

In CLT students have an active role; they are the ones who learn based on their own competences and interest. On the other hand, teachers are only a guide and a monitor who encourage student's learning.

- Students have to participate more in the classroom.
- Students have their own responsibility to learn.
- Students and teachers must use only English in classroom.
- Teachers must avoid translation.
- Teachers should be aware of the individual differences among students in the learning process.
- Teachers must encourage students to reinforce their learning.
- Teachers are a guide and a facilitator who monitors students' work.
- Teachers should start the lessons with listening and speaking.
- Teachers must control drills on language.
- Teachers must encourage students to negotiate meaning.

(Rowe Alexandra, 2011.)

### **3.3 Activities and materials used to teach Business English in CLT**

Both, activities and materials are important in an efficient learning process, the most important are:

- Activities focused on collaborative learning such as: pair work activities, role plays, group work activities and project work.
- Materials such as audio-visual aids like realia, pictures, over-head transparencies, audio tapes, videos, and computers should be utilized.

In annex 2 we can see more details about activities and materials used in CLT

### **3.4 How to teach authentic communication?**

Jack Richards in his document: "Communicative Language Teaching today", says that the following activities are the most common in the called meaningful communication.

#### **3.4.1 Information – gap activity.**

People normally communicate in order to get information they do not possess. This is called the *information-gap activity*; the following example can be applied as information-gap activity.

Students must be divided into A - B pairs. The teacher has to photocopy two sets of pictures. The first set contains a picture of a group of people (for A students). The other set contains a similar picture (for B students) but it contains differences from the A picture. Students must sit back to back and ask questions to guess which and how many differences there are between picture A and B.

(Richards Jack, 2011, pdf)

### **3.4.2 Information transfer**

It is a type of communicative activity that involves the transfer of information from one medium such as a text to another as a diagram, form, and table.

Example: Listen to the story and then add names to the family tree.

### **3.4.3 Problem Solving**

Example 1: Listen to the following dialogues and find out how much each customer needs to pay for his or her order. Use the menu provided.

Activities and materials are mandatory to teach Business English based on CLT. The clue is to know very well students' interests and their language level in order to apply some suitable activities. Speaking is the most important skill that

students must manage by applying some communicative activities such as:  
information gap activity, information activity and problem solving activity.

## CONCLUSIONS

Teaching Business English has been increasing because of globalization. Nowadays to manage English is mandatory for a professional and also to manage English for specific purposes – *Business English*- could be decisive in students' performance.

The thing is...how to teach Business English? Is General English mandatory in a Business English classroom? one of the most suitable approaches that helps teaching-learning process in this field is the Communicative Language Approach. CLT helps students to learn developing meaningful tasks which, surely, will be applied in their professional life.

Besides, CLT is known as the *umbrella approach* because it involves many teaching techniques and functional activities based on interaction applied in different aspects of Teaching English. Also, teaching Business English, in an ESL classroom, would be easier if students could have a very supportive learning environment outside the University. They could have more chances to be exposed to the authentic contact with native speakers and so, they could start feeling confidence by speaking general English. Therefore they could have the motivation to work on oral Business English in the classrooms.

As it has been shown teaching Business English is not an easy task, the thing is to concentrate on students' needs and interests. CLT could be one suitable approach that helps teachers to teach Business English of quality. To teach Business English or General English? This seems to be unimportant. English as a **lingua franca** is what will manage communication around the world.

## RECOMMENDATIONS

- Communicative Learning Teaching is one of the most suitable methods used to encourage students' speaking which is needed for a communication of quality in business life.
- CLT is a communicative approach which involves many speaking activities; therefore teachers must improve students' competences by using interactive activities.
- Business English is important to business professionals, so they should take business English courses at the beginning of their careers in order to be familiarized to the technical vocabulary.
- The absence of native speakers and a real environment outside the classroom must demand teachers to use internet and media to teach in a proficiency way.
- Teachers need to be aware of students' interests and needs in order to reach their fullest potential.

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## ANNEX 1

## COMMUNICATIVE COMPETENCE

Communicative Competence (Canale and Swain, 1980)		
<p><i>Grammatical Competence</i></p> <p>(knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology)</p>	<p><i>Sociolinguistic Competence</i></p>	
	<p>Sociocultural Competence</p> <p>(knowledge of the relation of language use to its non-linguistic context)</p>	<p>Discourse Competence</p> <p>(knowledge of rules governing cohesion and coherence)</p>
	<p><i>Strategic Competence</i></p> <p>(verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence)</p>	

## ANNEX 2

## CLT APPROACH- ACTIVITIES

Step	Materials	Activity
Preparation 1	Picture cut from a magazine, showing a kitchen with food. Food items are masked with stickers.	<p>T (teacher) shows picture.</p> <p>In pairs, learners guess the food behind the stickers.</p> <p>T asks questions whole class; e.g., <i>Are there any eggs? Is there a bag of sugar?</i></p> <p>T removes the stickers and learners check.</p> <p>New vocabulary items are explained.</p>
Preparation 2	Worksheet from the coursebook – a gap-fill exercise	<p>Learners focus on grammar, producing 8 sentences after looking at a picture, and the choices <i>a lot of, some, and any</i>. For example, <i>There is <u>some</u> water in the bottle.</i></p> <p>T checks, eliciting reasons for choices.</p>
Core activity	<p>Role cards for Pupil A and Pupil B.</p> <p>Pupil A has a shopping list and Pupil B has a photo of a kitchen.</p>	<p>T explains situation. Pupil B is the mother in the kitchen. Pupil A is her daughter, out shopping with her father, when she remembers she has invited friends to the house and wants to prepare an orange cake for them.</p> <p>T distributes role cards and explains:</p> <p>Pupil A should ask about food items on the shopping list and put a tick if the food is in the kitchen, a cross if it is not.</p> <p>Pupil B has to look carefully at the photo, try to give correct information, and ask questions to check if Pupil A has enough; e.g., <i>How many eggs do you want?</i></p> <p>T reminds learners to use some interaction strategies.</p> <p>Learners engage in back-to-back pairwork, imagining they are talking on the phone (SA.6).</p>

Preparation 3	<p>Tape recording of a dialogue, made by Sarah and a friend (excerpt below):</p> <p><i>(Phone rings)</i></p> <p>M (mother): Yes, Darling. What's happening?</p> <p>D (daughter): Mummy. My friends will come tomorrow?</p> <p>M: Yah.</p> <p>D: I want to make fish curry for them.</p> <p>M: Yes, that's a delicious dish.</p> <p>D: Are there any onions in the kitchen?</p> <p>M: Yes, we have a lot of them.</p>	<p>Learners listen to discover who the speakers are, what they are doing and talking about.</p> <p>Learners check answers in pairs, before whole class feedback.</p> <p>T asks, <i>Has a similar situation ever happened to you, and if so, what do you remember?</i> inviting reflection on personal experience.</p> <p>Learners listen again to identify expressions used for opening and closing the conversation, and any other useful expressions.</p>
Core activity	<p>Role cards for Pupil A and Pupil B.</p> <p>Pupil A has a shopping list and Pupil B has a photo of a kitchen.</p>	<p>T explains situation. Pupil B is the mother in the kitchen. Pupil A is her daughter, out shopping with her father, when she remembers she has invited friends to the house and wants to prepare</p>