CHAPTER-5

BUSINESS ENGLISH - A SUB BRANCH OF ESP
5.1. English for Specific Purpose (ESP)

"ESP is an approach to language teaching in which all decisions; content and method are based on the learner's reason for learning (Hutchinson and Waters 1987). Today, English is essential to get a job, get endorsed and perform effectively in the world of Business. This demand has created the stretch of a new linguistic branch within the field of English for Specific Purposes (ESP), English for Occupational Purposes (EOP), which is further divided into two sub branches, English for professional purpose and English for vocational purpose. Then there had been origin of specific branch “business English” from the ‘English for professional purpose’ (See the classification of ESP by Dudley-Evens and St John 19986, ESP classification by professional area). This is an emerging subject of research today; Business English is currently one of the areas of growth in ESP (Ellis & Johnson, 1994).1

Business English have to be perceived in the overall context of relies ESP, because it develops basic elements common to the entire ground of work in ESP, for example needs analysis, selection and development of teaching and learning materials, syllabus and course design etc. Business English is a branch or variety of ESP (Pickett, 1989; Robinson, 1991; Johns & Dudley-Evans, 1991; St. John & Johnson, 1996; Wang, 1997; Dudley-Evans & St. John, 1998; Feng, 1999; Huang, 2000; Ellis & Johnson, 2002).2 Just as further varieties of ESP, Business English works with many contexts, needs and uses specific language corpora, and puts emphasis on specific variety of communication, but it is also important to know that how ESP emerged out.

5.1.1 Emergence of ESP

Hutchinson & Waters (1987) mentioned three reasons for the emergence of ESP: Firstly the demands of a “Brave New World”, he noted about two historical periods breathe life into ESP, one is the period of vast and exceptional development in technical, scientific and economic movement on a global level, due to economic power of the United State there were the role of English language spread internationally, another is oil crises of 1970s, due to that
Western funds and knowledge curving into the oil-rich countries, and the language of this knowledge became English. The common consequence of all this progress was to exert demands on the language teaching profession to transport the required goods. Though English had formerly determined its own future, at present it developed into subject to the requirements, it is not only demand of teachers but also of the people.

The second important cause mentioned a great impact on the appearance of ESP, was an evolution in linguistics, and while conventional linguists began to explain the features of language, revolutionary pioneers in linguistics started to focus on the ways in which language is used in real communication. Hutchinson and Waters (1987) mentioned one important finding which was in the ways, where the spoken English and written English vary, in other words, set the exact context in which English is used. This idea was taken one step beyond, if language in dissimilar circumstances varies, then adapting language instruction to meet the requirements of learners in specific contexts is also achievable. Therefore, in the late 1960s and the early 1970s there were various efforts to explain English for Science and Technology (EST). Hutchinson and Waters (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of the prominent descriptive EST pioneers.³

The final reason Hutchinson and Waters (1987) mentioned for the emergence of ESP is the advancement of Educational psychology, which concentrate on the learners and their outlook to learning. Hutchinson and Waters (1987) mentioned “Learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This lent support to the development of courses in which ‘relevance’ to the learner’s needs and interests was paramount”.⁴ ESP has less to do with linguistics and everything to do with psychology. People were simply giving more attention to the ways in which learners acquire language and the distinctions, rather than focusing on the method of language delivery. Learners were seen to use different learning approaches, were trying to use different skills, and were being motivated by different interests and needs. So, focus on the learners' needs turned into paramount as the
techniques employed to give out linguistic knowledge. Designing specific courses to better meet these particular needs were a natural extension of this belief.

Earlier ESP is categorized by other linguist in different ways, such as David Carter (1983) classified ESP into three types:\(^5\)

- English as a restricted language
- English for Academic and Occupational Purposes
- English with specific topics.

According to him English used by Air traffic controllers or waiters are examples of “English as a restricted language”. The language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situational, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment (pp. 4-5).

The second kind of ESP acknowledged by Carter (1983) is English for Academic and Occupational Purposes, but later in the 'Tree of ELT’ (Hutchinson & Waters, 1987), ESP is divided into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject parts is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' while an example of EAP for the EST branch is 'English for Medical Studies'. According to report on business English (1996),\(^6\) EAP has been the area of supreme activity and refers to the language and skills needed by non-native speakers for the purposes of study, generally at tertiary level. In a sense EOP comprises the rest of ESP,
taking in any work-related English language courses. There can be courses for managers, courses for technicians or may be very specific task-related courses for unskilled workers.

Hutchinson and Waters (1987) mentioned that there is not a clear-cut division between EAP and EOP: "people can work and study simultaneously; it is also like that, in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Possibly this make clear Carter's rationale for categorizing EAP and EOP under the same type of ESP. It seems that Carter is implying that the ending principle of both EAP and EOP are one in the same Employment. In other words the ways and means to achieve the end purpose may be different from each other because of the different possibility and focus in the teaching area. The third and last type of ESP recognized by Carter (1983) is English with specific topics. Carter comments that it is just here where emphasis swings from purpose to topic. This type of ESP is exclusively apprehensive with projected future English. Such as, scientists have need of English for post graduate reading studies, attending meeting or working in foreign institutions. It can be stated that —“ESP is the use of a specific variety of English in a specific context of use and acceptable by learners’ needs.”

By studying above different definitions, classifications and opinion about ESP, it is clear that Business English is a sub branch of ESP, whether it has to be kept in EAP or EOP, because according to Villata (30) ESP is taught as the part of the academic curriculum in educational institutions and on the other hand ESP is also needed among experienced professional to improve their communication. However some have the different view for the existence of business English, for e.g. Tianhu Lin (2001), one of Business English practitioners in China, gives a suggestion that BE (business English) be developed into an independent discipline although it is generally accepted as a branch of ESP.
With the purpose of arranging different opinions in the Business English, it can be categorized as: “Business English > ESP > English Linguistics > Linguistics”\(^8\) The explanation given by John Munby (1978) is, ”ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner”\(^8\) (p.2). It is important to learn business English for the effective communication for specific purpose, as English is a language and the main use of the language is to communicate. The growing use of English as the means of communication in interaction between non-native English speakers seems likely to have a major impact on the kinds of ESP programs we provide and the type of research needs to underpin those programs” (Hewings, 2002).

Hutchinson and Waters (1987) stated that people can work and study at the same time, and that in many cases, the language learnt for immediate use in a study environment will be used later when the student starts, or returns to a job. Vittala also added that, In ESP the role of the teacher is an essential aid to the learners’ communication development.\(^9\)

It is specifically taught also to improve learner’s communication skills. Generally English is taught for specific purposes so that the concerned employees can perform their job requirements efficiently.

5.2. Business English: An introduction

‘Business English’ is the wide-embracing term that is used to describe the type of English used by people to do business. ‘English for Business focuses on the English language skills necessary to communicate in an increasingly global business environment.’ The range of different subject areas included under the umbrella term ‘Business English’ is wide. The Oxford Business English Dictionary includes the following areas: accounting, commerce, e-
What is generally associated with a ‘Business English’ course are the skills that most people need to perform well in their job; writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc. The big difference, therefore, is that Business English focuses on the delegate’s job whereas the aim of General English is to improve all the four skills, regardless of the language content. Therefore for this study, business professionals have been chosen, to get their view towards business English from some MNCs of India, as here many non-native English speakers working and study the subject due to having the goal of doing business with English-speaking countries, or with companies located outside.

Business English courses focus on the language, a learner needs to be able to carry out professional tasks proficiently. These are thus the reasonable choice for anybody who is looking for a job, wanting to achieve better at work or changing jobs. As Business English courses content covers such essential work-related areas such as understanding and writing e-mails, making presentations, negotiating, participating in or running meetings, telephoning and welcoming visitors. Having satisfactory language skills in any of these areas offers huge benefits to companies who work with other companies placed outside their country. In a BBC article a Business English trainer commented ‘... as a business English trainer, I constantly meet business people who have realized the immense advantages they have, being able to sell and negotiate in their potential customers’ own language.

In the last two decades business English has fascinated increasing interest and consciousness. Now Business English courses are offered by several language schools worldwide. Business English must be seen in the context of English for specific purpose (ESP) as it contribute to
the significant elements of needs, analysis, syllabus design etc. Business English involves the definition of a specific language corpus and stress on particular type of communication in a specific context. In the mid-1970s and 1980s, following the trends in general English, Business English teaching started to focus more and more practical areas formulaic language recommending, giving views and opinions, showing agreements etc., this variety of teaching supported by ‘list of gambit derived from the Kellor Corpus from Canada’. ‘Functioning in Business by Knowles and Bailey’ (Longman, 1987) is a good example of, functionally oriented course book for business English. Since late 1980s Business English teaching has drawn on characteristics of all the previous approaches, but also gives much more emphasis on the need of developed skills for using the language learned.

Business English course books and other learning materials are flourishing, and language schools offering these courses are emerging. Several improvements may have added to the expansion of Business English, but from the pedagogical point of view, the demand for Business English must have originated from a particular kind of learners, often adults, who already had both grammatical knowledge of English, and also a specific purpose in learning English. In short, they were looking for a different approach, one which would provide them with an opportunity to use this knowledge more productively (Slavica Čepon 2005 “Business English in Practical Terms”). Therefore it is must to develop or enhance both written and verbal English skills for business or career advancement purposes.

The expansion of company training programs during the 1980s started to offer employees the opportunity to attend courses in presentation techniques, effective meeting skills and negotiating. This shows the way to the publication of books and materials on Business Skills and these were also offered to Business English teacher, Course Designer and material developers. The acknowledgment of the need for business people to be proficient in Business Communication skills had a most important impact on Business English teaching. This advance to Business English teaching is returned in course books such as Vicki Hollett’s
Business Objectives (Oxford University Press, 1991) which is based on languages practice activities and on communication skills.

Today there are many verities of Business English, the most significant difference to be made is that between pre and low experience and job experienced learners. College or Universities student gain their knowledge of business largely from books and as a result such knowledge is incomplete and theoretical rather than practical. They are not much aware with their language needs in conditions of communicating in real life business situations and their outlook of language learning will be molded by experience from school and by the educational policy of their country. Pre experienced learners have two kinds of needs. First, There present situations may involve them to read text books in English or follow lectures in English to gain the qualification they are looking for. The main component of their English training may be the development of reading and listening skills, with emphasis on the vocabulary of the subject. In adding they have to be present at the seminar or write paper in English, these will be important skills objectives for any language training program they pursue. Second one, they will need to prepare for their future life in business, in this regard, teachers may include in their language course such skills, as commercial correspondence, participating in meetings or presenting presentations or social interactions, depending on the kind of jobs they are preparing for.

Job experienced learner too influenced by their educational background, but in most of the cases they achieve some practical experience of communication, in the job. This experience has the result of focusing their concentration on what they recognize as their own short comings in terms of fluency, receiving the message across, and being capable to understand the natives from other countries that they have to deal with. Job experience learners are more ready to have a single set of needs connecting to their job. Sometimes learners require English for a new job or a situation which they have not yet experienced. Hence the practical use of language is more important than theoretical knowledge about the language.
It can be said that language will frequently be objective rather than subjective, for example, in meetings and discussion, it will be more appropriate to evaluate facts from an objective perspective rather than expressing personal opinions. According to Rose buhlig (Chicago), Author of ‘Business English –A Practice book’, “Business English means effective communication, both oral and written.” She also added, we must have much practice in expressing ourselves in such a way as to make our composition effective. Brieger (1997) also have the same opinion, according to him ‘Business English aims to develop also specialist language knowledge and professional communication skills, not just general language knowledge and general communication skills’.

Due to the fact that Business English is very important, companies need growing numbers of their employees to have knowledge of this language. Even receptionists who receive foreign delegations also need to be able to do definite parts of their jobs in English. Companies therefore assign a proportion of their training budgets to business English courses. This more varied demand has led to the development of training courses which focus in exactly what the delegate needs to be acquainted with, in order to be able to perform job effectively.

A common map is provided by Yli-Jokipii (1994: 38), there is classification of the different forms of business language. She separated business language into interactive and non-interactive. The term “interactive” is used for communication that engages two parties. It may be spoken, relating face-to-face inter- action in service meet or negotiations, or telephone communication for negotiations and discussion or teleconferencing; or written, using either postal or electronic communication. Interactive writing involves genres such as memos, letters, faxes and telexes (a telex has its own particular organizational and discourse features, while a fax is generally just a means of transmitting a memo or letter that does not have its own forms of discourse organization). No interactive language involves “one-sided method of communication” (Yli-Jokipii: 1994: 39), for example; forms, annual reports, progress reports, proposal and advertisements.14
Tony Dudley concluded his research report of Business English by this statement – ‘The scope of Business English has broadened from language teaching to language and communication skills training to training for international communication skills in international English’.

By reading the views of different researcher of this field, it can be conclude that Business English refers to the communication skills used in the workplace, focuses on the language and skills needed for typical business communication, such as presentations, meetings, negotiations, socializing, correspondence, small talk, report writing etc. The aim of business English is to reach effective and efficient interaction which is possible by acquiring different business communication skills.

5.2.1 A Short History of Teaching Business English

There have been modifications in the approach of teaching Business English over decades. Though, business English became a subject to be taught specifically in the late 60s and early 70s. It was previously very obvious for experts that it was unlike General English at least in point of vocabulary. Thus, there appeared constant methodological preoccupations, in the starting, it was concerning reading economic text book followed by comprehension questions, vocabulary exercises, and repetition drills, but missing the interest for realistic business situations. In the late 70s and near the beginning of 80s the focus was on teaching standard language introduced in business contexts and trained in role-plays of general business situations such as making appointments, introductions, business lunches and so on.

Saint George\textsuperscript{15} states that there was a shift towards greater skills training in a business context lift up in 1972 through the publication of the BBC course book and video English for Business, which included greater areas such as development of listening skills, dialogue practice and role-plays, thus accepting the need to build up students' skills to deal with practical situations. There was emphasis on the growth of business communication skills and
that was a result of the progress of training programs where employees get opportunity to attend courses in presentation, negotiating and effectual meeting skills. The focus on actual business communication should be a characteristic of the modern Business English teaching, and for the past twenty years, it has been the approach to English language teaching in the world.

The main motive of teaching is to increase the communication skills, the learners’ ability to use the English language in its most efficient way. Some authors say, there have been ‘four main influences’16, over the last ten years with a large impact on the procedure of teaching and learning Business English and these are: the growth of technology which made the people to be in a closer and enduring connection and directed to a globalized world of business, people being forced to be a very effective speaker and the English language has become the means for this global communication.

Now the term ‘Business English’ has come up to the kind of English that professional people need in order to able to work efficiently in their companies. Business English is thus the umbrella term below which the language that is used in all the sectors in a company is included. Though, the language specific to different sections is usually only touched upon lightly as the main focus of a business English course is the skills required at work: writing emails, telephoning, participating in meetings, making presentations, etc. called as business English communication skills.
5.3 Business communication skills

“Communication - the human connection - is the key to personal and career success...”

Paul J. Meyer

The root of the word “communication” in Latin is communicare, which means to share, or to make common. Communication is defined as the process of understanding and sharing meaning. Communication is a key to success everywhere, whether in relationships, in the workplace, or as a citizen of country, and across your lifetime. Communication is an activity, skill, and art that incorporates lessons learned across a wide spectrum of human knowledge. Communication forms a part of self-concept, and it helps to understand one self and others, solve problems and learn new things, and build your career. ‘An individual with excellent communication skills is an asset to every organization, no matter what career one plan to pursue, learning to express oneself professionally in speech and in writing will help to get there’. 

A person with excellent communication skills is a plus point or an asset to every organization. Communication is a crucial part of life and immediately as necessary for smooth business. Today, corporate world demands excellent communication skills from all their employees. Yet one may be good at work, whatever remarkable skills one may have, will always have need to communicate. Oral and written communication proficiencies are constantly ranked in the top ten wanted skills by employer surveys year after year. In actual fact, high-powered business executives sometimes employ consultants to train them in sharpening their communication skills.

The enhanced demand for Business English courses and the growing hopes of companies and company personnel are paralleled by a desire among some practitioners for rising professionalization and quality control.
According to the National Association of Colleges and Employers, communication skills are one of the skill in the top five personal qualities or skills potential employers seek. Generally the Business English communication skills are intended as an opportunity to build up confidence and fluency in five keys: socializing, telephoning, presenting information, participating in meetings and handling negotiations. This course has double aims: improving communication technique and developing and consolidating the target language suitable to the above communication contexts.

5.3.1 Oral Communication Skills

Oral communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either Formal or Informal. It describes types of interaction that make use of spoken words. It is a vital, integral part of the modern business world. The types of oral communication commonly used within an organization include staff meetings, personal discussions, presentations, telephone discourse, and informal conversation. Oral communication with those outside the organization might take the form of face to face meetings, telephone calls, speeches, teleconferences or videoconference.

5.3.1.1 Socializing and Communicating Effectively Across Cultures

“Cultural assumptions and expectations determine both the form And the content of every business interaction...”

Cross-cultural communication is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Intercultural communication is a related field of study.
Today, there are further more people who speak English as a second or third language than there are native speakers of English. In business, English is being used as the medium of communication across many cultures. Though, knowing the English language doesn’t necessarily mean that people would be able to communicate successfully or effectively. When companies spread out globally, financial concerns are at the top and intercultural issues are rarely considered. However, when a company fails outside its home country, intercultural issues rise to the top.

It is essential to know the importance of understanding one’s own cultural values in interacting with others; explores culture ethics that can assist participants in communicating effectively across cultures; bring the significance of learning how to deal with professional and personal barriers in intercultural contexts; and focuses on how to communicate as a global leader.

Now Globalization demands effective intercultural communication. Foreign trade is crucial to the growth of both individual businesses and Country’s economy. Cultural anthropologist E. T. Hall put forward that “the people’s cultural values and beliefs determine their communication style”. He describes these communication behaviors as high context and low context. High-context and low-context cultures value different kinds of communication and having different attitudes toward oral and written channels. (See the table 5.3.1.1)²³

<table>
<thead>
<tr>
<th>Table5.3.1.1: Views of Communication in High-Context and Low-Context Cultures</th>
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<tbody>
<tr>
<td><strong>High Context</strong></td>
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<tr>
<td>Preferred communication strategy</td>
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<tr>
<td>Indirectness, politeness, ambiguity</td>
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<tr>
<td>Reliance on words to communicate</td>
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<tr>
<td>Reliance on non-verbal signs to communicate</td>
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<tr>
<td>Importance of written word</td>
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<tr>
<td>Agreements made in writing</td>
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<tr>
<td>Agreements made orally</td>
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<td>Attention to detail</td>
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Hence, culture influences all aspects of business communication: how to be polite and respectful for others, how much information to provide; how to encourage people; at what time, how much, and how loudly to laugh and talk; how to arrange a letter; whatever the size of paper to use. Ryan Larsen\(^4\) gave tips in his presentation that for working with colleagues from different cultures, it is must to find out something about different cultures. Being informed about different cultures can help to make out where misunderstandings have occurred. It would be helpful to be observant while watching foreign films or television programs, to watch how people communicate with each other, as there are differences in the ways people communicate in other countries. To be open-minded because problems can arise when people don’t respond in the way we expect them to, but this may be a result of cross-cultural interference. One has to be aware of those differences, and help others to do the same. One of the important act while making cross cultural communication to choose language carefully and try to avoid informal or slang expressions, or too many idioms. Using simple, clear language will help to convey message clearly.

Many companies offer training in the different cultures where the company performs business, it is important that employees, communicating across cultures practice patience and work to enhance their understanding and knowledge of these cultures and learns how to communicate the message effectively in the international business arena. To compete in the
global markets, today’s managers must possess the skills to interact with people who are different from themselves.\textsuperscript{25}

It is also important to know about welcoming the guests and visitors while socializing in business. It involves making people feel and experience comfortable and relaxed in a new environment. A vital part of this is small talk or making conversation which is generally not directly concerned with moving or reaching towards a business deal. Simon Sweeney, presented stage of meeting in his book English for business communication, as following.

**Stages of a meeting** \textsuperscript{26}

1. **Welcome and introductions**
2. **Small talk**
3. **Plan for the visit**
4. **Begin discussions**

Small talk helps out to build up good relations and a high-quality atmosphere, a small talk takes place between acquaintances, people who meet up in the course of their work, possibly engaged in different ground, or staying in the similar hotel or travelling on the common plane.

### 5.3.1.2 Telephoning

The majority of the languages used on telephone in the business context are quite restricted. There are many functions that happen repeatedly on various phone calls, with increased practice, confidence also increases and so does proficient performance. It is possible to manage a telephonic conversation, like- to ask for repetition, to ask the caller to call back, to check and to summaries information, to ask the other person to speak more slowly. Hence communication activities get benefit from preparation and this should be conducted, as much
as possible in English. Many training courses module begins with a part on preparing for a phone call.

It is crucial that trainers or students observe the value of preparation as an important part of the procedure of telephoning in English. For a business professional it is must to work on telephoning technique and comes across at some cross-cultural considerations, which is vital for telephoning across international borders. There are some situations with example given below.27

Table 5.3.1.2: Telephoning situation with example

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>EXAMPLES</th>
</tr>
</thead>
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| **Introducing You.** Phrases to use when you place the call. | **When calling a general number:**  
  -May I speak with Veer Singh?  
  -Hello, this is Anurag calling for Veer Singh.  
  -Is Veer Singh in? (informal) |
| **Answering the phone.** There are many different ways to answer your phone. | **For calls to your direct line, when the person asks for you by name:**  
  -This is he (caller says: “Is Veer in?” and Veer replies “This is he”).  
  **For calls to a general number:**  
  -Thank you for calling XYZ. How may I direct your call? |
| **Connecting someone.** When you answer the phone and it is for somebody else. | -One minute, I’ll transfer you now.  
  -Please hold and I’ll put you through.  
  -Let me see if Veer is available.  
  -One moment, please.  
  -Hang on a minute. (informal) |
| **When you need to put somebody on hold** | -Dolly is on another line at the moment. Would you like to hold?  
  -I’m sorry; I have a call on my other line. Can you please hold?  
  For customer service calls  
  -All of our operators are currently busy. Please stand by for the next available operator. |
| **When you don’t understand the caller** | -Could you please repeat that?  
  -I’m sorry; I didn’t catch what you just said.  
  -Can you please speak a little more slowly?  
  -Can you please speak a little louder? |
| **Clarifying what your caller says** | -Can you please spell that for me? |
Taking a message for someone

- How do you spell your last name?
- And that company name again was, PRISM Industries?
- Let me repeat your information to make sure I got it right.

- I’m sorry, Dolly’s not here at the moment. Can I take a message?
- Dolly is in a meeting at the moment. May I ask whose calling?
- Dolly is at lunch. Would you like to leave a message?
- Dolly has left for the day. Would you like to be put through to her voice mail?

Leaving a message for someone

- Please tell her that Ashish called and ask her to call me back. My number is 999-434-2433.
- Please ask her to call Ashish when she gets in.
- She already has my number.
- She’s not in? Please put me through to her voice mail.
- When do you expect her back in the office?
- I need to speak with her on an urgent matter. Please have him call me as soon as he gets in.

Ending a conversation

- It’s been great talking with you. I’ve got a meeting now so I better run.
- Thanks for calling. I’ll speak with you again soon.
- I’ve got another call coming in. Good talking to you.
- I better let you go.
- It’s 5 o’clock already. I better let you go.
- Let’s touch base on this again in a few days.

**SPECIAL SITUATIONS**

Leaving a voice mail

- Hello, this is Anil Sahu calling to follow-up regarding your order with XYZ company. Can you please call me back at 999-344-3344?

- Hello, this is Dolly from ABC. I’m calling regarding the upcoming conference in Pune. I’ll try you again later today.

- Hi, it’s Anil. Please call me back when you get a minute. (informal)

Recording a voice mail message on your machine

- Hello, you’ve reached Anil Sahu at XYZ company. I’m sorry I’m not available to take
Phrases for cell phone calls

<table>
<thead>
<tr>
<th>The fading signal</th>
<th>The fading signal</th>
</tr>
</thead>
<tbody>
<tr>
<td>-I’m sorry, I’m losing you. Can you</td>
<td>-I can barely hear you. Let me call</td>
</tr>
<tr>
<td>call me back?</td>
<td>you back on my other phone.</td>
</tr>
<tr>
<td>-I can barely hear you. Let me call</td>
<td>-We’re breaking up. I’m having trouble</td>
</tr>
<tr>
<td>you back on my other phone.</td>
<td>hearing you. Let me call you back later.</td>
</tr>
<tr>
<td>-We’re breaking up. I’m having trouble</td>
<td>The lost call</td>
</tr>
<tr>
<td>hearing you. Let me call you back later.</td>
<td>-Hi, it’s Anil again. Apparently we got cut off.</td>
</tr>
<tr>
<td></td>
<td>-Hi, it’s Dolly again. Sorry I lost you.</td>
</tr>
<tr>
<td></td>
<td>My cell phone dropped the signal.</td>
</tr>
</tbody>
</table>

SPELLING OUT NAMES OVER THE PHONE. Often you will need to spell something out over the telephone, such as a last name. It will help your listener is you offer words for each letter. Give words or names that are very common for each letter

| My last name is Singh. S as in Singapore, I as in India, N as in Nest, G as in Goa, H as in Holland. | My registration number is 549N4AF. That’s 549, N as in Nyla, 4 A as in Anil, F as in Fiza. |

5.3.1.3 Making a presentation

“There are three things to aim at in public speaking: first, to get into your subject, then to get your subject into yourself, and lastly, to get your subject into the heart of your audience”

- Alexander Gregg

Professional business presentation skills can keep person ahead in completion. Making presentation is one of the essential skills for business professionals and learning how to overcome fear of public speaking and give a winning and informative presentation. Along
with computer literacy, professional presentation skills are becoming a new survival skill in the workplace. People enjoy presenters who are inviting, engaging and informative.

Maintaining Your Audience’s Attention is a vital skill comes under presentation. According to some trainers of business English, it is necessary to think about the most remarkable and exciting presentation you’ve ever witnessed, make a question with yourself, why it was so exciting and then effort to implement these essentials in your own presentation. A 60 minutes presentation is a lengthy time to get and retain the audience’s attention.

Try intermixing lecture with question and answer sessions, role-playing, brainstorming discussions, multimedia, demonstrations, or storytelling. There are some other tips for forming an interesting presentation.

i. Presenter should not stand behind the podium, this makes a distance between presenter and the audience, also creates a sense of formality. For an actually interesting presentation, one needs to connect with audience on a personal level.

ii. It is considered as an art to tell related stories while giving presentation. Story-telling can also be an effective method of driving your point home. Everybody loves stories, particularly when it is related to the discussion topic. People recollect a story and bring it with them once the presentation is finished.

iii. Speaker should move during his presentation, many presenters read a script silently to themselves until they’ve got it down. But it’s much better to rehearse the presentation before delivering it. Pacing, passion and movement used by the presenter, forces audience to keep eyes open.²⁸

iv. Enthusiasm is important, everyone knows it is communicable, so communicate interest by smiling, using an enthusiastic tone of voice and by making proper eye contact to get the audience involved. Nine times out of ten, audiences remember a session in which they participated.²⁹
v. Presenter should check voice and practice delivering the presentation in the same voice which is going to be actually used. Volume should not be stayed same throughout; it should be increased or decreased. It should have different paces at different points. It is good to listen to TV newscasters, and observe how they emphasize quite a few words even in the same sentence.

vi. Demonstrate proposition, do not just say it. Presenters should show the audience what they mean actually. Lectures are verbal and generally dull, but demonstrations are graphic and add attention. Where lectures state the case, demonstrations prove it. Use visuals to get points across. “Graphics are an effective way to convey points, generate audience interest and enhance the understanding of non-graphical elements in your presentations and talks.”

Remembering speech is also important for giving presentation successfully. According to Lenny Laskowski (1998 L JL Seminars) There are 4 common ways to remember material.

   a. Memorizing
   b. Reading from complete text
   c. Using Notes
   d. Visual Aids as Notes

a) *Memorizing* - According to Lenny's opinion, this is completely the worst way to keep track of material. People are anxious with trying to remember the words to say and not the ideas behind the words. Consequently, normal voice modulation disappears.

b) *Reading from complete text* - People say, listening to someone read a presentation or speech is hated by most people. "If that's all they were going to do is read their speech, I could have read it myself." many of us have experienced this at least once while attending a conference or two.
There are some reason given below of ‘poor reading’ (Lenny Laskowski, 1998 LIL Seminars)

- The speaker misses normal voice articulation because they mislay touch with the ideas behind the words. Listen for pauses, natural speech is packed with pauses; unnatural speech is not.

- The text is not a verbal language, most of the speakers write their speeches in "business language", that is often hard to read, much less listen to. The speech is not static. There is little movement, a little liveliness, and a little interest behind the stand.

- There is no or little eye contact, if eye contact is there; it is with the text, not with the audience. To read text while trying to maintain eye contact with the audience, takes a lot of practice. ‘Not only do our eyes see for us, but they are also a mode of communication’33. Lack of contact and blinking are interpreted as submissive.

- The speaker is afraid, many speakers read because they are scared to try anything else.

Some suggestions have also been given by ‘Lenny Laskowski’ for a presenter about reading.

- Pay attention to the accent in your voice, to sound natural, rehearse repeatedly, checking yourself for pauses. Enquire yourself if your words sound the way you would say them if you were not reading. Record yourself and listen to your own voice.

- While preparing written speech, speak the words “loudly” in order to match your written text with your speaking style. It will make easier to read and much easier attending it. People generally do not write the same way as they speak and this makes reading more difficult. Phrasing and wording should be used normally as we use in
our routine language so that it will be easier to improve the correct tone and voice inflection. Text should be explained properly to indicate which words should be emphasized.

- One of the major problems presenters face often overlook to use gestures. One must make sure about the text, which is going to be read. It should not be failed to communicate successfully with our entire body. One thing can be sure, to leave room to include more notes or cues about gestures and other reminder type hints. Presenter needs to rehearse using this noticeable text of his speech so the proper gesture can be maintained effortlessly and easily at the same time reading the text. This does take certain practice.

Self-Videotape is helpful while reading the speech and then sit and watch the speech; prepare the notes as to the gestures which could have been used. Adding notes to written text based on this analysis, using notes or even pictures of the gestures to use and convey the speech again, trying this time to add gestures. After a little practice, this will become nature.

While reading speeches, the amount of eye contact with audience is usually less. In several cases, people who read speeches do not make eye contact. To avoid this, first write in the same manner as decided to speak. When typing the text, use upper and lower case letters. It will make reading easier. Avoid long paragraphs, as it lose place every time when look up. Always try to start a new paragraph for every sentence or two. Text should be double spaced. Some people even alternate the color of the text for each paragraph.

Unstapled pages should be used for text. Paper clips the pages and just before beginning, removes the paper clip. Prepared text should be kept in mind to handle pages smoothly and quietly. Do not begin sentences on one page and continue onto the next page, end the page with a complete sentence and paragraph. During pauses, page should be sliding smoothly, which have just finished. Pages should be written one sided and continue with the text on the
next page, because picking up or turning the paper behind distracts, and will bring attention to the fact that you are reading. Presenter should avoid handling the pages as much as possible while reading.

With a lot of practice and careful preparation, speech can be powerful. Some of the world's greatest speeches were read, but the reader can be assured, they weren't reading them for the first time when delivering their speech to their audience. Practice is most important thing.

c) Using Notes - This is the most common way for remembering material. Using notes is better than reading, since the speaker can have normal voice inflection and make more effective eye contact. If notes are on the lectern, presenter probably won't move far from them. If notes are in his hand, he probably won't gesture very much.

Some suggestions given below to consider if presenter decides to use notes:

- Use note cards. Include quotes, statistics and lists may be needed, not paragraphs of text. It is important to number your note cards.

- Do not put too much information on each note card it will make you reading too much. Put only a few words or key phrases.

- Leave notes on the lectern or table and move away occasionally. Presenter should not be afraid to move away from notes and should not worried much about to get out of his comfort zone. Too many speakers use the lectern to hide behind and this restricts the effective use of their entire body.

- It is necessary to have practice for using note cards. If a presenter finds that he is reading note cards too much, this is a sure clue that it is needed to reduce the amount of written text on each card. Remember, short phrases or key words, enough to run your memory.
- It is important to use pictures or picture maps to guide self. Pictures help to visualize the key points of speech. Mental pictures should be used, as well to tell the story in your head. This will take some creativity, but will be worth the effort.

d) *Using Visual Aids as Notes* - Simple visual aids can effectively serve as headings and subheadings. It is must to keep in mind that forgetting something is not a big thing, because the audience will never know unless you tell them. It is important to practice just a few meaningful headings to be used during presentation.

Advantages of Visual Aids:

i) Presenter does not have to worry about what he is going to say next. Visual aids provide cues of next major idea or thought, between ideas use an effective transitional statement.

ii) Having only a few key words on visual aid allows moving around the room without the need or feeling to go back towards notes. In fact, most inexperienced or new speakers don't move around at all. Movement also helps speaker to relax and adds energy to presentations. Movement also allows the listeners to follow presenter and pay closer attention to the message given. Planning is important for movements during rehearsals; decide where in presentation it makes sense to move. If presenter finds self to sway from side to side, he should take one or two steps and stop again, standing evenly on both feet. It is good to keep weight evenly distributed on both feet. This will help keep him away from swaying.

iii) Presenter should have good eye contact with his audience. It is consider good to look at audience all the time while speaking - except for that brief moment of looking at visual aid, because the audience will probably follow presenter and also look at his visual aid.

This will help the audience to see the message as well as hear the message. The more rehearsal makes someone more familiar with the visual aids, and the easier it becomes.

iv) If the presenter would be in his planned track, audience would feel comfortable. Well-designed visuals aid show the audience that presenter do have a plan and have properly
prepared. It is must to keep in mind; that the visual aids do not have to be only word charts. They can contain diagrams, pictures or even graphs.

Good presenters use language (sometimes single words, sometimes phrases) which shows where they are in their presentation. These ‘signposts’ make it easier for the audience to:

- Follow the structure of the presentation
- Understand the speaker more easily
- Get an idea of the length and content of the presentation.

For making presentation successful some useful phrases are important to be kept in memory.

**List of phrases given below, for making a professional presentation in English.**

**Welcoming**

Good morning and welcome to [name of company, name of conference hall, hotel, etc.].

Thank you all very much for coming today.

I hope you all had a pleasant journey here today.

**Introducing yourself**

My name is Mark Watson and I am responsible for ….

My name is Mark Watson from [name of company], where I am responsible for…

Let me introduce myself; my name is Mark Watson and I am responsible for …
Introducing your presentation

The purpose of today’s presentation is to …. 

The purpose of my presentation today is to …. 

In today’s presentation I’d like to … show you …. / explain to you how …. 

In today’s presentation I’m hoping to … give you an update on… / give you an overview of …. 

In today’s presentation I’m planning to … look at …. / explain …. 

You can also outline your presentation to give the audience a clear overview of what they can expect: 

In today’s presentation I’m hoping to cover three points: 

Firstly… after that we will look at …, and finally I’ll …. 

In today’s presentation I’d like to cover three points: 

Firstly… secondly …, and finally …. 

Explaining that there will be time for questions at the end 

If you have any questions you’d like to ask, please leave them until the end, when I’ll be happy to answer them. 

If there are any questions you’d like to ask, please leave them until the end, when I’ll do my best to answer them. 

Starting the presentation 

Let’s start by looking at …. 

83
I’d like to start by looking at ….

Let’s start with / start by looking at ….

Closing a section of the presentation

So, that concludes [title of the section] ….

So, that’s an overview of ….

I think that just about covers ….

**Beginning a new section of the presentation**

Now, let’s move on to ….

Now I’d like to move on to ….

Next I’d like to take a look at …

Now, let’s take a look at …. Moving on to the next part, I’d like to ….

Moving on to the next section, let’s take a look at ….

**Concluding and summarizing the presentation**

Well, that brings us to the end of the final section. Now, I’d like to summarize by...

That brings us to the end of the final section. Now, if I can just summarize the main points again.

That concludes my presentation. Now, if I can just summarize the main points.

That’s an overview of …. Now, just to summarize, let’s quickly look at the main points again.
**Finishing and thanking**

Thank you for your attention.

That brings the presentation to an end.

That brings us to the end of my presentation.

Finally, I’d like to finish by thanking you (all) for your attention.

Finally, I’d like to end by thanking you (all) for coming today.

I’d like to thank you (all) for your attention and interest.

**Inviting questions**

If anyone has any questions, I’ll do my best to answer them.

If anyone has any questions, I’ll be pleased to answer them.

If anyone has any questions, please feel free to ask them now.

If anyone has any questions, please feel free to ask them and I’ll do my best to answer.

**Referring to a previous point made**

As I mentioned earlier …. 

As we saw earlier…. 

You may recall that I explained …. 

You may recall that we said …. 
Dealing with (difficult) questions

I’ll come back to that question later if I may.

I’ll / we’ll look at that point in more detail later on.

Perhaps we can look at that point at the end / a little later.

I’ll / we’ll come back to that question later in my presentation.

Other phrases and key presentation language

[Word, phrase] [Meaning, function]

Briefly … ‘very quickly’

Take a look at … ‘look at’

Take a brief look at… ‘Quickly look at’

Return to ‘go back’, ‘explain again’

I’ll outline … ‘I will explain’

Here we can see … to draw attention to a specific point on a slide

As you can see here … to draw attention to a specific point on a slide

(Let’s) move on to…… to start a new subject

(Let’s) continue with ….. to start a new subject

(Let’s) continue by looking at...to start a new subject

To illustrate this point… when giving an example

Let’s, we can, we will … using ‘we’ and ‘us’ instead of ‘I’
5.3.1.4 Participating in meetings

Well-planned meetings are a vital communication tool for any organization. Meetings in the office and in community groups commonly bring professionals together to share information, develop strategies, work toward corporate goals and celebrate successes.

The success of every meeting depends on the active participation of invited participants. Given the total amount of time, effort and resources expended on planning meetings, makes good business sense to shape meetings in a way that supports full participation.

By considering accessibility as part of the preparation process, one ensures that everyone can participate and be involved, which means a fruitful and successful meeting.

a) Knowing your participants

When planning a meeting, it is necessary to give participants the opportunity to identify their accommodation needs early in the process. It should be in the initial notice or invitation, which will support an inclusive environment from the beginning of the planning and set the tone for the meeting.\(^{35}\)

b) Scheduling considerations

It is must to invite participants well before the meeting date so that there will be time to arrange for appropriate accommodation requests. The earlier to receive accommodation requests, the easier it will be to keep expenses to a minimum. Extra charges can be avoided for last-minute requests. Arranging accommodations in advance is mainly important when the number of requests for a service could exceed the availability of a single accommodation service provider.

While planning, one should:

• Give participants sufficient time to arrange their transportation

• Request sign language translators and real-time captioning for people who are deaf or deafened and amplification systems for people who are hard of hearing.
• Arrange for translation of conventional print material to alternative formats such as DAISY, Braille, audio, large print or plain language and offer them before the meeting.

• Offer meeting materials in advance for those who need more time or quiet to gain better understanding.

c) Conducting the Meeting

Successful business meetings are lead with common courtesy, politeness and respect. These values are essential to planning and supporting inclusion. Inclusion relates to all people being able to participate as a valued member of the organization. As an organizer, a chairperson or a presenter at a meeting, keep in mind that people with disabilities can face many barriers, not all of them physical. They may experience difficulty hearing what is said, seeing small print on an invitation or understanding the context and information if it is presented too quickly. Confirming that meeting is successful requires the full participation of everyone attending the meeting. With proper planning, organizing meetings that are accessible from start to finish can be easy. Some well planning tips and best practices can help maximize the possibility of success.

5.3.1.5 Handling negotiations

In the world of business, negotiating skills are used for a number of reasons, such as to negotiate a salary or a promotion, to secure a sale, or to form a new partnership. Negotiating is often referred to as an "art". While some people may be naturally more skillful as negotiators, everyone can learn to negotiate. And, as they often say in business, everything is negotiable.36

Negotiation Process: According to Rachel -Languages There are a few golden rules to successful negotiations.

1) Always try to negotiate for no less than 15 minutes. Any less than that and it is unlikely that either party has had enough time to fairly consider the other side. Normally, the size or seriousness of the negotiation determines the amount of time needed to negotiate it. It is a
good idea to set a time limit. Almost 90% of negotiations get settled in the last 10% of the conversation.

2) Always propose to let the other party speak first. This is mainly important if you are making a request for something for example a raise. The other party may have overestimated what you are going to ask for and may really offer more than what you were aimed to request.

3) Always respect and listen to what your opponent has to say. This is significant even if he does not extend the same courteousness to you. Try to remain calm and pleasant even if the other party is showing frustration or anger. Keep in mind some people will do anything to frighten you.

4) Accept what the other party says. Everybody likes to know that what they say is important. If they open first, use it to your benefit, by summarizing what you have heard. Repeat their important thoughts and ideas before you present your own stronger ones.

5) Care about your own and your counter partner’s body language. Ensure that you aren't conveying any negative body language.

**Language to use to show understanding/agreement on a point:**

I agree with you on that point.

That's a fair suggestion.

You have a strong point there.

I think we can both agree that...

I don't see any problem with/harm in that.

**Language to use for objection on a point or offer:**

I understand where you're coming from; however...
I'm prepared to compromise, but...

The way I look at it...

The way I see things...

I'm afraid I had something different in mind.

That's not exactly how I look at it.

From my perspective....

I'd have to disagree with you there.

Body language refers to various forms of nonverbal communication, where in a person may reveal clues as to some unspoken intention or feeling through their physical behavior. These behaviors can include body posture, gestures, facial expressions, and eye movements. Body language can also vary depending on the culture. There are a set of universally recognized gestures but many are influenced by our social settings.  

<table>
<thead>
<tr>
<th>Body Language</th>
<th>Possible meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoiding Eye Contact</td>
<td>Lying, Not interested, not telling the whole truth</td>
</tr>
<tr>
<td>Serious Eye Contact</td>
<td>Trying to intimidate, Showing anger</td>
</tr>
<tr>
<td>Touching the face/fidgeting</td>
<td>Nervousness, Lack of confidence, Submission</td>
</tr>
<tr>
<td>Shaking the head/turning away</td>
<td>Frustrated, In disbelief, Disagreeing with a point.</td>
</tr>
</tbody>
</table>
The successful negotiator puts a stop to it by choosing not to say anything that would be perceived as aggressive or defensive.\textsuperscript{38}

Example A

Vicky: “I can’t believe you are being so rigid.”

Kuki: “Rigid! You should talk! You are completely bull-headed.”

Vicky: “Right! You should try listening to yourself. You are impossible.”

Example B

Vicky: “I can’t believe you are being so rigid.”

Kuki: “You’re not happy with what I’ve asked for.”

Vicky: “You’re damn right! You have to consider what I want.”

Kuki: “Tell me more about it, then. I’ll be happy to listen.”

In example A, Vicky and Kuki dig themselves in deeper with each statement. In example B, Kuki blocks the defend/attack spiral and makes it possible for communication to resume.

With practice, one can learn to use these simple skills to get more of what they want in life, without coming across like a bully. In fact, these skills helps to reach agreements that are more likely to satisfy both parties while maintaining a positive relationship.\textsuperscript{39}
5.3.2 Business English Writing Skills

"Written communication is more explicit and can be read over and over again to ensure complete understanding."

Written communication involves interactions that make use of the written word. It is necessary in business situations, it is important for all business owners and managers to develop effective written communication skills. Ironically, the importance of good writing skills in the business world has become more evident even as companies rely increasingly on computers and other new technologies to meet their obligations. From pitching a business case or justifying a budget, to customer communication the quality of writing can determine success or failure.

Some of the various forms of written communication that are used internally for business operations include memos, reports, bulletins, job descriptions, employee manuals, and electronic mail. Examples of written communication avenues typically pursued with clients, vendors, and other members of the business community, include electronic mail, Internet Web sites, letters, proposals, telegrams, faxes, contracts, advertisements, brochures, and news releases.40

**Channels of Written Communication:** 41

(a) Business Letter

It is usually a letter from one company to another, or between such organizations and their customers, clients and other external parties. The overall style of letter depends on the relationship between the parties concerned. Business letters can have many types of contents, for example to request direct information or action from another party, to order supplies from a supplier, to point out a mistake by the Letter’s recipient, to reply directly to a request, to apologize for a wrong, or to convey goodwill.
A business letter is sometimes useful because it produces a permanent written record, and may be taken more seriously by the recipient than other forms of communication.42

Fig5.3.2 (a) : Image of Business letter43

(b) Circular

A circular is used to send the same information to a number of people. It is used in sales campaigns and for announcing important developments in business, such as extensions, reorganizations, changes of address, etc.

A circular letter is prepared once only and it may then be duplicated for distribution to the various recipients. Names, addresses and individual salutations may be inserted after duplication in order to personalize the letter. It is a written document that is addressed to a
closed group of people and are mainly used in business dealings. These letters are usually meant to be read by a large number of people and they are meant to obtain publicity for merchandise and stimulate sales.

Many circulars are written to staff regarding various matters concerning:

- The general running of business,
- Safety and security,
- Administrative matters and
- Many other things.

Fig. 5.3.2 (b): Image of circular letter
c) Business Memo

The memorandum, usually called a memo, is a common form of internal communication in business and academia. Memos have many purposes, including informing employees, giving directions, and outlining procedures, requesting data, supplying responses, and confirming decisions. A memo is used for more day-to-day matters, but for some matters a formal letter may be printed on the company’s letter headed paper. Business memos are an internal method of communication within one company. Memos can also be an external method if the correspondence is between two companies. Memos are used to communicate information, like upcoming tasks within a department or general news that needs to reach a wide audience. Pre-defined memo templates and email have made communication easier.45

But essentially there are three basic reasons to write a memo:

To persuade to action (we should do this)
To issue a directive (do this)
To provide a report (here’s what was done, or here’s what we found out)

MEMORANDUM

TO: All Employees
FROM: Thomas Alba
DATE: December 2, 2003
SUBJECT: New Procedures

A new procedure will be implemented for a style of letter writing that will be take place immediately for Western Security Systems. An example of the new block style letter is enclosed.

Enclosure

Fig.5.3.2 (c): Image of a business memo46
(c) Fax

A fax (short for facsimile and sometimes called tele copying) is the telephonic transmission of scanned-in printed material (text or images), generally to a telephone number associated with a printer or other output device. The original document is scanned with a fax machine, which treats the contents (text or images) as a single fixed graphic image, converting it into a bitmap. In this digital form, the information is transmitted as electrical signals through the telephone system. The receiving fax machine reconverts the coded image and prints a paper copy of the document.

Nearly all modems manufactured today are capable of sending and receiving fax data. Fax/modem software produces fax signals directly from disk files or the screen. Even if a document is text only, it is treated by the computer as a scanned image and is transmitted to the receiver as a bitmap. The Internet provides a new and cheaper way to send faxes in some cases. A number of free and commercial companies provide arrangements for using the Internet rather than the public telephone system for most or part of the path to the fax point. Some services also provide the ability to broadcast a fax to multiple addresses.47

![Image of Business fax](image_url)

Fig.5.3.2 (d): Image of Business fax48
(d) Tender Notice

In this competitive business world, Tender notice is a very important communication. Public Notice for the purchase, sale or construction either circulated or published, is generally known as Tender Notice.

Any organization which is willing to have its activity in a competitive manner usually advertises its requirement in the press through a public notice. In some cases Tender notice is circulated only to registered contractors of that particular organization. Drafting tender notice is an important work. In a way it is a legal draft and as such it should include all relevant points to avoid a dispute.

Fig.5.3.2 (e): Image of Tender Notice
(e) Business Report

Writing an effective business report is a necessary skill for communicating ideas in the business environment. Reports usually address a specific issue or problem, and are often commissioned when a decision needs to be made. They present the author’s findings in relation to the issue or problem and then recommend a course of action for the organization to take. The key to a good report is in-depth analysis. Good writers will show their reader how they have interpreted their findings. The reader will understand the basis on which the conclusions are drawn as well as the rationale for the recommendations. (Victoria business school Orauariki)

A business report may contain:

- A covering letter or memorandum
- A title page
- An executive summary
- A table of contents
- An introduction
- Conclusions
- Recommendations
- Findings and discussion
- A list of references
- Appendices.

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Derek Walcott (1930-) Caribbean poet, playwright, writer and visual artist The English language is nobody's special property.

Garrett Coan, ‘Negotiating Skills Will Get You Ahead’


SONA PRASAD Business Communication , Ex- Faculty of MBA, DMSR, Tirpude College of Social Work NAGPUR

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