TEACHING BUSINESS ENGLISH

商务英语教学

Mark Ellis

Christine Johnson

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总　序

　　近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

　　有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

　　这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

　　试举两个例证:

　　一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。(Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994)

作者前言:"本书旨在帮助你去学习如何更有效地进行教学。它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际,并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则,但是要意识到有哪些可能性。""因此本书并不是告诉你'就用这种方法',而代之以'这几种方法似乎都可行。'主要是由你自己决定用哪一种方法。"

本书共十二章,涉及教与学的关系、教学安排、课堂活动、语言技能等等方面,绝大部分章节都是先介绍该章内容,然后列出各种具体教学活动(tasks),其后是对各项活动的分析评述。例如第六章"说的技能"共有四小节,即 1)为什么要说;2)交际性活动;3)语言交际与流利;4)演戏和角色扮演,每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南:《语言学习研究方法》,剑桥大学出版社,1992。(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言:"传统的语言教学研究方法不是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理,并要求教学人员接受采纳。上世纪八十年代以来情况有了变化,如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果,而是对自己的课堂教学采取一种科研态度。本书目的在于 1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。"

本书共十章,介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章"自省方法"为例。所谓"自省",就是不仅仅着眼于课堂上的教学实践,而要更进一步去思考教学步骤。教学人员一方面审视自己的教学,一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录,以这些资料为依据进行分析研究,得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言

之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪
2002 年 6 月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要,英语教学在国内有了进一步的发展,对英语教师的需求量日益增大。为了培养一大批高素质的英语教师,必须有组织地开展师资培训工作。在职的英语教师也必须继续充电,通过种种途径进一步提高业务水平。然而,许久以来,系统介绍英语教学法的专著极为匮乏。因此,上海外语教育出版社特地从国外知名出版社,如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著,出版了外语教学法丛书。《商务英语教学》(*Teaching Business English*)就是其中的一本。

本书是一本阐述商务英语特点以及培训商务英语教学人员的教材,作者马克·埃里斯(Mark Ellis)是巴思英语考试机构负责人之一,克莉丝汀·约翰逊(Christine Johnson)是该机构的高级培训顾问。

全书分三部分:第一部分概括地介绍了有关商务英语的背景知识。作者介绍了商务英语的特点、商务英语和一般英语在教学上的区别、商务英语学习者的学习目的和特点、提供商务英语教学的机构和服务对象等有关知识。

第二部分全面分析了商务英语学习者的需求以及如何根据这些需求设置课程内容。该部分还专门分析了人才市场的需求,分析了各类工作人员,如经理、技术人员、文秘工作人员、人事部门、财务部门、生产部门和销售部门的人员对于商务英语的不同要求。

第三部分首先阐述了商务英语教材可能使用的各种教学材料,包括框架性教材,真实性商务文献以及其他已经出版的教学材料等,然后介绍了如何组织课堂教学活动的种种方法。最后,该部分还分析了当前商务英语教学的发展趋势,涉及当前的教学法发展方向、语言技能训练方法、跨文化知识的传授以及专业分工的深化等方面。

本书把商务英语的教学与现行的交际法英语教学、以学习者为中心的教学思想相结合,提供了作为一个称职的商务英语教师所必须掌握的理论和教学方法。本书实例丰富,资料翔实,分析充分,可读性强,并提供深入学习研究的参考资料和指南,可作为较高层次的英语教师的培训教材或教学参考资料,也可供英语专业高年级学生、攻读语言学专业的硕士和博士研究生作为辅助教材使用。

本社编辑部

INTRODUCTION

This book is aimed at teachers, trainers, and course organizers who are working or intending to work with:

- Job-experienced language learners from companies or other business institutions: managers, office staff, and other professionals such as lawyers and engineers.

- Pre-experience language learners studying, for example, Business Studies or Trade and Commerce at schools, colleges, or universities.

Objectives

The main objective is to provide readers with a practical approach to the teaching of Business English. In order to do this, the book gives relevant background about business learners, the world they work in, and the language they use. It also presents strategies for teachers approaching the training task:

- How to become better informed

- How to define the objectives of training

- How to prepare materials and activities for the classroom

- How to evaluate performance and progress.

We think it is important to put the learner at the centre of the teaching process. With professional, job-experienced learners, this means exploiting their knowledge and experience both for content and as a source of motivation. Pre-experience learners may not have the same hands-on experience of business procedures, but they do have a developing knowledge of business theory and standard practices, and, presumably, an interest in business topics which can be very valuable in the language learning classroom.

Content

The book is divided into three parts.

Part One gives a general background to the subject and is intended mainly for people who are new to Business English teaching or who may be thinking about moving into the profession.

Part Two focuses on the needs of the learners and demonstrates how a teacher can analyse these needs in order to determine the shape and content of a course. Chapter 7, however, is specifically concerned with job analysis—an area not as directly relevant to pre-experience learners on business courses at universities and commercial schools as it is for those already at work.

Part Three looks at materials and activities. It gives some pointers about how to select materials and how to develop materials and activities for the classroom. It also makes suggestions about classroom management and strategies for dealing with different kinds of learners.

Parts Two and Three are intended to provide ideas for practising teachers and experienced teachers, as well as offering guidance to newcomers.

The terms 'training' and 'trainer' are frequently used throughout this book to refer to the process of acquiring business communication skills and to the person running the courses. Particularly in the context of company language learning, these terms are felt to be more accurate than 'teaching' or 'teacher'. 'Training' is the word commonly used to refer to what adults receive in a company context: we talk, for example, about management training, computer training, and sales training. Teaching, on the other hand, implies education: the passing on of knowledge, but also of a right and wrong way of doing things. It more properly describes what young people receive in school, and may in some cases have bad connotations for businesspeople. Another implication of 'teaching' is that it involves giving information about the system of the language, whereas 'training' implies developing skills in using language as a means of communication. Current approaches to the conducting of Business English courses reflect this emphasis on skills and performance, as will be seen in Chapter 5.

CONTENTS

PART THREE: Activities and materials

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Glossary

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PART ONE

Introduction to Business English