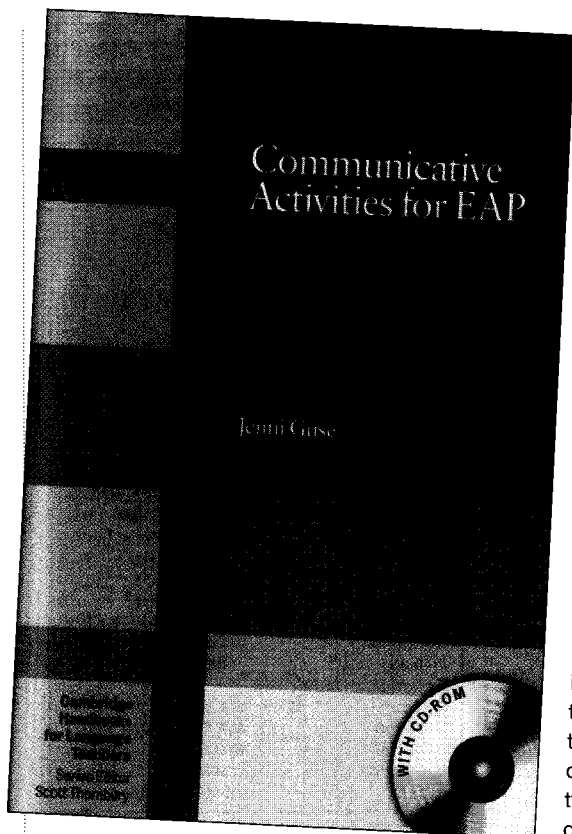


Reviews



forced into being of a communicative nature when a different approach may be better in achieving the intended outcomes. Having said that, this book would be an excellent addition to all practising EAP teachers' bookshelves, and I have no doubt that it will become as popular as some of the other CUP materials in this series.

Louis John Rogers
Reading, UK

The Business English Teacher

by Debbie Barton, Jennifer Burkart and Caireen Sever

DELTA Publishing 2010
978-1-905085-34-7

This slim volume is part of the DELTA Teacher Development Series and is subdivided into three sections. Part A looks at the 'underlying pedagogy and overriding principles' of business English and, in many ways, this seems like a crash course in ELT principles applied to the business English context. That said, the points are very relevant and should have the intended effect of reassuring

those embarking on business English teaching that the basics from their regular teaching still apply, although they may face new challenges. A huge amount of information and many suggestions are presented in this packed 17-page section.

Of the three sections in the book it is Part B that will probably appeal most to busy teachers. This is by far the longest section and provides a wealth of immediately accessible activity ideas that can be integrated into programmes at different stages – not just for business people, but also when training professionals in any sector. It is divided into three chapters: the first focusing on the learner, the second on language areas typically addressed during business English courses, and the final one

a collection of more general activities, many of which show how authentic materials can be exploited in business English classes. Each activity is prefaced with a principle that anchors it in the pedagogy and principles of Part A. This is followed by preparation and procedure and a useful section on alternatives or ways to adapt the activity for different scenarios. Just reading through the three chapters in this section, I found myself making a mental note of several activities that would have slotted effectively into courses I had taught.

Part C looks briefly at a business teacher's avenues for development, both as a teacher and in career terms. Again, this is a timely reminder of the parallel but also divergent paths accessible to business English specialists.

The authors come across in this book as highly committed and enthusiastic about their field, and their practical activities help to give teachers support as they approach the 'liberating' aspect of

developing and teaching business courses without a coursebook – or even with one.

My one criticism would be addressed at the publishers of this series who use a rather small font, difficult for the less youthful to read! However, this is a minor criticism of a book that provides useful support to teachers embarking on teaching business English or, indeed, to those who have been conducting business English programmes for some time and would like to add to their repertoire.

Linda Hanington
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