

Elżbieta JENDRYCH, *Business English*, Wydawnictwo C.H.Beck, Warszawa, 2015, 246 pp.

It is indeed with great interest that I read E. Jendrych's *Business English*. The course book, in its theoretical plane, comprises a profound analysis of the index area to students with a good command of general English. Being part of foreign language teaching and learning empirical paradigm its methodological plane explicitly links theoretical knowledge with practical applications in the field by offering a variety of texts followed by compatible with them practice tasks and grammatical, lexical and writing sections.

According to S. Grucza (2013: 38) the perception of specialised languages as variants/ varieties of general languages results, at the end of the 1960s, in the distinction between two linguistic realities – one is referred to as “a specialised language” whereas the other – “a general language”. Also, the answer to the question of what distinguishes any specialised language from any general language has been sought as a consequence of which, S. Grucza (2013: 39) continues, in the 1970s, appropriate empirical analyses are conducted in order to determine syntactic features characteristic of specialised languages. In the 1980s attempts are made so as to formulate a coherent theory of specialised languages so that linguistics of specialised languages becomes a relatively separate field of study.

Following P. Stevns (1988), A. M. Johns (1991), A.M. Johns, T. Dudley-Evans (1991) and R. West (1995), S. Grucza (2013: 45) notices that within Language for Specific Purposes, one can distinguish, among other things, between: English for Academic Purposes” (EAP), „English for Business and Technology” (EBT), „English for Science and Technology” (EST), „English for Medical Purposes” (EMP), „English for Business Purposes” (EBP), „English for Legal Purposes” (ELP), „English for Management, Finance and Economics”, „English for Occupational Purposes” (EOP), „English for Business and Economics” (EBE), „English for Social Studies” (ESS), “English for Military Purposes” (EMP).

Business English consists of 246 pages, opens with contents followed by eleven consecutive modules: 1. “Business Environment”, 2. “Business Organisations”, 3. “Entrepreneurs and Managers”, 4. “Human Resources”, 5. Production and Operations”, 6. “Marketing”, 7. “Sales”, 8. “Corporate Finance”, 9. “Business Communication”, 10. “New Models of Business”. Each module consists of five sections, the first of which – “texts” – provides a general theoretical discussion of a given issue while the four remaining ones (in order of appearance) are: business writing, speaking section, grammar review and glossary – all collected by the author and meant to examine the issues raised in the first (i.e. theoretical) part from an empirical perspective.

The submodules of the “texts” parts then are: 1.1.2 “Types of Economy”, 1.1.3 “Stages of a Business Cycle”, 1.1.4 “Internal and External Business Environment”, 1.1.5 “PEST/SLEPT/STEEPLED Analysis”, 1.1.6 “Competition”, 1.1.7 “Globalisation”; 2.1.1 Business Planning and Start-Up, 2.1.2 “Types of Business Organisations”, 2.1.3 “Shareholders and Stakeholders”, 2.1.4 “Organisational Structure”, 2.1.5 “Business Development”, 2.1.6 “Business Strategy”, 2.1.7 “Formalisation and Bureaucracy”; 3.1.1 “Who is who in a Business Organisation”, 3.1.2 “Levels of Management”, 3.1.3 “Managerial Functions, Roles, Skills and Qualities”, 3.1.4 “Leadership and Management Styles”, 3.1.5 “Project Management”, 3.1.6 “Change Management”, 3.1.7 “Coaching and Mentoring”; 4.1.1 “Functions of Human Resources Departments”, 4.1.2 “Workforce Segmentation”, 4.1.3 “Staff Recruitment and Selection”, 4.1.4 “Motivation”, 4.1.5 “Organising People”, 4.1.6 “Remuneration”, 4.1.7 “Corporate Culture”, 4.1.8 “Developing Employees”, 4.1.9 “Performance Appraisal”, 4.1.10 “Termination of Employment”, 4.1.11 “Unemployment”; 5.1.1 “Manufacturing”, 5.1.2 “Primary, Secondary and Tertiary Production”, 5.1.3 “Research and Development”, 5.1.4 “Just-in-Time Production, Agile Manufacturing, Quick Response Manufacturing”, 5.1.5 “Operations Management”, 5.1.6 “Sourcing and Procurement, Supply Chain Management”, 5.1.7 “Outsourcing and Offshoring”, 5.1.8 “The BCG Matrix”, 5.1.9 “Quality”; 6.1.1 “Identifying Target Customers: Market Segmentation”, 6.1.2 “Market Research”, 6.1.3 “Marketing Mix”, 6.1.4 “SWOT Analysis”, 6.1.5 “Advertising and Promotion”, 6.1.6 “Brands”, 6.1.7 “Building Brand Loyalty”, 6.1.8 “Integrated Marketing Communication”, 6.1.9 “Customer Focus”; 7.1.1 “Domestic Trade: Retailing and Wholesaling”, 7.1.2 “International Trade”, 7.1.3 “Regional Economic Integration”, 7.1.4 “Pricing”, 7.1.5 “Contract for Sale of Goods”, 7.1.6 “Order Processing”, 7.1.7 “Distribution, Transport, Logistics”, 7.1.8 “Customer Attendance”, 7.1.9 “After-Sales Service”, 7.1.10 “Complaints Handling”, 7.1.11 “Product Life Cycle”; 8.1.1 “Introduction”, 8.1.2 “Sources of Finance”, 8.1.3 “Management Accounting”, 8.1.4 “Budgeting and Cost Analysis”, 8.1.5 “Financial Statements”, 8.1.6 “Corporate Taxes”; 9.1.1 “Introduction to Communication”, 9.1.2 “Basic Communication Skills”, 9.1.3 “Creating and Communicating Personal Brands”, 9.1.4 “Role of Face-to-Face Communication in Business”, 9.1.5 “Business Etiquette”, 9.1.6 “Business Writing”, 9.1.7 “Social Media, Networking and Business Communication; 10.1.1 “The Triple Bottom Line”, 10.1.2 “The Changing Workplace”, 10.1.3 “Corporate Philanthropy and CSR”, 10.1.4 “Sustainability and Environmentalism”, 10.1.5 “Conscious Capitalism”, 10.1.6 “Reinventing Management and Leadership”, 10.1.7 “The Age of Consumer Capitalism”, 10.1.8 “Business Ethics”.

The other areas of interest under study also are (in the following submodules, in order of appearance):

- Business Writing”: notice; mission/vision statement; memorandum; curriculum vitae; reports; business letters; complaints; emails; corporate profiles; press release;
- Speaking Section: planning, predicting; giving instructions/recommendations/suggestions; (dis)agreeing, delegating, providing

feedback; job interviews, formal presentations; meetings; business metaphors in advertising; language of sales/elevator pitch, apologising; numbers, visuals; metaphors in business communication, telephoning; negotiations;

- Grammar Review: future tenses; present tenses; past tenses; polite questions; passive voice; “most” in formal correspondence, do/make; compound adjectives, articles; temporal clauses; formal linking words; conditionals (all in order of appearance).

The titles of both the modules and submodules perfectly grasp the issues analysed and, for this reason, I have decided not to refer to their contents at all. Revision Section (here: module 11), which comprises 51 tasks “designed to supplement the material presented in modules 1-10 and ‘to recycle’ the vocabulary in order to help students memorise it better” (E. Jendrych, 2015: 213), followed by Key are yet to be found in the course book.

Business English by Elżbieta Jendrych is clearly intended for a wide range of recipients including, first and foremost, Business English students or teachers/teacher trainees. It provides the reader (in actual fact – various readers, and certainly not only limiting to Polish readers) with a good overview of current findings and research projects in the field, clarifies the future direction, sensitises (both amateur and professional) Business English lovers to the underlying issues as well as provides them with rich data allowing teasing out what they find relevant aspects of Business English studies.

The work’s structure is clear, efficient, and to the point, and it fits within the range of already published works, discovers and proposes relevant ideas or takes an evaluative and critical stance towards acknowledged theories and approaches while, at the same time, introducing fresh views, suggestions and responses. The practice tasks are a good synthesis of the analyses made, and do encourage the student to further research-this field.

To conclude, for all the reasons mentioned above, I highly recommend *Business English* by Elżbieta Jendrych to anyone interested in developing their Business English skills or, as S. Grucza (2013: 111) puts it, specialist discursive competence – one that comprises not only discursive and textual competence but also discursive and interactional competence – perceived as skills which enable specialists to take part in specialist interaction. And it is a real “must have” for any enthusiast au fait with the area of Business English studies.

References

Grucza, S. (2013), *Lingwistyka języków specjalistycznych*. Warszawa.

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