

## **A Study on the International Business English focusing on Reading**

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### **I . Introduction**

There is no doubt that English is one of international languages; an international tool of communication. English plays a role for many people as a bridge into the worlds of higher education and any other fields which they are interested in, no matter which subjects they are. At the same time, on the contrary, English can be a barrier among people who want to share their interest in the same field.

The importance of English education is more and more emphasized; the targets of English education are getting younger and English education is

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getting subdivided. At universities, most departments provide English courses which fit their own specific purpose, going along with their own subjects. For instance, students<sup>1)</sup> who study fashion design learn English which are useful for and related to the fashion design industry.

In a business part, many universities and private institutes have offered many English courses as a name of 'business English'. However, the true meaning of business English should be 'International Business English', which is really essential in the international business field. While normal business English deals with presenting, meeting, booking, answering phone, making appointment, etc, International Business English(hereinafter, IBE) includes making contracts, doing international transaction, understanding and using international regulations, laws, treaties, etc. Therefore, these two should be distinguished.

International trade is transactions between or among two or more different countries. When two different countries which have different first language initiate the trade, the first thing they have to do is to find a language they can communicate each other and that might be English in most cases. This seems to mean that English is the most important and one of basic factors of international business.

Despite the importance of IBE, as shortly mentioned above, it has been neglected in an academic area so far, owing to the lack of interest in the field of IBE. There has been no study or research about it at all. Studying IBE education requires a two-fold task ; technical knowledge of international business and general linguistic knowledge. Teaching IBE means teaching English with the contents of international business.

However, most teachers who have been teaching IBE at universities have a great amount of technical knowledge in their field but not linguistic skills at all. They may have some reading skill, but not any other skills

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1) In this article, the words, students, learners, and readers have the same meaning of university students who have had the compulsory English education in middle and high school before getting into the university.

properly-they lack the capacity to write international business correspondence right in English, needless to say, listening and speaking.

In order to provide students with decent education for IBE, universities have to consider several factors as follows ; materials, educational environment like length and frequency of lesson, number of students, the ability of teachers, teaching methods and so on. Nevertheless, it seems that no any factor is up to the expectation in the education field at present.

Considering all the facts mentioned above, most of all, systematic study should be executed in IBE education. This article will examine, focusing only on reading part, how IBE should be taught and how reading skills should be activated and integrated with other language skills. This objective will be fulfilled by asking, what reading means in IBE, as well as what role reading plays in IBE education.

## **II . The role of reading in International Business English**

Reading can be defined as a process whereby one looks at and understand what has been written. The reader is not simply a passive object, but rather is actively working on the text (decoding, identifying, etc), and is able to arrive at understanding what he/she reads (getting meanings, responding, etc)<sup>2</sup>). Understanding a written text means extracting the required information from it as efficiently as possible<sup>3</sup>). For example, when we look at a notice board to see whether there is a schedule change for a certain class we apply different reading strategies from those when we carefully read an article of special interest in a journal. In the first case, a competent reader will quickly reject the irrelevant information and find

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2) E. Williams, (1984), *Reading in the language classroom*, London, Macmillan, p.6.

3) F. Grellet, (2001), *Developing Reading Skills*, Cambridge, Cambridge University Press, pp.10-11.

what he/she is looking for. However, in the second case, he/she will need more detailed comprehension in order to understand what a text/article says. In the same way, IBE reading texts can be divided into two kinds in this article according to the role of it.

### **1. Reading as language learning tools**

Through reading, readers can have further practice of language items which they already learned like grammar, vocabulary and structure, as well as they can also practise language items in order to re-use them in writing. Both of these cases are readings for language learning and they seem to be the most basic purposes of the reading in a language teaching classroom. In Korea, most IBE textbooks in use are focused on this purpose even though in reality the original purpose of reading business correspondence is extracting necessary information and responding to what the sender demands.

Thick textbooks which are used at present provide a large amount of model business correspondence and lead the readers to memorize and imitate them. Frequently used structures, vocabularies, and grammar items are emphasized and most following reading activities require the readers to make similar sentences with the given vocabularies. For this simple process, teachers should have linguistic knowledge; it is definitely necessary that teachers should explain grammatical use and lexical meaning in order to make the learners to be able to re-use them in writing. In other words, teachers should train the learners to write sentences by themselves, not to memorize and copy them. Considering this aspect, most IBE teachers at universities do not have enough ability to do it right. The reason for this is that IBE has not been recognized as a subject which needs systematic teaching methods by professional teachers. So, it has been believed that anyone who has their degrees in international business area can teach IBE at universities.

## **2. Reading for getting information**

The second role of reading is making readers to be able to extract the information which they need from the texts, and more, they can find enjoyment through reading <sup>4)</sup>. These are reading for a purpose rather than reading for language, and these purposes are, in fact, similar to those of the fluent native-speaker reader, whatever the native languages are.

IBE textbooks which are used at universities contain some texts of regulations, laws, and treaties that are essential for students who study international business. They usually provide original texts with translation in Korean. These kinds of texts aim to give information to readers, so that it is important how much they comprehend what they have read. In order to teach these kinds of reading texts, and they should be able to not only translate the texts but also explain what they actually mean. The technical terminology has to be explained during the class, and accordingly, teachers have to be someone who has studied international business. Although students translate the original texts into Korean, it is not easy for them to understand what the texts really mean if they do not have technical knowledge about international business. This is why general English teachers cannot teach IBE.

## **Ⅲ. Literature Review for Reading**

### **1. The schema theory model**

In schema theory, the previously acquired knowledge is called the reader's background knowledge, and previously acquired knowledge structures are called schemata. The role of background knowledge in second language

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4) E. Williams, op cit., p.7.

learning has been investigated and two areas of background knowledge have been considered in this investigation ; one is knowledge of a specific culture or sub-culture, in terms of its way of life and institutions (so called, formal schemata), and the other is the terms of knowledge of specific subject or discipline (so called, content schemata)<sup>5)</sup>. In IBE, as to reading and writing areas, background knowledge means mostly content schemata, while in listening and in speaking areas, more formal schemata are needed.

According to schema theory, a text functions as an only provider of directions for readers as to how they construct the meaning from their own previously acquired knowledge structure, which is called schematic knowledge<sup>6)</sup>. Texts do not contain meaning, but rather they have potential for meaning, which is realized only in the interaction between texts and readers.<sup>7)</sup> Meaning is created in the course of reading when the reader draws both on existing linguistic knowledge (structure, grammar, vocabulary) and schematic knowledge (terminology in IBE) as well as the input which is provided by the text. Therefore, readers activate an appropriate schema against what they try to give an interpretation in order to comprehend the text<sup>8)</sup>. The way of interpreting depends on the schema which is activated by the text, and the success of interpretation depends on whether schemata are sufficiently similar to the writer's<sup>9)</sup>. As a result, in IBE, a general English language teacher who does not have any professional knowledge about international business cannot effectively teach reading effectively because, in this area, background knowledge is more

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5) P. L. Carrell, (1983), *Interactive text processing ; implications for ESL/second language reading classrooms*, New York, Cambridge University Press, p.240.

6) P. L. Carrell, J. Devine. & D. E. Eskey, (1988), *Interactive Approaches to Second Language Reading*, New York, Cambridge University Press, p.82.

7) P. L. Carrell & J. C. Eisterhold. (1983). *Schema Theory and ESL Reading Pedagogy*. Cambridge University Press. p.39.

8) E. William. op cit., p.12.

9) C. Nuttall, (1982), *Teaching reading skills in a foreign language*, Oxford, Heinemann Educational books, p.9.

important than any other factors. Quite often the same spelled vocabulary in IBE has a totally different meaning from the meaning used commonly in everyday English.

So far, it has been said that the appropriate schema is activated for comprehension of the text, but it does not mean that the relationship between activating schema and reading a text is a one-way process. It is rather a two-way processing. Schemata which are built up (derived) from the reading can be added to existing schemata or can change them<sup>10</sup>. So schemata grow and change continuously, throughout our lives.

## **2. The reading process**

As it has been mentioned earlier, the meaning from the text is created by a reader on the basis of interaction between the reader's existing linguistic/schematic knowledge and the input provided by the text. In other words, reading is an interactive process which is combined bottom-up with top-down processing modes, and during the reading, a reader's mind is engaged in these processes repeatedly in order to comprehend the text.<sup>11</sup>

### **(1) Bottom-up processing**

In bottom-up processing, a reader decodes individual linguistic units like phonemes, words and builds up a textual meaning from recognizing letters, words and sentence structure, and then, finally modifies preexisting background knowledge and current predictions on the basis of information encountered in the text<sup>12</sup>.

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10) E. Williams. op cit., p.14.

11) N. J. Anderson. (1994). "Developing Active Readers:A Padagogical Framework for the Second Language Reading Class", USIA English Language Specialist Report, Vol. 22. No. 2. p.178.

12) P. L. Carrell. op cit., p.241.

Here, two main basic factors can be considered for decoding; one is grammatical skills and the other is vocabulary development. As for the role of grammatical knowledge in reading, recognition of the cohesive devices of English (like substitution, ellipsis, conjunction, lexical cohesion) and their functions across sentences and paragraph are crucial to the information-gathering skills of second/foreign language readers, and equally, these should be taught. So readers can be aware of how these cohesive elements unify ideas in a text, and by that, their reading comprehension can be increased.

The other concern is vocabulary development. As we realize easily, one word does not have only one meaning. Even if it has only one meaning, it can have a slightly different meaning in a particular text. Similarly, a word in a text may simply have a variety of meanings, depending on how meaning of the word interact with context and background knowledge. The knowledge of individual word meaning is associated with conceptual knowledge, and teaching vocabulary means teaching new concepts, new knowledge<sup>13</sup>).

In IBE, common words which readers are supposed to know are often used for a different meaning, so sometimes even quite common words should be taught. As an example, a modal auxiliary verb, MAY, usually has several meanings in general English ; possibility, permission, wishes, hopes, requests, suggestions, and criticisms. However, in international business contract, for example, "...manufacturer may terminate this Agreement by a written notice as ...", the word, 'MAY' means 'being entitled to', which express 'a legal right' rather than permission or any other meanings. In addition to this, in order to comprehend reading texts, basic structures should be taught. Readers have to recognize subjects, main verbs, objects and any other parts of sentences, and furthermore, for example, in international business correspondence, what contents should be included in introduction, body and conclusion parts, as well as how each

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13) Ibid, pp.243-244.



part is connected. With understanding the whole structures, readers should have an ability to extract or ignore certain parts of the text for their own reading purpose.

## (2) **Top-down processing**

Top-down processing is making predictions about the text based on the prior experience or background knowledge, and then checking the text for confirmation or refutation of those predictions<sup>14</sup>). In other words, readers use their own intelligence, experience, prior knowledge, common sense, etc based on the schemata when they make predictions, interpret assumptions and draw inferences in order to comprehend the text<sup>15</sup>). Accordingly, those who have a greater background knowledge will comprehend the text better, and this implies that some readers who have reading problem may not have sufficient background knowledge. In the same way, the reader finds it easier to read and understand if the text is based on the reader's own subjects.

In IBE, top-down processing is quite important. As mentioned earlier, in Korea this is why people who have majored in international business have taught IBE at universities. For example, readers who do not have any knowledge about international business probably know all vocabularies in the sentence, '...extend the shipping date and the validity in the credit..', but they do not understand what this sentence really means. In order to understand this sentence properly, readers have to know how international business transaction works in L/C base, which is definitely background knowledge. For this reason, most IBE textbooks which are written for the university use give the relative background knowledge before or after the texts. Normally, textbooks explain the basic technical knowledge which is related with each chapter before introducing the international business

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14) Ibid, pp.244-247.

15) C. Nuttall. op cit., p.10.

correspondence and provide explanation for some linguistic items after presenting each correspondence.

### (3) Interactive processing for reading text

Efficient and effective second/foreign language reading requires both top-down and bottom-up strategies operating interactively<sup>16)</sup>. Skilled readers constantly shift their modes of bottom-up and top-down processing, accommodating to the demands of a particular text and reading situation<sup>17)</sup>. To put it simply, readers move both bottom-up and top-down processes, depending on the type of text, on the reader's background knowledge, language proficiency level, motivation, strategy use and so on<sup>18)</sup>. None of them should be neglected and both of them should be developed.

Since the learner's first purpose for reading in English is to learn English as a language, first of all, appropriate skill levels in decoding the syntactic structures, in identifying lexical items, and in recognizing grammatical forms should be taught. Without those skills, reading cannot be effective in spite of full background knowledge required by the text. For example, if the learner who has strong top-down skills in their native languages does not develop a bottom-up foundation of basic identification skills, he/she may not be able to transfer their high-level skills to a second/foreign language context<sup>19)</sup>. Therefore, some time in reading class has to concern the rapid and accurate identification of lexical and grammatical forms. Having the following reading passage like "All disputes, controversies, or differences which may arise between the parties, out of or

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16) P. L. Carrell. op cit., p.248.

17) Ibid, p.249.

18) J. A. Aebersold, & Field. M. L. (1997), *From reader to reading teacher ; Issues and Strategies for Second Language Classroom*, Cambridge, Cambridge University Press, p.56.

19) D. E. Eskey & W. Grabe, (1988), *Interactive models for second language reading : perspectives on instruction*, New York, Cambridge University Press. p.72.

in relation to or in connection with this contract, or for the breach thereof, shall be finally settled by arbitration in Seoul, Korea in accordance with the Arbitration Rules of the Korean Commercial Arbitration Board and under the Law of Korea..", in order to understand this one long sentence, first, in a structural aspect, readers have to know which one is a main subject and further, in a subject clause how each word is connected with others. Second, in a lexical aspect, they have to know the meanings of terminology like party, breach, settle, arbitration, etc. Of course, if the readers already have enough background knowledge about claim and arbitration it will be much easier to identify the structure of this sentence.

#### **IV. Criteria for the evaluation of IBE Education focusing on reading**

Evaluation of textbooks is judging the fitness of it for a particular purpose ; choosing the best textbook among lots of resources available for a certain need of language learners. Evaluation is concerned with relative merits. There are no absolute good or bad textbooks. It is only about degrees of fitness for the required purpose. Therefore, usually learners' needs should be analyzed before evaluating the textbooks.

Many scholars who study international business have written IBE textbooks, but no one has ever evaluated them and thought about how it should be taught. In situations where there is a shortage of trained teachers, language teaching is very closely tied to the textbook<sup>20</sup>). Therefore, textbook evaluation is very important as textbooks have a significant impact on the capacity of learners to meet their language learning objectives, and affect both the process of how they learn and the

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20) D. Williams, (1983), "Developing criteria for Textbook evaluation", *ELT Journal*, Vol. 37/3, July, p.251.

outcomes followed<sup>21)</sup>.

The purpose of this chapter is to formulate some criteria for the evaluation of textbooks.

## 1. Reading activities

Here, reading activity means any task, or question which is related to the reading text, whatever its purpose is. It can be broadly divided into three different kinds of activity.

### (1) Pre-reading activities

Before the learners begin to read the text, there are many possible tasks to make their reading more explicit and help them to tackle it more effectively. These are called pre-reading activities. The main roles of pre-reading activities are as follows<sup>22)</sup>; ① introducing and arousing interest in the topic, ② motivating learners, ③ providing some language preparation for the text.

First, by introducing the topic or the text before the reading, the learners can recall any information that they already know about the topic(content schema)<sup>23)</sup>. This is the process of activating and building background knowledge. Through this process, if the learners keep this knowledge in mind as they read, it would be easier for them to understand and make sense of the information they find in the text. All activities should involve the learners, not through a monologue by the teacher or statements in the textbook, itself. By involving the learners actively, their interest and curiosity could be increased and they could be more motivated.

Second, motivation is one of the most important factors in learning.

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21) D. Garinger. (2001), "Textbook evaluation", TEFL Web journal, Vol 1, No 1.

22) E. Williams. op cit., p.18.

23) J. A. Aebersold & M. L. Field. op cit., p.58.

Establishing a purpose for reading is one method of motivating the learners. If the readers can establish their own reasons for reading by themselves, getting them to do it on their own could be ideal. In a real life, however, it is usually the teacher who establishes the reading purposes. Therefore, before the reading, the clear purposes for reading should be set up, and the textbook should help the learners to read the text to achieve the provided purposes.

Third, providing some language preparation for the text is another role of pre-reading activities. The good point of this is that teaching a few key words and new grammatical items before reading could help the reader to understand the text more easily<sup>24</sup>). However, it could also lead the learners to the wrong impression. For example, if the list of key words to be taught is too long and if the teacher spend too much time on explaining these, the learners might believe that the following text would be too difficult, even before they start reading it. Moreover, the learners might have a wrong impression of that the lesson or class is for vocabulary study, not for reading, itself.

Last, signpost questions can guide the learners when they read, directing their attention to the important points in the text, preventing them from going off along a wrong track<sup>25</sup>). These questions are not to test, but rather to help the learners to understand by directing their attention to things which are potential sources of misunderstanding and by focusing on the main point.

Apart from these roles of pre-reading activity, there is one more point to be considered. It is which language the learners should use when they are doing pre-reading activities. For lower level learners, it would not be productive and effective to discuss a topic with partners or in a group in English, because they would not understand each other and it could result in saying nothing, and boredom.

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24) C. Nuttall. op cit., p.14.

25) Ibid, p.15.

**(2) While-reading activities**

The main purpose of the while-reading stage for the readers is understanding the written text, and extracting the required information from it as efficiently as possible. So, while-reading activity should help the readers to understand the text and extract the information which they want from the text while they are reading it.

Traditionally, reading comprehension lessons have centered on the reading passage of the text, and answering the following questions. These questions have been usually designed to find out whether the readers had understood, and these have been devices for testing. However, in recent years, there is a concern about how we should teach reading comprehension, rather than testing the reader's comprehension. In while-reading stage, activities should help the readers to develop their own strategies for making sense of texts and these should be intended to teach readers, not to test them.<sup>26)</sup> They should make the readers to contribute actively to the process of making sense of texts<sup>27)</sup>.

**(3) Post-reading activities**

Post-reading activities are followed after the reading texts. At this stage, three main things could be done ; reviewing the information in the text, discussing information not in the text, and evaluating the information in the text.<sup>28)</sup>

Firstly, in order to review the information in the text, mostly, reading comprehension questions are used. These questions can be asked before the students read, or while they read, or after they read. Various aspects of the content can be covered by text comprehension questions<sup>29)</sup> ; such as, the main ideas of the text, various specific details, the difficult parts as well as particular structures, grammar items, vocabulary, and so on.<sup>30)</sup>

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26) C. Nuttall. *op cit.*, p.15.

27) *Ibid.* p.15.

28) *Ibid.* p.16.

29) *Ibid.*, p.17.

Secondly, discussing information not in the text means making inferences. For this meaning, the term, 'inferential-level questions' is frequently used. These can be based directly on sentences in the text, and also can be based solely on the readers' knowledge and personal experience<sup>31)</sup>. No matter what these are based on, the ability to understand information which is not stated in the text is a higher-level reading comprehension ability.

Thirdly, as the readers read, their comprehension of the text is facilitated by their previous knowledge and experience. They understand the ideas, and they infer the information from the text as they compare it with their own prior knowledge or experience of that topic. The term 'evaluative reading' can be used for this. Evaluative reading does not mean either rejecting or accepting the information which provided by the text. It means that the readers are encouraged to keep an open mind about what they have read and to see the differences from and the similarities to their own knowledge. Teachers need to help the students do evaluative reading to the texts.

In order to be good reading comprehension questions, there are some points to be considered<sup>32)</sup>. First, if the reading is to be efficient, the reader must understand the structure of longer units. The reading consequence is that the reader should start with global understanding and move towards detailed understanding. So more global kinds of activities should be given at the beginning, and gradually, deeper and more detailed understanding of the text should be worked towards.

Second, reading comprehension activities should not be separated from the other skills. As all for skills are somehow related together in a real life, it is important to link the different skills through the reading comprehension activities.

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30) Ibid., p.17.

31) Ibid., p.17.

32) F. Grellet. op cit., p.13.

Third, since reading constantly involves guessing, predicting, checking, etc, these should be taken into consideration when reading comprehension activities are designed.<sup>33)</sup>

Fourth, reading comprehension activities should be suited to the texts and to the readers' reasons for reading them. Therefore, they should be flexible and varied. Varied activities could motivate the readers more, and the lesson could be more interesting. There are several forms of questions, such as, open questions, multiple-choice questions, True/False questions, gap fillings, etc. Moreover, non-linguistic response could be also used. For example, completing a map or a table, matching pictures or paragraphs, etc. could be those.

Fifth, reading comprehension questions should not be interested in testing the readers' memory. So, the readers should be allowed to refer to the text when they reply.

Last, reading comprehension questions should be based on the text, itself. They should not be general knowledge questions.

## 2. Suitability of content

There seems no point in arguing and emphasizing the effect and importance of motivation in language learning. Most English language teachers have experienced the situation which the students read more quickly and find reading texts easier to deal with, if they are interested in the reading texts.<sup>34)</sup> Even if the reading text is an obviously difficult one for their level, their interest in the reading text helps them to overcome linguistic difficulties - language problem - in some ways.

'Interest' is one of principles for teaching reading in second or foreign language<sup>35)</sup>. Interest increases motivation, and this motivation is a

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33) R. William, (1986), "Top ten principles for teaching reading," *ELT Journal*, Vol.40/1, pp.42.

34) *Ibid.*, p.43.

35) *Ibid.*, p.44.



significant factor in the development of reading speed and fluency. Especially, when the reading lesson is conducted as one of school subjects, rather than from their own voluntary need, and also the readers are students who are somehow forced to read, interest is more important and a considerable factor for better and successful reading.

### 3. Authenticity

Although there are many different definitions of 'authentic text', the most widespread one is a text which is not specially produced for language learners. In other words, 'authentic text' refers to any text which has not been written for language learning or teaching purposes.

The main benefits of using authentic texts in language learning could be summarized in twofold<sup>36)</sup>. First, authentic texts could be more interesting and motivating because they are the proof that the language is used for real-life purposes by real people.<sup>37)</sup> Not only the content of text, but also physical appearance (like style, layout, typeface, presentation, etc) could be very various and interesting, if there is little or no modification of the real texts.

Second, authentic texts give students an opportunity to experience actual instances of language which is used in a community.<sup>38)</sup> Especially, if the students learn English in their own country where English is a foreign language, and real materials are rarely seen outside the classroom. Therefore, authentic texts could be one of the natural ways for the students in encountering English and learning English-speaking-country-culture in some sense.

With respect to 'authenticity', there are three types of authenticity to be considered<sup>39)</sup> ; the first one is authenticity of the learners' own

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36) F. Grellet, *op cit.*, pp.14-15.

37) *Ibid.*, pp.14-15.

38) *Ibid.*, pp.14-15.

interpretations of such texts (in other words, 'for whom is it authentic?). The second one is authenticity of tasks conducive to language learning ('for what authentic purpose?), and the third one is authenticity of the actual social situation of the language classroom ('in which particular social situation?).

#### **4. Presentation**

##### **(1) Friendliness**

This matter has been raised recently. Students learn faster when they are enjoying what is going on, and teachers teach better when they like what they are doing. In order to help the teachers and students to know what is going on, and why they are doing, textbook layout and design can help this process enormously. A clear information path can help teachers and students to understand the relationship between texts, exercises, artwork and photographs so that they know where to go and what to look at next. Furthermore, logical movement from one page to another can also help them in this sense.

##### **(2) Balance of consistency and variety**

Although variety seems important, consistency is also important in presentation. In other words, two factors (variety and consistency) have to be in balance. For a simple example, there should be consistent allocation of page to units and sections of units, and also variety in design such as typeface, graphics, etc should be considered.

##### **(3) Visual effect**

More pictures (photographs) and more colors do not necessarily mean a better visual effect. Less visual with meaning into the text could be better

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39) J. Breen, (1985), "Authenticity in the language classroom," *Applied linguistics*, Vol.6/5, 1985, Vol. 6/5. pp.61-64.

than more visual without meaning. So, the function of visuals should be also taken account into. These functions can be summarized into four ; conceptualization, illustration, inspiration, and motivation.

#### **(4) Mimesis**

Mimesis means the act of deliberately attempting to copy an established and recognized format - for example, copying - in other words, making it look like - newspaper, magazines, TV programme schedules, and so on. Mimesis makes the textbook interesting and motivating, as well as reflects something recognizable which has life and validity outside the classroom.

#### **(5) Clarity**

In order to attract interest and summarize what is to be expected, signposting is necessary. Sections should be clearly labelled, and the nature of an activity should be also clearly signposted so that the eye could be drawn to it without a great effort. However, so obvious and repetitive headings or sub-headings could make students to cease to pay attention to them, and they could become irrelevant<sup>40</sup>).

## **V. Conclusion**

In order to provide proper IBE education, most of all, the decent study should be done. In Korea, most English education has been focused on general English and English certificate tests. However, universities have started to offer specific English courses for specific subjects like English for marketing, English for science, etc. Teaching specific English means offering systematic linguistic knowledge as well as technical knowledge in a certain

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40) L. E. Sheldon, (1987), *ELT Textbooks and Materials : Problems in Evaluation and Development*, Modern English Publications in association with The British Council, p.47.

subject. Similarly, teaching IBE means teaching English with contents about international business, by a teacher who has competence in both areas; in technical knowledge about international business and linguistic skills. Therefore, the study about IBE has to be commenced, not only about materials but also in teacher training aspects.

Some scholars think that IBE education is useless because it does not show the result as much as expected, but they are wrong. The result has been minor because IBE education has not had any of necessary factors like, materials, teachers, and educational circumstances. English is a language, so it can not be improved in a short time like one term at university.

In international business area, English is an absolutely essential element. English is most likely used when people do international business transaction, and more importantly, fluent English is definitely needed when negotiation is in a process by nations. Good negotiation cannot be achieved when a negotiator cannot speak properly. Thinking at university's level, it is a scholars' task to study IBE education and it is a administrators' task to offer students, who are potential traders and negotiators, enough opportunities to receive good education.

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## ABSTRACT

### **A Study on the International Business English focusing on Reading**

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The purpose of this article is primarily to give prominence to the importance of International Business English education. Although English is one of the most crucial parts in international business transaction it has not been treated as one of academical sciences. As English is a main language when the international business transaction is done International Business English should be studied by scholars who majored in international business area. It is true that there has been no study at all regarding International Business English(in this article, it does not mean General International Business English) so far. Anyone who does and learn the international business should have some opportunities to have a contact towards international business correspondence and other documents before they do in reality. However, in Korea, most English education has been focused on general English and English certificate tests at universities. At universities' level, it is certainly a scholars' task to study International Business English education in order to provide decent education to the students. For doing so, this article examine, focusing only on reading part, how International Business English should be taught and especially, how reading skills should be activated and integrated with other language skills. This objective will be fulfilled by asking, what reading means in International Business English, as well as what role reading plays in International Business English education.

Key Words : International Business English, Reading, English for International Business Transaction