

TEACHING BUSINESS ENGLISH TO STUDENTS: CONCEPT OF ENGLISH FOR BUSINESS PURPOSES (EBP) AND ENGLISH FOR BUSINESS COMMUNICATION (EBC)

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Abstract

This study describes Business English skills (reading, writing, speaking, and listening) and exploring strategies for integrating those skills into economics education, thereby providing a comprehensive approach to preparing students for successful communication and negotiation in global business contexts. This study employed a library research approach to gather comprehensive literature relevant to the integration of teaching Business English into English skills (reading, writing, speaking, and listening) for economic students. The analysis shows that Business English is specialized for international business contexts, aiming to improve communication through emails, presentations, and negotiations. It enhances professional interactions by developing skills in business vocabulary, writing, listening, speaking, and cross-cultural understanding, preparing individuals for diverse global career opportunities. Teaching materials are tailored to these goals, focusing on technical terminology, business report writing, and practical application in scenarios like financial reports and project proposals. They employ activities such as presentations, discussions, and simulations to foster communication skills and critical thinking. This approach promotes active learning through engagement in real-world applications, ensuring learners are prepared for success in the competitive global business environment. Teaching Business English to economics students focuses on developing reading, writing, listening, and speaking skills tailored for professional contexts. In reading, students analyze business documents like financial reports to extract critical information and master key terms for decision-making. Writing instruction emphasizes crafting clear and persuasive emails, reports, and proposals for effective communication. Listening skills prepare students to understand diverse accents in business conversations and presentations, enabling them to capture essential details and participate effectively. Speaking practice builds fluency and confidence in delivering presentations, negotiating, and engaging in discussions respectfully. Educators address challenges such as tailoring instruction to business needs, overcoming language difficulties, developing robust communication skills, integrating technology effectively, and fostering critical thinking and cultural sensitivity. By tackling these challenges, teachers enhance their strategies to prepare students for success in the global business environment.

Keywords: Business English; English; English for Business; English for Specific Purposes (ESP)

Abstrak

Studi ini menjelaskan keterampilan Bahasa Inggris Bisnis (membaca, menulis, berbicara, dan mendengarkan) serta mengeksplorasi strategi untuk mengintegrasikan keterampilan Bahasa Inggris Bisnis ke dalam pendidikan ekonomi. Dengan demikian, pendekatan ini memberikan metode yang komprehensif dalam mempersiapkan mahasiswa untuk komunikasi dan negosiasi yang sukses dalam konteks bisnis global. Penelitian ini menggunakan pendekatan penelitian kepustakaan untuk mengumpulkan literatur komprehensif yang relevan dengan integrasi pengajaran Bahasa Inggris Bisnis ke dalam keterampilan Bahasa Inggris (membaca, menulis, berbicara, dan mendengarkan) untuk mahasiswa ekonomi. Analisis menunjukkan bahwa Bahasa Inggris Bisnis dirancang khusus untuk konteks bisnis internasional dengan tujuan meningkatkan komunikasi melalui email, presentasi, dan negosiasi. Bahasa Inggris Bisnis meningkatkan interaksi profesional dengan mengembangkan keterampilan dalam kosakata bisnis, menulis, mendengarkan, berbicara, serta pemahaman lintas budaya, sehingga mempersiapkan individu untuk berbagai peluang karier global. Materi pengajaran disesuaikan dengan tujuan ini, dengan fokus pada terminologi teknis, penulisan laporan

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bisnis, dan penerapan praktis dalam skenario seperti laporan keuangan dan proposal proyek. Metode pembelajaran melibatkan aktivitas seperti presentasi, diskusi, dan simulasi untuk meningkatkan keterampilan komunikasi dan pemikiran kritis. Pendekatan ini mendorong pembelajaran aktif melalui keterlibatan dalam aplikasi dunia nyata, memastikan peserta didik siap menghadapi persaingan di lingkungan bisnis global. Pengajaran Bahasa Inggris Bisnis bagi mahasiswa ekonomi berfokus pada pengembangan keterampilan membaca, menulis, mendengarkan, dan berbicara yang disesuaikan dengan konteks profesional. Dalam keterampilan membaca, mahasiswa menganalisis dokumen bisnis seperti laporan keuangan untuk mengekstrak informasi penting dan menguasai istilah kunci yang mendukung pengambilan keputusan. Pengajaran menulis menekankan pada penyusunan email, laporan, dan proposal yang jelas serta persuasif untuk komunikasi yang efektif. Keterampilan mendengarkan melatih mahasiswa untuk memahami berbagai aksen dalam percakapan bisnis dan presentasi, sehingga mereka mampu menangkap detail penting dan berpartisipasi secara efektif. Latihan berbicara membantu meningkatkan kefasihan dan kepercayaan diri dalam menyampaikan presentasi, bernegosiasi, serta terlibat dalam diskusi secara sopan. Pendidik menghadapi berbagai tantangan, seperti menyesuaikan pengajaran dengan kebutuhan bisnis, mengatasi kesulitan bahasa, mengembangkan keterampilan komunikasi yang kuat, mengintegrasikan teknologi secara efektif, serta menumbuhkan pemikiran kritis dan kepekaan budaya. Dengan mengatasi tantangan-tantangan ini, pengajar dapat meningkatkan strategi mereka untuk mempersiapkan mahasiswa menghadapi kesuksesan dalam lingkungan bisnis global.

Kata Kunci: Bahasa Inggris Bisnis; Bahasa Inggris; Bahasa Inggris untuk Bisnis; Bahasa Inggris untuk Tujuan Khusus (ESP)

INTRODUCTION

Due to the increasing pace of globalization, business transactions are increasingly conducted across borders, leading to a rising need for professionals skilled in both English and business (Zhu & Liao, 2008). Business English is concerned with teaching communication rather than just language forms or skills (Zang, 2007). Recently, English has increasingly become standard practice within multinational companies (MNCs), prompting investigation across three fields: applied linguistics, international management, and corporate communication, typically found in international business schools (Kankaanranta et al., 2015). English is the accepted medium for international business transactions and the market for Business English courses (St. John, 1996).

Business English falls under the category of English for Specific Purposes (ESP). ESP is the way learners learn English for the needs of specific fields. When designing the syllabus for this course, it is essential to align learning objectives, material selection, and teaching methods with the specific needs of the students. It is beneficial to integrate real-world work situations into the syllabus design to enhance relevance and practical applicability (Ria & Malik, 2020). Business English is part of English for Specific Purposes (ESP). ESP is an English language teaching approach designed to meet the specific needs of groups of learners who have specific communicative goals or needs in specific fields such as business, medicine, engineering, and so on.

Business English is specifically focused on the use of English in a business context, covering a variety of skills such as reading financial reports, writing business emails, listening to business presentations, and speaking in negotiation situations or business meetings. This skill is important for professionals working in the world of international business where English is the primary language of communication. ESP, including Business English, differentiates itself from general English teaching by adapting materials, topics, and teaching methodology to the specific needs and communicative goals of learners in their professional context. This allows students to more effectively prepare themselves to use English in their daily work.

In recent years, significant changes have occurred in the realm of Business English due to several factors, including advancements in genre theory and the convergence of English for Business Purposes and Business Communication (Bhatia & Bremner, 2012). These developments have been prompted by the recognition of a need to bridge the divide between academia and the increasingly globalized business landscape. English for Business Purposes (EBP) and English for

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Business Communication (EBC) are fields of study and practice that focus on the use of English language skills within professional and business contexts. EBP involves the teaching and learning of English language skills specifically tailored to meet the needs of individuals working in various business sectors. It emphasizes the development of language proficiency in areas such as business writing, presentations, negotiations, and cross-cultural communication. On the other hand, EBC encompasses the broader spectrum of communication practices within business settings, including interpersonal communication, organizational communication, and communication strategies for effective leadership and management. Both EBP and EBC are concerned with equipping individuals with the language and communication skills necessary to succeed in the modern business world.

The relationship between English for Business Purposes (EBP) and English for Business Communication (EBC) lies in their shared focus on enhancing English language skills within professional and business contexts. While EBP specifically tailors language instruction to meet the needs of individuals working in various business sectors, EBC encompasses a broader range of communication practices within business settings. However, both EBP and EBC ultimately aim to equip individuals with the language and communication skills necessary to navigate the complexities of the modern business world effectively. Thus, while EBP hones in on specific language skills relevant to business activities such as writing, presenting, and negotiating, EBC addresses broader communication strategies and practices essential for success in professional environments. Together, they form complementary approaches to preparing individuals for effective communication and engagement in the globalized business landscape.

Business English shares similarities with General English as a form of English as a Foreign Language (EFL), but there are significant distinctions, particularly in terms of course objectives, which can vary widely from those of a General English program (Donna, 2000). The goals of a Business English course are typically tailored to the professional needs of the students. This could involve developing practical business skills such as delivering presentations, or more specialized academic skills if the students work in highly technical fields or need to participate in meetings and training courses conducted in English. There is often confusion between Business English and English for Specific Purposes (ESP) or English for Academic Purposes (EAP) among course organizers, highlighting the importance of approaching this area of teaching with flexibility and an open mind.

The background to the importance of students studying Business English is related to the increasing demands of globalization in today's business world. English proficiency in a business context is not only a need but a necessity in facing a competitive and multicultural work environment. Students who master Business English have a competitive advantage in communicating effectively with international business partners, clients, and colleagues from various cultural backgrounds. Apart from that, this ability also supports students to understand and apply important business terms and concepts, such as in preparing proposals, financial reports, presentations, and negotiations. By mastering Business English, students can be better prepared to face challenges in their professional careers, expand their global work network, and increase their opportunities to contribute significantly in a dynamic global economic context.

The importance of economics students studying Business English is very significant in the current era of globalization. English is the primary means of communication in the international business environment, making this skill crucial for students to compete effectively. By mastering Business English, economics students can communicate more smoothly and effectively with colleagues, clients, and business partners from various parts of the world. They will also gain a deep understanding of important business terms and concepts, enabling them to actively engage in strategic discussions and decision-making in a global business context. Additionally, proficiency in Business English opens up wider career opportunities in the international job market, allowing them to seek employment in multinational companies or even start a global career. By mastering negotiation, presentation, and other business communication skills, students will be better prepared to face professional challenges and increase their professionalism in various aspects of business

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work. Thus, learning Business English not only provides a competitive advantage but also prepares students to become future leaders in an ever-growing global economy.

Guiyu & Yang (2016) explore the results of the questionnaire on Business English education yielding significant insights into student preferences and educational needs. Firstly, students are primarily motivated to pursue Business English majors by the prospects of employment and personal interest. However, it is noted that existing teaching materials often do not fully address vocational requirements as perceived by students. Secondly, there is a consensus among students that the Business English curriculum should be aligned with both individual learning needs and broader societal demands, suggesting a need for a more comprehensive integration of business-related courses. Thirdly, students express a widespread belief in their lack of essential business knowledge and skills, emphasizing the importance of practical skill development in Business English courses. Fourthly, effective teaching materials in Business English should prioritize practical applicability and targeted communication skills to better prepare students for professional settings. Furthermore, enhancing teaching effectiveness entails the adoption of varied instructional methods tailored to different content areas within Business English. Lastly, the improvement of teachers' ethical standards, subject knowledge, teaching styles, and interpersonal relationships with students is crucial for better addressing student needs and maximizing learning outcomes in Business English education.

Ponomarenko & Malyuga (2012) explain that teachers of Business English aim to enhance more than just the basic speaking abilities of their students; their focus lies in cultivating rhetorical skills, particularly for successful negotiation. Conducting business amidst intricate global economic and political landscapes demands specific capabilities in sophisticated communication. In this regard, linguistic theories, particularly functional linguistics, can be highly beneficial. Zagan-Zelter & Zagan-Zelter (2010) present some challenges that both teachers and students in the academic environment have to face when it comes to the study of business English. We outlined the primary challenges encountered during the development of the syllabus and practical course for economics students. We advocate for ongoing assessment and emphasize the importance of emphasizing language use over specialized vocabulary. However, these matters remain open for further discussion. With the implementation of the Bologna system in higher education, we propose a reassessment of student needs, prompting a reconsideration of course content and the adoption of contemporary techniques that align with the requirements of future economists. Evans (2013) suggests ways in which materials writers can incorporate key characteristics of workplace communication into the design of tasks for Business English courses for adult learners. Zhang (2013) studies how Business English students' writing was received by international business practitioners. Wulandari & Sujadi (2017) developed business English and management students' reading comprehension. Chan (2017) investigates the use of transcripts of authentic workplace talk in the teaching of spoken business English. This paper has provided insights from two business English classrooms where the practice of using transcripts of genuine workplace conversations was introduced. The study demonstrates that students found the experience of learning from these transcripts beneficial and engaging. They appreciated the authenticity of the transcripts, which directly addressed their current or anticipated business communication requirements. Hidayati et al. (2018) outline the educational goals of teaching Business English, the various types of Business English curricula, the English resources used, instructional approaches, the responsibilities of instructors, and the roles of students in the Business English learning process. Tratnik et al. (2019) discuss the outcomes of a study aimed at assessing the effectiveness of an online Business English course within the context of higher education. It examines the main findings from comparing student satisfaction levels between online and traditional face-to-face Business English courses. The research explores the extent to which the online learning environment benefits students and identifies factors influencing student satisfaction with the course. Ria & Malik (2020) describe syllabus design in Business English based on the needs of Economics students. Nychkalo et al. (2020) describe the use of a Task-Based Approach in teaching vocabulary to business English

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learners at university. identify the effectiveness of the task-based approach to teaching business vocabulary to master's degree students while studying business English. Barus & Simanjuntak (2020) test students' perceptions of using Evieta-based learning in Business English classes at the Vocational School. They emphasize study materials for the Business English class, and it is evident that students generally agree that experiential learning is effective when implemented and utilized. The average perception score of 87 reflects positive evaluations across six criteria: comfort, content, usability, language, clarity, and enjoyment.

Previous studies have primarily focused on various aspects of teaching Business English, including syllabus design, effectiveness of teaching methods, and integration of authentic workplace materials. However, there remains a gap in literature specifically addressing the comprehensive integration of Business English across all four language skills (reading, writing, speaking, and listening) tailored specifically for economic students. While some studies touch upon the importance of rhetorical skills and negotiation in Business English teaching (Ponomarenko & Malyuga, 2012), and others discuss challenges in syllabus development and assessment methods (Zagan-Zelter & Zagan-Zelter, 2010), there is limited exploration into a cohesive approach that systematically integrates these skills within the context of economics education. Moreover, existing research often examines the effectiveness of specific teaching methods or materials in isolation (Evans, 2013; Zhang, 2013; Wulandari & Sujadi, 2017; Chan, 2017), or compares different modes of delivery such as online versus face-to-face courses (Tratnik et al., 2019). However, there is a need for comprehensive studies that investigate how integrating Business English across all language skills can enhance the overall proficiency and employability of economic students in diverse global business environments. Furthermore, while some studies propose syllabus adaptations based on the Bologna system or advocate for the inclusion of contemporary teaching techniques (Zagan-Zelter & Zagan-Zelter, 2010; Ria & Malik, 2020), there is a lack of research specifically focusing on the development and implementation of integrated curriculum frameworks that address the specific language needs of economic students preparing for careers in multinational corporations or international business settings. Therefore, this study aims to fill this gap by describing Business English skills (reading, writing, speaking, and listening) and exploring strategies for integrating Business English skills (reading, writing, speaking, and listening) into economics education, thereby providing a comprehensive approach to preparing students for successful communication and negotiation in global business contexts.

RESEARCH METHOD

This study employed a library research approach to gather comprehensive literature relevant to the integration of teaching Business English into English skills (reading, writing, speaking, and listening) for economic students. The researcher accessed various academic libraries and digital databases to collect scholarly articles, books, and international journals discussing Business English education, language skills development, and pedagogical strategies tailored to economic students. The library research focused on identifying existing theories, methodologies, and empirical studies related to Business English teaching and curriculum integration. This research methodology aimed to provide a comprehensive exploration of integrating Business English education into English skills development for economic students. By synthesizing existing literature and analyzing data from scholarly sources, the study sought to offer insights and recommendations for optimizing teaching practices and curriculum frameworks tailored to meet the language needs of economic students in global business environments.

The research process began by identifying relevant focus areas, including theories of English for Business Purposes, concepts of English for Business Communication, Business English pedagogy, and the integration of these frameworks into core English skills—reading, writing, speaking, and listening. After determining these domains, the researcher gathered scholarly

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literature related to teaching practices, curriculum development, and language skill enhancement within business and economic education contexts. Sources were accessed through academic libraries and digital scholarly databases, and only credible, relevant, and research-based references were selected.

Once the necessary materials were collected, the researcher reviewed and organized the literature based on thematic relevance. The selected references were then categorized into four interconnected themes: (1) reading development in Business English through authentic economic and business texts, (2) writing practices aligned with professional communication such as reports, proposals, and emails, (3) speaking development focusing on presentations, negotiations, and formal discussions, and (4) listening activities related to business meetings, news briefs, and workplace communication. These themes helped map how EBP and EBC concepts contribute to skill-based learning and real-world communication competence.

The collected data were analyzed using thematic analysis, which involved identifying patterns, themes, and key concepts across the literature. The researcher categorized and synthesized findings from the selected documents to extract relevant information on effective strategies, challenges, and outcomes associated with integrating Business English into economic students' English language skills. The analysis focused on understanding how different approaches contributed to enhancing reading comprehension, writing proficiency, oral communication, and listening comprehension in a business context. Additionally, comparative analysis was conducted to highlight variations in teaching methods and curriculum designs across different educational settings and cultural contexts.

FINDINGS AND DISCUSSION

English for Business

Business English is a term that refers to the application of English in an international business context. This includes using language to communicate effectively in a variety of business situations and documents, such as emails, presentations, negotiations, reports, and meetings. Its primary goal is to facilitate clear, efficient, and professional communication between individuals and organizations operating in a complex global business environment. Skills in Business English include understanding business terms and jargon, the ability to write business documents in an appropriate style, the ability to listen carefully and respond to information appropriately, as well as the ability to speak fluently and persuasively in various professional situations. By mastering Business English, individuals can expand their communication reach, build strong relationships in the global market, and increase career opportunities in various international industries.

Business English refers to the specialized language and communication skills used in the context of international business and commerce. It includes vocabulary, phrases, and conventions specific to business settings, such as meetings, negotiations, presentations, and correspondence. Proficiency in Business English is essential for effective communication in global business environments.

Business English refers to the specialized use of the English language in a professional or business context. It encompasses the language skills and vocabulary required for various business activities such as meetings, negotiations, presentations, correspondence, and networking. This type of English instruction focuses on developing communication skills that are essential for conducting business effectively in an international or multicultural environment. Topics covered in English for business courses may include business writing, vocabulary related to specific industries or sectors, cross-cultural communication, and business etiquette. The goal of English for business programs is to equip participants with the language and communication abilities necessary to succeed in their professional careers and navigate the global business landscape.

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Business English is an instance of English tailored for specific purposes (Fitria, 2019a). In the context of Business English, it is predominantly utilized in global trade by individuals whose primary language, whether spoken or written, is English. In an increasingly interconnected world, Business English holds growing significance as more companies require their employees to be proficient in multiple languages. The primary objective of any Business English program is to equip participants with the ability to effectively engage in business-related communication, whether it be through written correspondence, face-to-face meetings, or other mediums. Consequently, a Business English curriculum may cover various topics including business reading, writing formal letters and resumes, commonly used business phrases, and terms related to sales, advertising, and marketing. Aligned with the definition of Business English or English for Specific Purposes (ESP), it shares essential components such as needs assessment, syllabus development, course design, and the selection or creation of relevant materials with other ESP fields. Teaching Business English necessitates a teacher's understanding of both the subject matter and English language teaching methodologies. ESP merges subject-specific content with English language teaching techniques. At this stage, the role of the teacher involves effectively adapting teaching strategies and approaches for the context of Business English instruction.

Topics of English for Business

In English for business courses, learners typically encounter a variety of topics aimed at equipping them with the language skills and knowledge necessary for success in professional settings. Firstly, they delve into business communication, covering written and oral forms such as emails, reports, phone calls, and presentations. Secondly, learners explore specialized business vocabulary tailored to different industries or sectors, facilitating effective communication within specific professional contexts. Thirdly, cross-cultural communication becomes a focal point, emphasizing the importance of understanding and navigating cultural differences in global business environments. Fourthly, negotiation and persuasion skills are honed to facilitate successful business transactions and conflict resolution. Moving on to the fifth point, participants learn the ins and outs of conducting productive business meetings, including strategies for leading discussions and making decisions. Sixthly, attention is given to presentation skills, ensuring learners can deliver impactful and engaging presentations to diverse audiences. Networking and socializing take center stage as the seventh topic, emphasizing the significance of building professional relationships and rapport. Transitioning to the eighth area, learners refine their business writing abilities, mastering various forms of professional correspondence and documentation. Ninthly, interview skills are sharpened to prepare learners for job-seeking endeavors, covering resume writing, interview techniques, and professional demeanor. Lastly, learners explore ethical considerations and professionalism in business, fostering an understanding of ethical issues and the importance of upholding professional standards in all aspects of their professional lives. Through comprehensive coverage of these topics, English for business courses empowers learners to navigate the complexities of the business world with confidence and competence.

Purposes of English for Business

The purposes of English for business encompass various objectives aimed at preparing individuals to effectively communicate and navigate professional settings in an English-speaking environment. Firstly, it serves to facilitate communication in international business transactions, enabling individuals to interact confidently with clients, partners, and stakeholders from diverse linguistic backgrounds. Secondly, English for business enhances employability by equipping individuals with the language skills and vocabulary necessary for job interviews, resumes, and workplace communication. Thirdly, it supports career advancement by providing opportunities for professional development, such as participating in conferences, workshops, and networking events conducted in English. Fourthly, English for business fosters cross-cultural understanding and collaboration, helping individuals navigate cultural differences and build successful relationships in

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multicultural workplaces. Additionally, it promotes global competitiveness by enabling individuals and organizations to compete effectively in the global marketplace. Overall, the purpose of English for business is to empower individuals with the linguistic and professional skills needed to thrive in today's globalized business environment.

Teaching Business English for Economics Students

Teaching Business English involves teaching English to adults working in businesses of one kind or another, or preparing to work in the field of business (Donna, 2000). Teaching Business English to economics students aims to prepare them with the language and communication skills required in a global business context. This includes teaching vocabulary, phrases, and conventions used in situations such as presentations, negotiations, meetings, and written communications in international business environments. The aim of this teaching is for students to be able to communicate effectively and confidently in various business situations involving English. Teaching Business English to economics students can be done in a variety of effective ways so that students can develop language and communication skills that are relevant to the global business context.

The teaching framework presented in this study was developed conceptually by the researcher through the synthesis of theoretical perspectives in Business English, English for Specific Purposes (ESP), English for Business Purposes (EBP), and English for Business Communication (EBC). While Donna (2000) provides a foundational definition, the pedagogical strategies proposed here are constructed based on analytical interpretation, not directly adopted from a single source. The methods are grounded in key ESP principles such as authenticity, learner needs, communicative competence, and task-based learning—concepts widely discussed in ESP literature (Hutchinson & Waters, 1987; Dudley-Evans & St John, 1998; Basturkmen, 2010).

The following are some teaching methods that can be applied:

1. Case-based curriculum (case-based learning). Using real case studies from the world of international business to teach vocabulary, phrases, and communication situations common in business. Students can analyze cases, and discuss and present solutions in English. Teaching Business English can use international business case studies to introduce relevant vocabulary, phrases, and communication situations. Example: A case study of a multinational company facing challenges in new market expansion. Students will learn and discuss business strategies in English.
2. Business simulation. Organizing role-play simulations where students play the role of managers, employees, or negotiators in certain business scenarios. This helps them practice communicating in realistic business situations. Carrying out role simulations where students act as managers or negotiators in certain business scenarios. Example: Students participate in a negotiation simulation to determine the terms of an international contract in English.
3. Presentation and negotiation training. Providing intensive training in composing and delivering effective presentations in English, as well as negotiation techniques required in an international business environment. Provides intensive training in composing and delivering business presentations and negotiation techniques in English. Example: Students are given the task of preparing a presentation on global market analysis and delivering it in front of the class using clear and persuasive language.
4. Use of technology in learning. Utilizing digital learning platforms to provide additional materials, vocabulary exercises, simulations, and learning videos that are relevant to the business context. Utilize digital platforms to provide additional materials, vocabulary exercises, and simulations that enable students to learn independently in a business context. Example: Students use English learning apps that provide interactive exercises to expand their business vocabulary.
5. Group discussions and collaborative projects. Encouraging students to participate in group discussions on specific business topics and work on collaborative projects that require communication in English, such as drafting a business proposal or writing an analytical report.

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- Encourage students to discuss in groups about specific business topics and work on collaborative projects in English. Example: Students work in groups to prepare business proposals for international projects and present them in English.
6. Direct practice. Organizing industry visits, guest seminars, or extracurricular activities that allow students to interact directly with business professionals or speak in real situations. Organize industry visits or guest seminars where students can interact directly with business professionals in English. Example: Students visit global technology companies and participate in question-and-answer sessions with senior executives using English.
 7. Teaching grammatical and speaking skills. Providing structured instruction in basic and advanced grammar in a business context, as well as exercises to improve speaking and listening skills. Provides instruction in basic and advanced grammar, as well as exercises to improve speaking skills in business situations. Example: Lecturers provide lessons on using proper grammar in writing business emails and how to convey messages clearly in business presentations.
 8. Structured feedback. Providing constructive, structured feedback on students' language performance in various assignments and activities, as well as making suggestions for improvement. Provide structured feedback on student language performance in written assignments and business presentations. Example: After the business presentation, the lecturer provides feedback to students about their strengths and areas for improvement in their use of English.
 9. Emphasis on writing skills. Teaching effective writing techniques for business emails, reports, proposals, and other documents commonly used in international business communications. Teaches effective writing techniques for business emails, reports, and proposals in English. Example: Students are given the task of writing a global market analysis report which requires the use of appropriate English and a clear structure.
 10. Performance-based assessment. Using performance-based assessments such as public presentations, simulated negotiations, or written business projects to evaluate students' progress in using business English in real contexts. Use performance-based assessments such as business presentations or collaborative projects to evaluate students' progress in using Business English in practical contexts. Example: Students are assessed based on their business presentations on international market expansion strategies, including an assessment of their ability to communicate in English.

By implementing these strategies, lecturers can help economics students not only gain strong English language proficiency but also prepare them to successfully face the challenges and opportunities in a competitive global business environment. By implementing these teaching strategies, lecturers can help economics students develop English skills relevant to global business needs, as well as prepare them for success in competitive international careers.

Teaching Business English for Economics Students

Teaching Business English in the four main language skills (reading, writing, listening, speaking) aims to prepare individuals to be able to communicate effectively in a business context. Here is a general approach to each skill: Teaching Business English often integrates these four skills so that students can understand and use the language holistically in a business context. For example, in a simulation exercise, students may be asked to read reports, write summaries, listen to presentations, and speak in group discussions to make business decisions. By integrating the learning of these four skills, teaching Business English can help individuals prepare well to face the communication demands of a complex global business environment.

Business English teachers need to adeptly illustrate the appropriate contexts for employing verbal devices to enhance rather than hinder communication (Khrumchenko & Radyuk, 2014). They must also explain when and why these devices can positively influence discourse and facilitate desired outcomes. Equipping students with fundamental concepts from functional linguistics

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analysis of both spoken and written texts is essential for cultivating their rhetorical abilities and deepening their comprehension of business language dynamics. This encompasses understanding the purposes, functions, and impacts of language units across different registers. Optimizing teaching methodologies for contemporary Business English, particularly in the realm of unconventional business rhetoric, stands out as a critical objective within the educational community.

Business English Materials

Designing Business English teaching materials for reading, writing, listening, and speaking serves several key functions within the context of English for Business Purposes. These functions are grounded in principles commonly discussed in ESP and Business English teaching literature (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998; Basturkmen, 2010), although the specific formulation and structure presented here were synthesized by the researcher based on findings from the literature review. Designing Business English teaching materials in reading, writing, listening, and speaking has several very important functions in the context of learning English for business purposes. The following are some of the main functions of designing these materials:

1. Meeting students' specific needs. Materials are designed to meet students' specific needs in developing their English language skills in a business context. This includes understanding technical terms, writing business reports, and communicating clearly in professional situations.
2. Integrating business context. Materials are designed to integrate with real business contexts such as financial reports, project proposals, and marketing strategies. This helps students to apply their English skills directly in work and business case studies.
3. Develop comprehensive communication skills. Through various types of activities such as listening to presentations, speaking in discussions, writing business emails, and reading business documents, material design helps students develop communication skills that are comprehensive and relevant to their professional needs.
4. Provide feedback and evaluation. Well-designed materials include mechanisms for providing feedback and evaluation of student progress. This may include aptitude tests, writing assignments, oral presentations, and evaluations of interactions in business simulations.
5. Encouraging creativity and innovation. The design of the materials also aims to encourage creativity and innovation in the use of English for business purposes. This may include the use of challenging case studies or business simulations that require creative solutions from students.
6. Facilitating active learning. Materials are designed to facilitate active learning where students are directly involved in learning activities, such as group discussions, presentations, or roles in business simulations. This helps them to be more actively involved in the learning process and improves retention of material.

Thus, designing business English teaching materials not only focuses on developing English language skills but also prepares students to be successful in their professional careers in the competitive global business world.

Talenta & Pavita (2022) encompass teaching materials for Business English, which include resources such as job interviews, business conversations, podcasts, presentations in English, CVs, and application letters aimed at preparing individuals for career advancement. The research stages and outcomes are recommended as a reference for educators, teachers, instructional material developers, and researchers involved in the development and delivery of Business English education, particularly for professional career growth. The process involves steps in material creation, assessment, and evaluation. In summary, the competency-focused Business English teaching materials produced in the 21st century encourage active student engagement, fostering creativity, critical thinking, effective collaboration, and direct application of practical business knowledge. Various Business English teaching materials in reading, writing, listening, and speaking

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can be developed to support learning that is holistic and relevant to students' needs in the business world. The following are some additional materials to consider:

Table 1. Example Materials of Business English

Skills	Materials
Reading	<ol style="list-style-type: none"> 1. Financial statement analysis: Understand and evaluate the information contained in a company's financial statements. 2. Reading business proposals: Understand the structure and purpose of a project or business investment proposal. 3. Reading materials on marketing strategy: Identify effective marketing strategies from case studies or industry articles. 4. Business Case Studies: Read and analyze case studies about famous companies or complex business situations. 5. Industry Trends and Analysis: Read articles or reports about trends and analysis in specific industries such as technology, finance, or marketing. 6. Business Ethics: Understand the principles of business ethics through reading materials that consider ethical dilemmas and business decisions.
Writing	<ol style="list-style-type: none"> 1. Writing business emails: Develop skills in writing clear and effective formal emails for everyday business communications. 2. Writing business reports: Practice the ability to compose structured and informative business reports. 3. Writing a Curriculum Vitae (CV): Creating an attractive and focused CV for job applications in the business industry. 4. Research Proposal: Write a research proposal for a business project or case study that requires in-depth analysis. 5. Offer Letter: Practice the ability to write offer letters or price offers to clients or business partners. 6. Business Reports: Compile comprehensive business reports based on the latest data and information.
Listening	<ol style="list-style-type: none"> 1. Listening to business presentations: Practice listening to business presentations that present ideas, projects, or performance reports. 2. Listening to instructions and meeting discussions: Sharpen the ability to listen to instructions or discussions in meetings or business meetings 3. Business Podcasts: Listen to podcasts on business topics such as innovation, leadership, or market strategy. 4. Business Telephone Conversation Simulation: Practice listening and responding to business telephone conversations such as product pitches or meeting scheduling. 5. Interviews with Industry Experts: Listen to interviews with industry experts about challenges and trends in their industry.
Speaking	<ol style="list-style-type: none"> 1. Speaking in business meetings: Practice speaking skills to convey opinions, give presentations, and discuss in a professional context. 2. Negotiation simulations: Participate in negotiation simulations to develop skills in negotiating with clients or business partners. 3. Speaking in job interviews: Preparation for facing job interviews in English with confidence and communication effectiveness. 4. Role-play in Negotiations: Participate in role-play to simulate business negotiations with realistic scenarios. 5. Debates on Business Issues: Argue about contemporary business issues such as sustainability, globalization, or technological innovation. 6. Networking Events: Practice speaking confidently and effectively at business networking events or industry seminars.

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Each of these materials is designed to reflect real-world situations in the business environment and help students prepare for the communication challenges they face in the global job market. Each of these materials is designed to complement Business English teaching by considering the latest developments in the business world and students' needs in facing future professional challenges. By using a variety of appropriate materials, teaching Business English can be more interesting and relevant for students in preparing themselves for careers in a dynamic global era.

Teaching Business English in English Skills

There is a more detailed explanation for teaching Business English to economics students in the four main skills. reading, writing, listening, and speaking. Teaching Business English to economics students is usually focused on developing the four main language skills. reading, writing, listening, and speaking. Here are approaches that can be used for each of these skills.

1. Reading

Teaching Business English in reading skills aims to develop students' abilities in understanding and analyzing business documents such as financial reports, project proposals, or business emails. Students learn to recognize and interpret commonly used business terms and jargon to make informed decisions based on in-depth analysis of the information presented in business texts. In teaching Business English reading skills, students focus on developing speed reading skills and text comprehension. They learn to identify key information in business documents such as financial reports, project proposals, or business emails. It is also important to understand business terms and jargon so they can interpret the document correctly. Additionally, students are trained to analyze and synthesize information in business texts to make informed decisions.

Table 2. Reading for Business English

Reading for Business English		
Goal	Teaching Strategy	Example
Help students understand business texts such as financial reports, economic articles, or case studies.	Using reading material that is relevant to the world of international business. Focus on text comprehension, specialized vocabulary, and language structures commonly used in business contexts.	Give students annual reports of global companies to analyze, then discuss their findings in groups.
Ability to understand and analyze business texts such as reports, economic articles, or corporate documents.	Lecturers can choose reading material that is relevant to global economic and business topics, such as annual reports of multinational companies, market analysis, or case studies on business strategy. Students are given the task of reading and identifying important information, special vocabulary, and language structures used in a business context.	Students are given an annual report from a multinational company and asked to analyze the company's financial performance and the strategic recommendations presented.

2. Writing

In teaching Business English writing skills, the goal is to develop students' ability to write with an appropriate style and appropriate formal language for various types of business documents such as emails, letters, proposals, or reports. Students are trained to craft clear, persuasive, and

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well-structured messages to effectively communicate information and ideas to a variety of audiences in a business context. In teaching Business English writing skills, the aim is to develop students' abilities in writing effective business documents. They learn how to write formal emails, business letters, project proposals, or reports in a style and format appropriate for a specific purpose and audience. Students learn to use effective writing techniques such as the use of bullet points, logical structure, and appropriate formal language to communicate messages clearly and persuasively.

Table 3. Writing for Business English

Reading for Business English		
Goal	Teaching Strategy	Example
Develop appropriate and effective writing skills in business communications such as emails, proposals, or reports.	Provide writing assignments that are structured and related to real business situations. Focus on the use of formal language, clarity of message, and appropriate structure.	Ask students to write a simulated business email presenting a product sales proposal to a potential client.
Ability to compose written documents such as business emails, proposals, reports, or presentations in effective and professional English.	Lecturers provide writing assignments that focus on real or simulated business situations. Students are taught to use formal language, clear structures, and a writing style that suits their communicative purposes. Feedback is provided to improve message clarity and accuracy of language use.	Students are asked to write a business email presenting a project proposal to a senior manager, paying attention to relevant details and the use of appropriate language.

3. Listening

The focus of teaching Business English in listening skills is to prepare students to listen carefully and understand instructions, presentations, or discussions in various business situations such as meetings, conferences, or webinars. They are also taught to recognize and capture important details in a conversation or business presentation, as well as to understand various accents and speaking styles that may come from different cultural backgrounds. In Business English listening skills, the focus of teaching is to prepare students to listen carefully in various business situations such as meetings, conferences, or webinars. They are trained to understand various accents and speaking styles that may come from different cultural backgrounds, essential for communication in an international business context. Students are also taught to capture important details such as instructions or needs in telephone conversations or meetings.

Table 4. Listening for Business English

Reading for Business English		
Goal	Teaching Strategy	Example
Improve students' ability to understand business conversations, presentations, or interviews in English.	Use audio or video recordings of business presentations, panel discussions, or interviews with business professionals. Provide listening practice and understanding of the content of the conversation.	Holding a listening session to a recorded presentation by the CEO of an international company about global market strategy, then a discussion of the key points discussed.
Ability to understand and respond to	Lecturers use audio or video recordings of business presentations, interviews,	Students listen to a recording of a CEO's presentation about

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business conversations, presentations, or audiovisual materials in English.	or panel discussions relevant to global economic and business topics. Students are given the task of listening carefully, identifying important information, and responding to questions or discussions based on the content heard.	the company's new product innovation and then participate in a group discussion to evaluate the proposed marketing strategy.
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4. Speaking

In teaching Business English speaking skills, the aim is to develop students' ability to speak fluently, clearly, and confidently in various business situations such as presentations, discussions, negotiations, and daily interactions. Students are trained to compose and deliver business presentations effectively, as well as to participate in discussions and debates in a manner that is persuasive and respectful of the views of others in a business environment. In Business English speaking skills, the aim is to develop students' ability to speak fluently and clearly. They are trained to confidently communicate thoughts and ideas in a variety of business situations. In addition, students learn to compose and deliver business presentations well, as well as participate in negotiations using effective language. They also practice discussing and debating to convey opinions politely and persuasively in meetings or group discussions.

Table 5. Speaking for Business English

Reading for Business English		
Goal	Teaching Strategy	Example
Improve speaking skills in various business contexts such as presentations, discussions, or negotiations.	Adopt a task-based approach where students practice speaking in simulative or real business situations. Provide constructive feedback to increase confidence and clarity of communication.	Organizing a negotiation simulation in which students play the roles of a sales team and a buyer, then provide feedback on their strategy and speaking style.
Ability to communicate effectively in presentations, discussions, or negotiations in a business context using English.	Lecturers organize task-based speaking exercises where students participate in simulations or certain roles in business scenarios. Students are allowed to prepare, practice, and deliver presentations or take part in discussions or negotiations using language appropriate to the business situation.	Students simulate negotiations between a company and a foreign supplier for a product purchase contract, with a focus on speaking skills, negotiation, and conflict resolution.

By combining this approach in teaching Business English, lecturers can help economics students develop these four important language skills effectively, following the demands and communication needs in the global business context.

By applying a holistic and integrated approach to these four skills, lecturers can help economics students develop the English language competencies needed in the global business world. Teaching that focuses on content and business context will help prepare students to face challenges and take advantage of opportunities in their careers in the international job market.

Challenges of Teaching Business English

English presents challenges that require teachers to comprehend the learning needs of their students (Ahsanti, 2018) Teaching. Educators must prioritize all facets of learning to enable students to achieve proficiency in English, particularly in business contexts where specialized skills

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are essential. In today's educational landscape, teachers must leverage technological advancements to enhance students' capabilities, such as utilizing apps that aid in improving listening, speaking, and grammar skills. This approach ensures that learning remains engaging and enables students to self-assess their progress. To master English, especially for business purposes, students must engage in extensive practice and cultivate a mindset focused on continuous improvement. This preparation is vital as they transition into the business world, where both skill proficiency and attitude play critical roles in job performance.

Teaching English encounters the challenge of imparting knowledge tailored for specific purposes (Baqi, 2020). Acquiring language proficiency in specialized areas like Business English is crucial for prospective managers, entrepreneurs, and individuals entering the business realm. According to the findings of data analysis, 1) the instructional materials used addressed the learning needs of students, incorporating Business English vocabulary, grammar structures, and practical language instruction. However, students perceived the design or layout of the materials as unappealing, which diminished their interest in using them; 2) students held diverse perceptions regarding their lecturers' teaching strategies. They identified teaching methods they appreciated as supportive, engaging, incorporating games, maintaining discipline without pressure, and demonstrating active professional expertise.

The challenges of teaching Business English to students can include several aspects that teachers need to overcome (Fitria, 2019a). Here are some of the main challenges as follow:

1. **Specific Context:** Students need to learn English in a business context that may be different from their general use of English. This challenge requires teaching that not only focuses on language skills but also a deep understanding of global business practices and specialized terminology.
2. **Difficulty in Language:** Although students may have a basic understanding of English, they may face difficulties in mastering the language for more specific business purposes such as writing reports, giving presentations, or participating in negotiations.
3. **Communication Skills:** Teaching Business English must also address the challenges of developing effective communication skills in business situations such as public speaking, managing meetings, or interacting with colleagues from different cultural backgrounds.
4. **Understanding Business Needs:** Understanding and meeting the diverse business needs of various industries and economic sectors is another challenge. Teachers need to ensure that the material taught is relevant and can be applied directly in daily business practices.
5. **Technology and Resources:** Teaching Business English can also be faced with challenges in integrating technology in learning to support the development of digital skills as well as access to adequate resources such as learning materials, reading materials, and interactive exercises.
6. **Student Motivation and Engagement:** Encouraging student motivation and engagement in learning Business English is also a challenge that needs to be overcome. Teachers need to present interesting and relevant material and adopt diverse teaching strategies to maintain student interest and active participation.
7. **Use of Formal Language and Ethical Rules:** Students may need to learn about the use of formal language and ethical rules in business communications, including in writing formal letters, emails, or presentations. This challenge includes a deep understanding of social and professional norms for communicating in a business environment.
8. **Development of Critical and Analytical Thinking Skills:** In a business context, students need to have the ability to conduct in-depth analysis of business information, evaluate various options, and make strategic decisions. This challenge requires teaching that develops their critical and analytical thinking skills in English.
9. **Suitability to Industry Needs:** The business industry continues to develop and has different needs. Business English teaching must be able to accommodate these changes and ensure that students acquire skills that are relevant to the latest trends and practices in the business world.

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10. Understanding Cultural Aspects in International Business: In the era of globalization, students will interact with various parties from various cultures. Teaching challenges include developing an understanding and sensitivity to cultural aspects of international business communication, including social norms, communication habits, and different values.
11. Evaluation and Feedback: Providing effective feedback to students about their progress in using English for business purposes is another challenge. Teachers need to implement appropriate evaluation strategies to measure students' abilities in various skills such as reading, writing, listening, and speaking in a business context.
12. Technology Integration in Learning: The use of technology in learning Business English can be a challenge if the infrastructure or access to technology is inadequate. Teachers need to integrate technology well to increase teaching effectiveness and provide a more interactive and engaged learning experience.

By recognizing and addressing these challenges, Business English teachers can improve the quality of their teaching and help students be better prepared to face the challenges of the dynamic global business world. By understanding these challenges, teachers can design effective teaching strategies and meet students' needs in developing their Business English skills to face the global and competitive world of work.

Culture permeates every form of human communication, including business interactions (Mahripah, 2013). This is why studying Business English is intriguing, as business professionals often bring diverse cultural backgrounds—comprising mindsets, values, and beliefs—to the table. Despite these differences, their shared objective is clear: conducting successful business transactions. Consequently, in the business arena, English primarily serves as a means of communication. Therefore, teaching English in a business context should prioritize equipping individuals with the flexibility and ability to navigate and negotiate across cultural boundaries with business counterparts. This adaptability is essential for thriving in the dynamic and unpredictable global business competition. Successful communication in Business English hinges not solely on linguistic precision, but rather on individuals' capacity as business practitioners to strategically position themselves to initiate and conclude business deals effectively. The advent of phenomena like BELF (Business English as a Lingua Franca) and Glocal English reflects the cultural exchanges within the business realm, thereby influencing the field of education, particularly in teaching English for specific business purposes. Consequently, approaches, techniques, methods, and educational materials must adapt to accommodate these evolving dynamics.

Importance of Teaching Business English for Economics Students

Teaching Business English in the four key language skills (reading, writing, listening, speaking) has significant benefits for students, especially in the context of their preparation for careers in the global business world (Fitria, 2023). Here are some of the benefits of teaching Business English.

1. Business English teaching reading skills provide great benefits to students by strengthening their ability to understand and analyze business documents such as financial reports, project proposals, and business emails. This helps them identify key information and understand the relationships between ideas in business texts to make informed decisions. Additionally, understanding business terms and jargon improves their interpretation skills, preparing them to communicate effectively in the global business environment.
2. In teaching Business English writing skills, students gain the skills to communicate ideas and information clearly and persuasively through formal emails, business letters, proposals, and reports. They learn to use a writing style that suits the purpose and audience and apply effective writing techniques such as the use of bullet points and logical structure. This not only improves their ability to draft business documents that meet international standards but also builds communication skills that are important in building professional relationships.

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3. In Business English listening skills, students are trained to listen carefully and understand instructions, presentations, or discussions in various business contexts such as meetings, conferences, or webinars. This ability helps them to follow well and respond appropriately to the information presented, which is essential for productivity and performance in a dynamic and global work environment.
4. Teaching Business English speaking skills prepares students to speak fluently, clearly, and confidently in a variety of business situations. They learn to craft and deliver persuasive business presentations and participate in negotiations using effective language. Additionally, their skills in discussion and debate are built to convey ideas persuasively and respect the views of others, which is essential in building successful professional relationships.

Teaching Business English is very important for economics students for several main reasons (Fitria, 2019b).

1. Preparation for a global career.

In the era of globalization, many companies operate across borders and require employees who can communicate effectively in English. Students who master business English have an advantage in entering the global job market. In the current era of economic globalization, many companies operate in various countries and require employees who can communicate in English. English is the main language in international business, both in daily communication and in official documents such as financial reports, project proposals, and contracts. Economics students who master Business English have an advantage in pursuing careers in multinational companies or roles involving international clients or partners.

2. Effective communication skills.

Modern businesses require the ability to communicate clearly and effectively in a variety of contexts, such as presentations, negotiations, and written communications. Teaching business English helps students develop these skills. Business English teaching does not only focus on grammar and general vocabulary skills but also includes the appropriate use of language in a business context. This includes the ability to craft and deliver persuasive presentations, participate in discussions and negotiations, and write emails, reports, and proposals in a professional and clear style. Students who are proficient in Business English can easily adapt to the complex and dynamic demands of business communication.

3. Understanding international business culture.

Business English not only covers linguistic aspects, but also helps students understand business norms, values, and practices in various cultures. This is important for building successful working relationships in the global marketplace. Language is not only a means of communication, but also reflects the norms, values, and business practices of different countries. Students who study Business English also gain a deeper understanding of how different cultures influence business behavior, ways of communicating, and ways of working together. This is important for building effective working relationships with colleagues, clients, and business partners from various cultural backgrounds.

4. Increased career opportunities.

Proficiency in business English can increase the chances of obtaining employment in multinational companies, international financial institutions, business consulting, or careers involving international relations. Proficiency in Business English can open the door to a variety of career opportunities in the global market. For example, positions in international management, global finance, international trade, business consulting, or other functions that require involvement with teams or clients from different countries. Multinational companies often seek employees who not only have technical expertise in economics but are also able to communicate and work in complex multicultural environments.

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Thus, teaching Business English not only helps students in the development of language skills but also prepares them for success in careers that cross national and cultural boundaries. Thus, teaching Business English focuses not only on developing language skills but also on preparing students for success in careers that involve global interaction and engagement with international markets. This is an important investment in building a strong foundation for their professional future.

CONCLUSION AND SUGGESTIONS

Conclusion

Business English encompasses the specialized use of English in international business contexts, focusing on effective communication through various mediums like emails, presentations, and negotiations. It aims to enhance professional interactions in a globalized business environment by developing skills in business vocabulary, writing, listening, speaking, and cross-cultural understanding. The goal is to equip individuals with the linguistic and professional abilities needed to succeed in diverse industries and career opportunities worldwide.

Business English teaching materials are designed with specific objectives aimed at equipping learners with essential skills for professional contexts. They cater to individual needs by focusing on technical terminology comprehension, business report writing proficiency, and effective communication in various professional scenarios. Integrating real-world business contexts such as financial reports and project proposals, these materials facilitate the practical application of English skills. Through activities like presentations, discussions, business correspondence, and document analysis, they comprehensively develop communication abilities. Additionally, they incorporate mechanisms for feedback and evaluation, utilizing tests, assignments, presentations, and simulations to assess progress and support continuous improvement. By encouraging creativity and innovation through challenging case studies and simulations, these materials foster critical thinking and problem-solving skills. Active learning is promoted through group discussions, role plays, and simulations, enhancing engagement and retention of learning outcomes. Ultimately, these materials not only enhance English proficiency but also prepare learners to succeed in the dynamic and competitive global business environment by focusing on practical skills and real-world applications.

Teaching Business English to economics students encompasses enhancing their proficiency in reading, writing, listening, and speaking, crucial for navigating careers in the global business arena. Strengthening reading skills enables students to comprehend and analyze complex business documents like financial reports and project proposals, fostering informed decision-making and effective communication in professional settings. Writing skills development focuses on crafting clear, persuasive business communications such as emails and reports, crucial for maintaining international standards and building professional relationships. Improving listening skills prepares students to understand and respond to instructions and presentations in various business contexts, essential for productivity and adaptation in dynamic work environments. Meanwhile, honing speaking skills equips students to fluently and confidently engage in business interactions, from delivering persuasive presentations to participating in negotiations and discussions, facilitating effective communication across cultural boundaries. Mastering Business English is pivotal for economics students for several reasons. Firstly, it prepares them for global career opportunities in multinational companies where English proficiency is essential for daily operations and official communications. Secondly, it cultivates effective communication skills vital for succeeding in diverse business contexts, enhancing their adaptability to complex demands in professional settings. Thirdly, it provides insights into international business cultures, fostering the ability to navigate and build relationships across different cultural norms and practices. Lastly, proficiency in Business English expands career prospects in sectors requiring international collaboration, positioning students for roles in global management, finance, consulting, and international relations. Overall,

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teaching Business English not only advances language proficiency but also equips students with essential skills and cultural understanding necessary for thriving in the global business landscape, ensuring a robust foundation for their professional futures.

Teaching Business English to economics students emphasizes the development of reading, writing, listening, and speaking skills tailored for professional contexts. In reading, students analyze business documents like financial reports and proposals, mastering key terms and extracting critical information for decision-making. Writing instruction focuses on crafting clear and persuasive emails, reports, and proposals, ensuring effective communication in formal settings. Listening skills prepare students to understand diverse accents and styles in business conversations and presentations, enhancing their ability to capture essential details and participate in discussions effectively. Speaking practice emphasizes fluency and confidence in delivering presentations, engaging in negotiations, and participating in discussions with clarity and respect for diverse viewpoints. By integrating these approaches, educators equip economics students with the language proficiency essential for navigating global business environments and seizing career opportunities. Teaching Business English involves addressing several critical challenges to effectively prepare students for professional contexts. Firstly, educators must tailor instruction to the specific needs of business environments, which demand specialized language skills and an understanding of global business practices and terminology. Secondly, overcoming language difficulties, particularly in tasks like report writing and negotiations, is crucial despite students' foundational English knowledge. Thirdly, developing robust communication skills for business settings, including public speaking and cross-cultural interactions, poses another significant challenge. Additionally, educators need to ensure that teaching materials and methods align with industry needs, integrate technology effectively, and sustain student motivation through engaging and relevant content. Furthermore, fostering critical thinking skills and cultural sensitivity is essential to navigating the complexities of international business interactions. Ultimately, by addressing these challenges, teachers can enhance their instructional strategies and equip students with the necessary skills to succeed in the competitive global business arena.

Suggestion

For teachers, the integration of Business English teaching into English reading, writing, speaking, and listening skills is key in preparing students for success in the global business environment. Teachers need to comprehensively integrate relevant material with actual business contexts to increase student engagement and interest. A focus on developing rhetorical skills, especially for negotiation and effective communication, is essential in their preparation for professional demands. The use of technology in teaching can help expand students' digital literacy and support the development of listening and speaking skills. Continuous assessment needs to be implemented to monitor progress in every aspect of English language skills, ensuring that students can apply their abilities in real business situations.

For students, a willingness to actively participate in the learning process is highly recommended. They need to apply the knowledge gained in real business contexts, such as through internships or projects that require the use of English. Increasing sensitivity to cultural diversity in the international business context is also important, including the use of languages with various accents and speaking styles. Consistency in practice to improve English reading, writing, speaking, and listening skills, especially in a business context, is also key to effective skill development. Utilizing various resources such as reading materials, podcasts, and interactive simulations can also help in deepening your understanding and skills in Business English. By implementing these suggestions, it is hoped that teachers and students can achieve optimal learning goals in facing communication challenges in a global business career.

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