Marcin Łączek

"Business English", Elżbieta Jendrych, Warszawa 2015 : [recenzja]

Lingwistyka Stosowana / Applied Linguistics / Angewandte Linguistik nr 21, 207-209

2017

Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

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

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


The other areas of interest under study also are (in the following submodules, in order of appearance):
- **Business Writing**: notice; mission/vision statement; memorandum; curriculum vitae; reports; business letters; complaints; emails; corporate profiles; press release;
- **Speaking Section**: planning, predicting; giving instructions/recommendations/suggestions; (dis)agreeing, delegating, providing

Lingwistyka Stosowana/ Applied Linguistics/ Angewandte Linguistik: www.ls.uw.edu.pl
feedback; job interviews, formal presentations; meetings; business metaphors in advertising; language of sales/elevator pitch, apologising; numbers, visuals; metaphors in business communication, telephoning; negotiations;

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

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

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

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

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

**References**


*Marcin ŁĄCZEK*

University of Warsaw