students will be provided the opportunity to acquire the necessary skills (telephoning, presenting, taking part in meetings and negotiating), by teaching business English for communication.

A more systematic Business English curriculum is aimed at. Since learners need to improve their ability to communicate in particular business and general communication situations (for example: when socialising, telephoning, presenting, taking part in meetings and negotiating), by teaching business English for communication students will be provided the opportunity to acquire the necessary skills.

Key words: Business, English, nowadays, communication, skills.

Nowadays it is almost a truism to say that the teaching process is an act of communication in itself. T. Slama-Cazacu, renowned researcher in the field of psycho-linguistics, specifies and develops the thesis according to which communication "is an asset – or perhaps an essential factor for education" (1973, p. 51). From this perspective, we could say that communication itself should be subject to teaching because, as communication serves education, education affects communication. At any time, the educator is a communicator and any verbal or nonverbal behavior becomes communication.

Didactic communication stimulates intercommunication.

Each of the partners have to /are tempted /forced to communicate. The teacher/Professor develops communication, teaches learners to communicate, organizes and evaluates the communication as a psychosocial act and as a teaching tool. It is necessary for students to come to realise that only by participating in the communication process they stimulate their own resources, knowledge and acquisition capabilities which is a secure path to reach linguistic competence. The purpose is to achieve the desired/required performance using cultural and professional foreign language. In this framework/context, they improve their knowledge of grammatical structures, assimilate vocabulary and develop the register and/or professional style or specialized foreign language.

Communicative methods that favour inter-active activities provide the essential methods of the teaching strategy, but they cannot be used without taking into account the objectives of the instructional activities, the level and interests of learners. From this perspective, taking into account the academic level at which we work, we consider the methods that lead to the fixation and the deepening of the knowledge of foreign languages are the development of communicative skills in professional contexts and communication skills, those which determine the expressive creativity and checks and appreciates knowledge.

Such methods like: conversation, discussion, discussion network, debate, roleplay - all favor communication and relationship skills, understanding the concepts and professional ideas and rules of verbal communication, of decision and attitude, for the formation of opinions; case study, problem-solving, role play, exercise-stimulate thinking and creativity, finding solutions to various issues, critical reflections and judgement, comparison and analysis of situations, develop the skills necessary for complex and integrative approaches; working in small groups (2,4-6 members) to stimulate cooperation, working in group/team, developing the spirit of solidarity, mutual aid, corrects mistakes and fuses socio-affective relationships.

We all know that today predominates a learning-centered on motivations and capabilities, intellectual experience, on immediate or long-term needs and interests, on participation, register and creativity. From the perspective of teaching itself, the target of the practical course of modern modern language is the appropriate use of communication skills in accordance with the terms of the specialized language in the target language.

Therefore, the professional contents and the requirements of study bring about: coherent strategic and tactical approach of teaching/learning, through a rigorous selection, appropriate and with a maximum efficiency of the methods, means and techniques for teaching; complex communicative teaching and learning which takes account of the communion of oral and written communication, of the actual and future communicative needs, of the environment,context and the structural characteristics of specialized discourse (rhetoric, pragmatic, style/register);conducting creative, innovative teaching activities where both teacher and students become communicators of professional and linguistic information, organize and carry out teaching assignments together depending on the specific contents of the lessons, activities that mutually catalyze energies of communication for all trainees during the class. Teaching and learning at university level of modern foreign languages with emphasis on inter-active activities is a psycho-pedagogical activity with significant consequences for both actors of the teaching process, which may be given in terms of responsibility and continuous improvement.
Business English is a branch or variety of ESP which is an approach to language learning based on learners’ needs. It is also in accordance with the language-as-discourse view which allows us to see the process of interaction between business and language. Consequently business English is concerned with teaching communication rather than just language forms or skills and this is the great challenge for teaching Business English in Romanian universities nowadays. It is an interdisciplinary endeavour and each of the three fields: subject knowledge, business practice and language skills has its own importance. In Business English classes, in addition to getting specific vocabulary and language, learners are offered the chance to form the necessary skills and practice, effective use of knowledge gained in presentations, negotiations, meetings, conferences and debates, as well as applications in the field of the English language. The main purpose of these courses is to enable people interested in forming and in developing those skills which allow them to approach both specialized texts in order to inform and drafting of specialized texts and their presentation in the increasing demand for professional English in the economic field.

The teaching of Business English has had a long history in Romanian universities and meanwhile the curricula, syllabuses, courses and all materials have undergone substantial changes. At the beginning the courses used textbooks compiled by experienced teachers or by teachers in collaboration with businesspeople. The materials were taken from real-life business transactions. They were organized by mimicking the procedures for foreign trade such as: establishing business relations, making enquiries, offers and counter-offers, applying for L/C’s, arranging for transportation, arranging for insurance and shipping. Lessons were made up of specimen letters, lists of words in the letters, notes on language features and jargon, and various exercises such as translation of business terms or sentences and letter.

The ‘communicative events’ included reading articles, documents, periodicals, textbooks related to students’ fields of study, writing descriptions and reports, and giving oral presentations on topics related to the profession. Listening was categorised under ‘study skills’ that is, listening for gist, interpretation and summarising. The purpose of the course was clearly to support the need for Business English. Reading textbooks was identified as an English skill that was required in both work and study situations. Therefore, it was required for both occupational and educational purposes. This communicative event was identified as arising in both work and study situations, including at a library, a reading area, or a private study or work area. Writing daily/periodic reports was identified as an English skill required in work situations for occupational purposes. This communicative event occurred when a project owner was a native speaker of English, or when a project involved international collaboration.

After the Revolution (December 1989) there was a boom in Business English teaching in Romanian universities as our country opened up to the outside world and moved towards a market economy. The number of colleges and universities offering Business English programs increased both in number and quality. Students of Business English found themselves having to learn not only the language but also the way of doing business. Over the last decade, there have been increased efforts to upgrade the curriculum for Business English in Romanian universities, both subject knowledge and language skills being aimed at. Nowadays, it is crucial to add more Business English classes to our students and to conduct further research to predict learners’ needs as specifically as possible.

Those needs can then be more efficiently satisfied in our courses and the most important aspect to keep in mind when running courses is that the course content should consist of material that the learner can authentically use outside class.

These communicative events include listening to presentations in a meeting, delivering oral presentations, engaging in professional conversations, reading professional texts and writing periodic or progress reports. Some communicative events such as reading textbooks may appear to be classroom activities; however, they are genuine real-world communicative events.

Teaching and learning are also influenced by learning needs such as learners’ background knowledge of the specialised contents, knowledge of the English language, preferred teaching and learning styles. Communication needs and learning needs should be incorporated in ESP courses through the process of curriculum development. A curriculum should be designed based on identified needs. It should then be implemented and evaluated to determine whether or not it has met the learner’s needs in real teaching and learning.

The 1990s witnessed a boom in Business English teaching in Romania. The number of colleges and universities offering Business English programs increased significantly. Over the last decade or so, there have been persistent efforts to upgrade the curriculum for students of Business English in Romania. They called for a more systematic Business English curriculum, arguing that subject knowledge and language skills could be incorporated. However, the business courses and language skills courses have been rather independent and autonomous modules in the curriculum.

Nowadays, Business English involves the teaching of the system of strategic communication in the social and economic domain of international business in which participants, adopting/adapting business conventions and procedures, make selective use of lexico- grammatical resources of English as well as visual and audio semiotic resources to achieve their communicative goals.

That Business English is concerned with teaching communication rather than just language forms or skills would have a major impact on the design of Business English curricula in Romania. In fact, the teaching of Business
English has not been form and language-oriented. There is an increasing awareness that the teaching of Business English is an interdisciplinary endeavor and should be informed by research into three essential fields – subject knowledge, business practice and language skills, and that they should be integrated. After all, communication requires knowledge of the subject matter of communication, the procedure of and strategies and tactics for communicating the message, and the disciplinary and professional contexts in which linguistic choices are made guidelines.

The teaching of Business English has become increasingly research-led. Business English as English in use in business represents a domain of social and economic life, with its own subject matter, interpersonal relations, and choice of media and channel of communication. It thus deserves attention as an independent field of interdisciplinary study. From this understanding, the teaching of Business English derives its necessity and vitality.

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