

10. Selection and Developing Materials

- ❖ Two types of materials can be used raw materials or authentic, e.g. newspapers, reports and published materials, e.g. course-books.
- ❖ When using published materials, if they are part of a unit, then activities can be created according to learners' needs.
- ❖ Raw materials are challenging, need effort to check suitability to be usable for the class. Adaptation and customization is needed.
- ❖ In designing tasks, especially for lower level students, attention to language level' is required so as not to 'turn off' the students.
- ❖ The teacher has to balance suitability of raw and published materials in terms of:
 - ❑ Relevance to learners' objectives
 - ❑ Quality of materials as learning tools
 - ❑ The time needs for customization and adaptation
 - ❑ Cost
- ❖ Features of Materials - suitability remains criteria
- ❖ In grammatical syllabus, its linguistic units and choose materials for it.
- ❖ A Business English syllabus can be based on:
 - ❑ Identification of the elements that constitute the scope of Business English
 - ❑ Selection of materials that fit the syllabus template
- ❖ Another approach sees classroom activities as the basis of material selection.
- ❖ The medium of materials could be: print materials - newspapers, reports, audio/video materials and multi medium materials.
- ❖ Equipment: The medium of materials could be audio which satisfies the above criteria, offers a wide range of choice in Business English courses and is cheap.
- ❖ Videos are also catching up with audio in popularity as they combine sound and picture, however are considered expensive ELT materials.
- ❖ The personal computer has revolutionized the way work is done.
- ❖ The telephone line has traditionally been used for distance learning.
- ❖ Video conferencing, email for feedback, Internet offers unlimited sources of topical and authentic material.
- ❖ The teacher has to balance suitability of these for particular learning aims.
- ❖ The most common ready-made material is course books, which are popular all over the world.
- ❖ Course books are textbooks, of which the teacher and the students have copies, which are to be followed systematically as the basis for course design.
- ❖ Disadvantages are that course books can get outdated easily.
- ❖ Important factors for learners could include learners' specific requirements: Clear layout and structure, relevance, regular progress checks, revision opportunities, entertainment, self-study sections, reference sections, up-to-date content, and authenticity. Price can also be a factor.
- ❖ Teachers' priorities could be the amount of guidance provided in a particular book, the extra activities, flexibility and ease of use.
- ❖ Publishers' priorities are to satisfy teachers and students and catering for the needs of a wide clientele.
- ❖ Innovative teachers might feel using a course book is too conservative to go with new methodologies.
- ❖ Companies might not want too daring approaches and will prefer safe, traditional methods.
- ❖ A key issue when considering the choice of course book (or indeed any materials) is authenticity.

- ❖ There are many advantages of **using authentic** materials – it brings the **real world** into the class and provides motivation to learners by making the task realistic and useful for their future workplace.
- ❖ Authenticity could be of **content and activities**.
- ❖ Authenticity of activities is related to **professional** work.
- ❖ **Presentation or negotiation** is the main criterion for business success.
- ❖ Sometimes institutions and teachers find it important to produce **tailor-made** material, designed to supplement the course book or the regular course.
- ❖ This could be done by the training department or **the individual** teacher.
- ❖ **Experienced** teachers can have a huge amount of material which they can adapt to suit learning needs/contexts.
- ❖ Some of this adaptation can be merely cosmetic to make it look **custom-made**.
- ❖ Material used for an **in-company** course for a group of engineers in a **multinational electrical** engineering company based in France, of the production department.
- ❖ A **KD router** (a piece of electrical equipment) is a best-selling product can be used a group of property consultants based in Rome.
- ❖ **Vocabulary, dates and place names** can be adapted for learners of **two** different contexts.
- ❖ **Generating Materials**: Even if the teacher can get hold of genuine documents, the chances are they will need adapting, either because they may not be at an appropriate level, or they may only contain one or two ‘usable’ items, or because they are only relevant to a few people in the class.
- ❖ **Ploughing** through an irrelevant document can be extremely tedious, and may **alienate** learners.
- ❖ Materials are sometimes are so **context-specific** that they cannot be reused.
- ❖ Preparatory Stage: **Material adaptation** at this stage has to focus on:
 - ❑ **Assessment of the learners’ needs**
 - ❑ **Deciding on priorities**
 - ❑ **Identifying and analyzing language items**
 - ❑ **Working out pedagogical approaches**
 - ❑ **Deciding what sorts of activities to use**
 - ❑ **Making decisions about layout**
 - ❑ **Evaluating or piloting early or draft versions**
- ❖ **Corpora** (collections of real language data) can be an important source of material.
- ❖ It is authentic, as it is drawn from **real** language in use.
- ❖ A **concordance** is a list of phrases, each showing the same word or language feature taken from a corpus, which allows users to focus on a **particular lexical, grammatical, or discourse issue** (concordances are generated electronically, so they may be accessed via the Internet).
- ❖ A typical concordance program can allow the user to **isolate** a particular language feature and analyze it in detail.
- ❖ Teachers can extract a few items and then use them in class for activities, how words are used, to create **gap-fills** for their colleagues, complete the sentences and write similar ones themselves.
- ❖ **Open ended** activities are helpful in allowing students to **internalize** language and professional content more than controlled exercises which focus on testing accuracy.
- ❖ Using **corpora** has the advantage of making us aware of the real usefulness of teaching a certain language item.
- ❖ **Corpus** studies can give information on the most frequently used business terms - single words as well as multi-word items such as compounds, collocations, noun phrases, and acronyms.
- ❖ Corpora allow us to move away from intuition **to objectivity** in our efforts to develop appropriate and useful materials.

- ❖ Sometimes teachers of Business English do not find prepackaged materials to suit a particular context.
- ❖ The aim of using the learner themselves as a resource is to get content from the learner; the teacher remains the language expert.
- ❖ Role-play can use real situations from learners' workplace, meetings, telephone calls, and the like.
- ❖ Basic procedure to follow is to discuss the background of the activity, followed by role plays where teachers and students take specific roles.

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- ❖ Frameworks are explicitly structured contexts designed to help teachers and learners.
- ❖ A framework usually consists of a diagram or a simple outline, or a list of key words which can be used as a prompt.
- ❖ Course books are the major source of framework material which can be used extensively. The teachers use their own program but supplemented with other material.
- ❖ They also serve as a syllabus. Other benefits are:
 - ❑ Ready-made texts and tasks: Available for appropriate level
 - ❑ Economy: Cheapest material available
 - ❑ Convenience: To use, easy to carry, pack, and stack.
 - ❑ Guidance: For inexperienced teachers.
 - ❑ Autonomy: Learners can learn, monitor, and review with autonomy.
- ❖ Disadvantages are that they might be inadequate, i.e. cannot supply needs of diverse learners, topics might not interest everyone, and may inhibit teacher's creativity.
- ❖ Some frameworks work in homogenous classes and cannot cater to diverse learning styles.
- ❖ They have their own rationale and approach.
- ❖ The using of too many framework materials results in making the teaching process overly easy for teachers whose role might be reduced as just mediators of content.
- ❖ The criterion for course book selection is generally applicable to all; however, for a certain course or learner population it can be specific.
- ❖ General requirements are that it has a clear layout and is reviewed periodically.
- ❖ One of the most important points to note is that a course book has clear stated objectives.
- ❖ Other points are:
 - ❑ Coverage: Systematic
 - ❑ Authentic texts language
 - ❑ Topics: relevant
 - ❑ Focus on communication
 - ❑ Specialist Vocabulary
 - ❑ Needs: Relevant
- ❖ Teaching philosophy spells out the:
 - ❑ Cultural content.
 - ❑ Can be used as a self-study material, reference book.
 - ❑ Need of any special equipment.
 - ❑ Provides guidance for exam preparation.
- ❖ Using a course book entails that the teacher knows the good and bad points about it, what a single unit or chapter covers in terms of coverage, texts, tasks and administration.
- ❖ Coverage can be seen as follows:
 - ❑ Covers theoretical concepts
 - ❑ Language forms
 - ❑ Communication skills
 - ❑ Professional content
- ❖ Texts can be seen according to their:
 - ❑ Difficulty level
 - ❑ Genre
 - ❑ Interesting/Boring
 - ❑ Varied
- ❖ Tasks: (Activities)
 - ❑ Relevant, useful
 - ❑ Balance fluency and accuracy
 - ❑ Heterogeneous
 - ❑ Cover language items and skills
- ❖ Administration:

- ☐ Specific components ☐ Administered effectively by teacher? Or learners to tackle individually? ☐ Provides guidance? ☐ Important: Activate learners for maximum benefit
- ❖ Course book guidance:
 - ☐ Activate learners ☐ Teacher-led questions? In pairs/groups, individually ☐ Work in pairs? ☐ Classroom interaction
- ❖ Books are all-time materials which are user-friendly, light, and easy to store and pack.
- ❖ Overhead projectors are useful for presenting visual/written materials for classes.
- ❖ Audio equipment, for example, cassette recorders are relatively cheap, easy to use, the main source of spoken language texts in most classrooms, and however they lack visual content.
- ❖ Video equipment is an excellent source of authentic materials
- ❖ Posters, pictures and games can be home made.
- ❖ Use of glossy magazines is also useful.
- ❖ The Internet is an unlimited source of topical and authentic materials.
- ❖ Emails can be used for providing feedback, reviewing assignments, etc.
- ❖ Traditional class teacher, armed with chalk and talk, was the sole imparted of wisdom.
- ❖ Even with an excellent course book and a wide variety of other materials, there comes a point when the teacher needs to make their own supplementary materials. This should be:
 - ☐ Relevant ☐ Personalized ☐ Work sheets: Easy to make, MCQs, True/false tests, excellent for end of unit quizzes, easy to administer and check.
- ❖ Supplementary materials should be based on learners' needs.
- ❖ Today's sophisticated learner is aware of, and needs the latest trends and equipment in teaching.

12. Selection and Developing Materials

- ❖ The term 'authentic' denotes that the texts were written for purposes other than language teaching and learning.
- ❖ Authentic materials could be real commercial documents, newspaper articles, recordings of meetings and conversations used in the workplace, newspaper clippings, excerpts from case studies, reports.
- ❖ Using such materials is a fundamental part of teaching people who are working in companies, and even course books designed for pre-experienced people who often use authentic materials in their content for practice of reading, vocabulary, grammar, comprehension, etc.
- ❖ Advantages are that they bring in real world (in terms of concepts, language, and practice).
- ❖ Sometimes there is non-availability of materials on learners' part.
- ❖ Confidentiality can be cited as a reason for failing to bring documents into class, although some companies are prepared to invest a significant degree of trust in their trainers and make them privy to sensitive information.
- ❖ Sometimes there is the nonexistence of suitable materials.
- ❖ Authentic texts play an important role in demonstrating 'real' language use.
- ❖ Following points can be noted while using authentic materials:
 - ☐ Use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need. ☐ Exploit authentic materials that students use in their specialism or vocation – and don't be put off by the fact that it may not look like 'normal English'. ☐ Make the tasks authentic as well as the texts. Get the students to do things with the material that they actually need to do in their work.

- ❖ Textbooks, manuals, journal articles or websites have failed to produce a solution to the material writer's problem.
- ❖ The language **exemplification** requires editing.
- ❖ One text may have the looked-for **rhetorical** structure and linguistic exemplification, but the content is too obscure or **unmanageable**; another is attractive and has utilizable content, but the structure is wrong, or the treatment is too journalistic (Myers, 1990), and a third looks promising but it is too cluttered with **intertextual** links, asides and references to be useable 'as it is'.
- ❖ Authentic material can be accessed from the following:
 - Minutes, Memos • Emails, Contracts • Reports, Company advertising brochures
 - Presentations (PowerPoint™ slideshows, overhead acetates) • Voicemail messages • Audio and video recordings of real interactions, e.g. TV adverts • Company sales videos, Internet and intranet websites
- ❖ Teaching media allows **dynamic and authentic** models of language, content and communication.
- ❖ These **include letters, minutes, memos, emails, contracts, reports of company** for today's sophisticated learner and more relevant ones like company advertisements and brochures.
- ❖ **ELT and non-ELT** world provides a wide range of audio and video content.
- ❖ **Suitability** of authentic material is problematic.
- ❖ **Availability of suitable materials** poses problems as they are difficult to obtain in practice.
- ❖ **Modification/customization** is required with both published and authentic materials.
- ❖ Editing is an option as is a certain amount of '**skeletonization**', where ellipsis or some other 'placeholder' device is used to eliminate dense content chunks of language.
- ❖ The occasional use of '**instructor-written**' materials is required sometimes.
- ❖ The aim of using authenticity of texts and tasks is to bring the **real world into the class**.
- ❖ It is convenient if **authentic** documents can be provided in electronic form; not only are poor quality photocopies frustrating, but more importantly, having materials in electronic form allows teachers to adapt and reproduce them more easily for classroom use, and to adapt them for other classes if this is appropriate and acceptable to the original producer of the document.
- ❖ Possible activities that can be done with authentic materials, **either adapted or in their original** form are:
 - ❖ Reading (**skim, scan, summarize, answer comprehension questions**).
 - ❖ **Create gap-fill exercise** (remove the words and replace with gaps).
 - ❖ **Scramble** the text and ask learners to rearrange it into the correct order.
 - ❖ **Role-plays** are activities where the learners take on a role, they do not play themselves.
 - ❖ Role plays are good for **pre-experienced** learners, as most of the information is given to them.
 - ❖ A **simulation** is quite different from a role-play. **It refers to an activity where the learner is playing him or her, and (ideally) simulates what he or she might do in real life.**
 - ❖ The aim is to create a **particular** kind of situation in the safety of the classroom.
 - ❖ Simulations are particularly useful for **in-company** groups where people have real jobs to focus on.
 - ❖ A **case study** is a description of a problem or decision faced by a company business.
 - ❖ Case studies require learners to use a variety of different skills in order **to complete** the tasks set. This may **include writing, speaking, listening, researching and presenting their findings.**
 - ❖ A case study method teaches through focusing on **relevant** content rather than **grammatical/lexical** exercises.

13. Tutoring a Course

- ❖ A lesson is a type of **social activity**, which exists in every culture.
- ❖ It may vary in different aspects - **the participants and teachers**.
- ❖ A '**packaging**', or selection and organization of course contents can be done in various ways.
- ❖ The basic model of learning is: **Practice – Feedback - Competence**.
- ❖ In this basic model **feedback** is of central importance and with practice helps in developing competence.
- ❖ A **lesson** is a series of interrelated steps which aim to develop a certain aspect of language knowledge or **communication skills according** to the aim of the course.
- ❖ Each lesson should have its own **unique** aims, coherence and outputs.
- ❖ Business English teaching combines influences from other fields like management and communication, but we should not lose sight of the basic, essential model of learning which is **warming-up, presenting, practicing, producing, evaluation, and feedback**.
- ❖ The Business English lesson can be seen as having **six** flexible stages,
 - ❖ 1. Input: text and a task, information about a business or professional area.
 - ❖ 2. Presentation: Language points: Related to the above, e.g. for presentations what should be appropriate linguistic item should be taught.
 - ❖ 3. Practice: Practice of the above language form.
 - ❖ 4. Communication points: Related to communication tasks, i.e. the presentation
 - ❖ 5. Practice: Practice of the above.
 - ❖ 6. Output Task: Production of the language and communication task.
- ❖ Stage six presents a flexible lesson plan. It can be varied according to:
 - ☐ **Teachers' teaching style** ☐ **Learners' learning style** ☐ **Resources**
- ❖ A **reflective** teacher is flexible, and would modify the plan during the class.
- ❖ **Learning** is the main aim and engaging with content shows whether the lesson plan was effective or not.
- ❖ **Learners' attention**, their enjoyment and motivation would ensure active learning.

14. Tutoring a Course

- ❖ Each learner has a unique **learning style** and approaches a task according to this style.
- ❖ **Oxford (2003)** says: "The term learning style refers to the general approach preferred by the student when **learning a subject, acquiring a language, or dealing with a difficult problem**. **Learning style** is an overall pattern that provides broad direction to learning and makes the same instructional method beloved by some students and hated by others".
- ❖ **Dunn and Dunn (1979)** define learning styles as "A term that describes the **variations** among learners in using one or more senses to understand, organize, and retain experience"
- ❖ As educators we are familiar with categorization of learners according to the following categories of perceptual learners:
 - ☐ **Auditory Learners** ☐ **Visual Learners** ☐ **Tactile Learners** ☐ **Kinesthetic Learners**
- ❖ **Honey and Mumford** suggest four preferred learning styles that a learner brings to a task.
- ❖ Based on these learning styles we can classify learners into four types, and identify their learning characteristics: **The Activist, the theorist, the Pragmatist, the Reflector**.
- ❖ **The Activist**: Learns by doing the task. In the language classroom, they are the ones who enjoy language tasks and communication practice, enjoy using and experimenting with the language.
- ❖ **The Theorist**: Learns the language by understanding the underlying theory.

- ❖ **The Pragmatist**: Learns by practicing in a controlled environment.
- ❖ **The Reflector**: Learns by watching others do the task.
- ❖ Questionnaires can be used to identify learners' dominant learning style, and match the lesson stages with learner types:
 - ❑ **Stage 1**: Present the input text, the task and the model output (**administer questionnaire**).
 - ❑ **Stages 2 & 4**: The focus on language forms and communication patterns should appeal to the theorist who wants to fit the new knowledge into existing schema.
 - ❑ **Stage 3 & 5**: This controlled practice should appeal to the pragmatist who likes to test out the practical application of the forms and techniques presented.
 - ❑ **Stage 6**: This stage appeals to both activist and reflector who will benefit from and develop confidence from seeing the activist in action.
- ❖ **Perceptive** teachers would identify the learning style of learners and would match it up with the lesson stages.
- ❖ **Learning strategies** and styles are linked to each other but are different.
- ❖ Style is natural, but strategies can be **purposely** taught, e.g. writing the main idea is a strategy which can be taught **explicitly**. It is a cognitive strategy known as **summarizing**.
- ❖ Metacognitive Strategies:
 - ❖ **Planning**: Previewing paying attention main ideas, seeking ☐ **Monitoring**: Self-checking one's comprehension ☐ **Evaluating**: Developing ability to evaluating own task
- ❖ Cognitive Strategies:
 - ❖ **Summarizing**: Main idea ☐ **Induction**: Figuring out rules samples ☐ **Imagery**: Visualize ☐ **Auditory representation**: Repeating words ☐ **Making inferences**: Guess meaning ☐ **Using resources**: Ability to use reference material ☐ **Grouping**: Classifying words, concepts ☐ **Note-taking**: Writing key words, concepts ☐ **Elaborating prior knowledge**: Relating
- ❖ Social/Affective Strategies:
 - ❖ **Cooperating**: Learning how to work with peers ☐ **Clarifying**: Asking questions ☐ **Self-talk**: Reducing anxiety by talking positively to oneself
- ❖ The goal is to create a teaching environment that assists learners to learn **efficiently and effectively**.
- ❖ **Learning strategies** are useful in addressing the needs of diverse learners and preparing them for a better **learning experience**.
- ❖ Sensing types use **mnemonic devices and visualization** strategies more and "intuitors search for and communicate meaning and use formal model more frequently" (Ehramn & Oxford, 1989, p. 259).
- ❖ "Thinkers use a formal model building more frequently, while feelers employ authentic language use, searching for and **communicating meaning, social strategies, and affective strategies**" (Ehramn & Oxford, 1989, p. 259).
- ❖ "Judgers **use general strategies, independent strategies, and self-management**, while perceivers employ strategies concerned with searching for and communicating meaning" (Ehramn & Oxford, 1989, p. 259).
- ❖ The **style** of the individual learner forces him/her to use certain strategies more frequently than others.
- ❖ **Language learning** strategies are directly connected to the learning **styles** of the learners.

- ❖ Honey and Mumfield's (1992) questionnaire is useful to identify learners' dominant learning style. It gives the following stages of the process:
- ❖ Stage 01: Identifying dominant style of learners
- ❖ Stage 2 & 4: These stages focus on language forms and communication patterns which should appeal to the theorists who want to fit the new knowledge into existing schema.
- ❖ Stage 3 & 5: This controlled practice should appeal to the pragmatists who like to test out the practical application of the forms and techniques presented.
- ❖ Stage 6: Appeals to both activist and reflector who will benefit from and develop confidence from seeing the activist in action, Rossi-Le's study (1989) found a significant correlation between perceptual learning styles: visual, auditory, tactile, and kinesthetic and strategy use for 7 out of 10 strategy categories.
- ❖ Auditory learners preferred memory strategies, cognitive strategies for authentic language use, and metacognitive strategies such as planning and evaluating their own learning.
- ❖ However, tactile learners revealed a strong preference for using strategies for communicating meaning and for self-management (Nian-nian, 2012).

15. Tutoring Course

- ❖ Feedback is information given to the learner about his/her performance with the objective of improving performance.
- ❖ It has two components - Assessment, in which you simply inform how well or bad the learner has performed, and gives a grade like 70% or a comment like "good", fair".
- ❖ In correction, more specific information on learner's performance is given through explanation, of provision of alternatives or eliciting from learners.
- ❖ Training can be seen as a close-looped system, consisting of the following stages:
- ❖ Identifying needs 2. Designing training 3. Delivering training 4. Evaluating training
- ❖ Trainer evaluation: in which the teacher decides how effective your training has been. □ Trainee evaluation: The trainees evaluate how effective the training has been.
- ❖ Testing and feedback which is the process of determining to what extent the learning objectives have been achieved. In teaching a business English course, our aim is to evaluate: accuracy, fluency, and effectiveness through practice and feedback leading to developing competence.
- ❖ Feedback highlights the strengths and weaknesses of the course, of learning and teaching and provides a basis for remedial work.
- ❖ The evaluators who decide how effective the training is are the trainer, the trainees, the participants and the audience.
- ❖ For accuracy-based tasks the teacher with his/her superior knowledge of language forms is the evaluator.
- ❖ Fluency has to do with the flow and effort of speaking.
- ❖ Flow can be observed, although not measured, and improvement can be seen in fluency in a foreign language user with practice over regular contact and use of the target language.
- ❖ Practice is the key to achieve fluency in intensive as well as extensive courses.
- ❖ Effectiveness in Business Communication depends on practice, but it should be focused around the building blocks of the communication.
- ❖ These building blocks are performance criteria and evaluation criteria. The most valid evaluation comes with the involvement of all participants -listeners, speakers, presenters, audience and participants who should provide feedback to evaluate the course.

- ❖ The **trainer** is in the best position to comment on language performance.
- ❖ There are **three** aspects to trainee evaluation - **accuracy, fluency and effectiveness** in communication.
- ❖ **Practice and feedback** are essential elements in developing communication competence.
- ❖ **Traditional feedback** methods have focused on the accuracy of language forms
- ❖ **Testing learners'** language skills is one of the main ways to find out how successful a course is and usually gives results which are qualitative, making the data easy to **record, manipulate and compare**.
- ❖ **Plenary** discussions, involving the **whole group** where impartial members of the team sit together in circle and discuss the pros and cons of the course, can be conducted for evaluation.
- ❖ **Quantitative** data can be acquired through written feedback.
- ❖ **Questionnaires** can be used to get students' responses about various aspects of the course and the teacher.
- ❖ **Variations** on this could be to send this forms direct to learners from administration and for teacher to leave the class while learners are responding either on the **white board** or in writing. Such feedback can be used to evaluate **teacher performance** and base decisions for future hiring as well.
- ❖ **Trainer** gets feedback from participants and integrates it back into other phases of the course, the materials and implementation.
- ❖ To be effective, feedback needs to be **constructive, balanced, transparent and reasonable**.
- ❖ A **common sense** approach can help satisfy these requirements.
- ❖ Both **oral/written** feedbacks should be given according to appropriacy.
- ❖ Some learners have better memory of spoken word while others have more retention of the **written** word.
- ❖ **Oral feedback** on discussion of communication techniques is better, while **written correction** on the white board on language mistakes is more effective.
- ❖ **Immediate** feedback is more effective than delayed feedback, giving it while the communication activity is still fresh in the learners' mind.
- ❖ **Language** feedback can be provided later for **follow-up** studies and language forms.
- ❖ **Feedback** should only be as much as learners can **assimilate**.
- ❖ The timings for giving feedback are of **crucial** importance.
- ❖ **Gentle correction** is desirable when the student is floundering.
- ❖ The role of the trainer as **orchestrator** and the facilitator should not be underestimated.
- ❖ For effectiveness through **training, activities like presentations, negotiations, feedback** can normally be given after the activity.
- ❖ Only if the learner **transgresses** the basic rules of communication and a breakdown in communication seems to happen, should the trainer intervene to remedy through **feedback**.

16.Managing Activities in the Classroom

- ❖ One to One training/teaching is one of the **unique** characteristic of a Business English course.
- ❖ Since the trainee is the sole focus of the trainer, everything in terms of **objectives, program design, materials and methodology** can be adapted for the learner's wish and need.
- ❖ The main difference in **individual learner and group learners** is **the context** itself.
- ❖ **One to one** is personalized and customized, while in group teaching learners share the trainer.
- ❖ **Individualized** training is ideally suited to ESP as it offers program customization.

- ❖ The focus is a single learner with objectives, program design, materials, methodology suited to his needs.
- ❖ The basic difference is in the context.
- ❖ Groups and individuals both have high expectations for the course to deliver,
- ❖ As far as trainee involvement and contribution is concerned, it is easy to satisfy one person as he is involved in all stages of the course from design to delivery.
- ❖ The trainer can easily vary the design, tempo, focus, activity. With a group this is not possible, oral time e.g. has to be shared among the group. Individual differences need to be subordinated to the group's wishes.
- ❖ The trainee's level needs consideration. In individual courses a certain level of competence which is required can be achieved.
- ❖ In group teaching learners, with lower levels of linguistic resources and less practice of operating in English will tire easily.
- ❖ The concept of individualization is quite a common arrangement in business English teaching.
- ❖ It can involve preparing a learner for a specific project, coaching over a long period of time, helping with reports, presentations, etc.
- ❖ In individualized training there is more learner autonomy within the class.
- ❖ The terms teaching and training are used interchangeably.
- ❖ Training implies professional training to coach in or accustom to a mode of behavior or to make proficient with specialized instruction and practice.
- ❖ The scope of Business English is therefore both wide and narrow, so both terms can be used for it.
- ❖ It includes aspects of education in terms of language and specialist content knowledge and training in Business skills which includes negotiations, meetings etc.
- ❖ Teaching and training approaches focus on the following:
 - ❑ Classroom as bridge
 - ❑ Sharing control
 - ❑ Training style
- ❖ Trainers too because of their training/philosophy remain quite remote from the concerns of the real business community.
- ❖ In order to achieve these objectives, the class should:

Replicate the real world. ❑ Develop skills that can be transferred to the real world. ❑ Provide an environment from which these skills can grow naturally. ❑ The classroom should help students to acquire a good foundation of language which they can use in real life.

- ❖ As trainers/teachers, we have our own teaching styles just as learners have individual learning styles
- ❖ Four distinct teaching styles have been identified by Marshall and Wheeler:
- ❖ The Listener

Prefers trainee talks more than the trainer. ❑ Wants trainee to be self-directed and autonomous. ❑ Appears relaxed and unhurried.

- ❖ The Director:

Takes charge, gives directions, and appears self-confident. ❑ Is well organized, tells students what to do. ❑ Is final judge of everything

❖ The Interpreter:

Separates self from learners and observes. □ Uses theory as a foundation. □ Presents well-constructed interpretations.

❖ The Coach:

Allows learners to evaluate their own progress. □ Involves trainees in discussions. □ Draws on the strengths of the group. □ Uses trainees as a resource.

❖ The Consultant:

Is an expert. □ Is bought in to give advice, analyze, and carry out assessment of courses. □ See whether objectives are met are not.

- ❖ Classroom activities and lesson stages can also be adapted to different roles. Presentation stage of a lesson is best done through trainer-controlled mode.

17. Language for Effective Communication

- ❖ The communication process involves the sending and receiving of messages between sender and receiver.
- ❖ Today's business is a communication based economy.
- ❖ Passive constructions are often unclear, because there is no agency to the action.
- ❖ They can cause wordiness and lack of clarity.
- ❖ Abbreviations, acronyms, jargon: e.g. UNO, FBI, WAPDA, can create problems of understanding, so they should be defined, either in parenthesis or given in the glossary.
- ❖ Unclear technical communication can lead to missed deadlines, damaged equipment, inaccurate procedure, incorrectly filled forms and damage to an end user.
- ❖ Conciseness is a major goal of effective communication.
- ❖ Conciseness saves time.
- ❖ Business people spend 30% of their time in communicating whether written or oral.
- ❖ Conciseness aids clarity.
- ❖ If you dump an enormous amount of words on your readers, they might not read what you wrote, or skip, skim to miss a key concept, or give it up.
- ❖ Limiting word and sentence length adds to conciseness as does omitting shun words and redundancies.
- ❖ Accuracy in technical communication refers to grammatical and contextual correctness.
- ❖ To be effective it must be accurate. If it contains errors, it will make the writer look incompetent.
- ❖ The most effective way to achieve accuracy is to proofread your writing. The following guidelines are useful:

□ Get someone else to read the text □ Use gestation approach □ Read backwards □ Read one line at a time, or print it out □ Use dictionary Guidelines: □ Read long words syllable by syllable □ Use technology □ Check figures, scientific and technical abbreviations, □ Read aloud □ Try scattershot proofreading

- ❖ If the writing not accurate, a negative impression is conveyed to the reader.

- ❖ Either the writer is thought of as **unprofessional, or that he/she is lazy and casual**. Either way the consequences are **disastrous** for company and individual.
- ❖ **Ethics** are a final objective in technical writing. Ethical communication entails being honest about the product and services, in terms of considering the needs of the consumer and the business.
- ❖ One way to solve this dilemma is to check your actions against three concerns: **legal, practical, ethical**.
- ❖ Defining ethics is as problematic as people have different perspectives and viewpoints. The “**Code for Communicators**” to achieve ethical standards given by the Society for Technical Communication states:

□ Use language and visuals with precision □ Prefer simple, direct expression of ideas □ Satisfy the audience need for expression □ Strive to improve professionally □ Respect colleagues: Electronic communication, confidentiality, courtesy □ Respecting intellectual property.

- ❖ Ethical principles for technical communicators include **legality, honesty, confidentiality, quality, fairness and professionalism**.
- ❖ It might describe something from **left to right, top to bottom**, inside out or by giving directions (**east, west, north, and south**) to understand the physical qualities of the subject matter.
- ❖ **Chronological organization** is used in the giving instructions, to document time, to tell about steps in a process analysis.
- ❖ **Text might** be organized by placement of important information.
- ❖ **Organizing communication** by comparing and contrasting different things provides options to clients.
- ❖ **Sexism** in technical communication creates problems through omission, unequal treatment, stereotyping or the choice of words.
- ❖ Gender tagged pronouns and nouns like, **‘his’, ‘him’, ‘mankind’, ‘manpower’, ‘chairman’** should be avoided.

18. Business English and Language Skills

- ❖ Organizing communication by comparing and contrasting different things provides options to **clients**.
- ❖ Ageist language using words like **‘Old people’ and ‘Old folks’** can be substituted by **‘retired’, ‘over seventy’**.
- ❖ Language for **disability or handicap**, any euphemism referring to it can be offensive, and should be avoided.
- ❖ Listening effectively is **crucial** to communication.
- ❖ Untrained people hear only **25%** time.
- ❖ Collaboration demands that all voices be heard. There are various barriers to listening, which the Business English teacher should be aware of:
 - Physical barriers □ Psychological barriers □ Language problems □ Non-verbal distractions □ Multitasking □ Focusing on your own response □ Preconceived notions □ Interrupting the speaker □ Noise □ Unfamiliar words**
- ❖ Keys to effective listening:
 - Stop what you are doing. □ Do not talk □ Make eye contact □ Take notes □ Be objective □ Ask questions □ Control your reactions**
- ❖ Principles for teaching listening are as follows:

- Expose students to different ways of processing information □ “Bottom-up versus top-down”
- Expose students to different types of listening □ What they listen for □ Specific information □ Global of gist: main ideas □ Inference: implied meaning
- ❖ Teach a variety of tasks:
 - Tasks which can be done as they listen □ Task should not be too demanding □ Avoiding tasks which demand too much production
- ❖ Basic vocabulary is taught explicitly while learners guess meaning of unfamiliar words used in the text through the context.
- ❖ A fluent reader reads 200 words per minute.
- ❖ The focus should be on fluent reader not speed reader, skills such as scanning, skimming, predicting, identifying main ideas.
- ❖ Assessment and evaluation should be built in teaching. Assessing growth and development in reading requires time and training.
- ❖ Techniques for teaching writing skills are process writing, invention techniques, brainstorming, word mapping, and quick writing. Writing stages include drafting, feedback, and revising, proofreading and editing.
- ❖ One way is to identify the types of, and contexts of communication. These can be summarized as:

Specialist ----Specialist

Specialist----non-specialist

Non-specialist ----Specialist

Generalist---- Generalist

- ❖ Specialist----Specialist: This presupposes a need for a range of vocabulary dealing with shared professional issues.
- ❖ Specialist----non-specialist/Non-specialist----Specialist: To be effective, today’s multi-faceted manager needs to be able to operate in their own team and multi-disciplinary workgroups and contexts, so one needs business vocabulary of own area but of others as well.
- ❖ Generalist----Generalist: It includes wider context in which professionals communicate outside the strict confines of corporate offices and board rooms.
- ❖ A genre analysis of a business text would reveal the types of communicative acts which are used for particular communicative purposes.
- ❖ Inductive method, however, demand more mental effort and results in more effective learning, retaining more language in the long term, although takes more time for learner to understand the grammatical point in question.
- ❖ Most grammar – based courses are relatively ineffective because they teach grammar in an abstract way, present grammar as isolated sentences, and fail to give a context.
- ❖ Students will tell you that you have to put ‘s’ after the verb in making a 3rd person declarative statement.

19. Teaching Business Speaking Skills

- ❖ **Socializing** skills are important for the BE learner - how to meet and greet people in various contexts before and in between **meetings, at the airports, in the car parks** or just passing each other in the corridor.
- ❖ **Socializing** is one such skill, and is relevant because such a lot of **business-related** interaction is done in places like restaurants, airports, before and after meetings, or standing chatting at trade fair stands.
- ❖ The skill is to do this unobtrusively, so that fellow **conversationalists** are happy to pass on information.
- ❖ Instructions for activities will have to be adjusted to suit the group. For example, if the group consists of **pre-experienced** learners, they will need to be given information about their supposed job and company, and their reasons for being in the country
- ❖ **Story telling** is an engaging or amusing way which is often a key part of effective **socializing**.
- ❖ Here are some possible approaches to using the text:
 - Learners listen to the original recording and then repeat the story.
 - Learners read the text and then repeat the story.
 - The teacher turns the text into a gap-fill exercise by removing some words.
- ❖ Telephone training falls into **two** main parts.
- ❖ The structure of the telephone call can be seen as two parallel **building blocks**, i.e. the caller and the called, which follow a pattern.
- ❖ Preparation for a telephone call refers to be **mentally** prepared for it, in terms of giving, confirming and requesting information, making arrangements, persuading the called party, negotiating and complaining to the called party.
- ❖ **Manner** refers to the techniques used for effective calls.
- ❖ Various activities can be used for **practicing** speaking on the phone.
- ❖ Guidelines for improved **performance**: The teacher should ensure that there is no eye contact when role-playing telephone calls.

20. Teaching Business Speaking Skills

- ❖ Presentations are communication situations in business where one person is speaking, while others listen.
- ❖ A small, informal meeting over a cup of coffee can include **small, informal** presentations (one person standing at the flipchart, speaking, while the others listen).
- ❖ The aim of a presentation is to get through to the audience - anything else is **secondary**.
- ❖ A sales presentation, for example, might be divided into the following stages:
 - 1. Arousal of interest.
 - 2. A description of the problem that needs solving.
 - 3. A solution.
 - 4. Advantages.
- ❖ Various organization techniques can be used for the information you are giving:
- ❖ **Comparison/Contrast**: Compare different employees, office equipment, site for new office.
- ❖ **Problem/Solution**: A problem-to-solution analysis while explaining why your department needs downsizing.
- ❖ **Argument/Persuasion**: All presentations have an element of persuasion in them, like all good common writing.
- ❖ **Importance**: Prioritizing your information from most important to least important or vice versa will help your audience to understand your reasoning more easily.

- ❖ **Chronology:** A chronological presentation can outline for your audience the plan of action they have to follow.
- ❖ **Maintaining Coherence:** To maintain coherence guide your listeners through your speech by using signposting and reference to previous knowledge. It is hard to get far in business without having to give some kind of presentation, so part of the business English teacher's task is to help learners prepare their presentations.
- ❖ Using the **voice, intonation**, chunking correctly is an important skill in presenting.
- ❖ **Intonation** is about how the voice rises and falls in pitch during speech.
- ❖ Another technique is to use other learners to use a checklist which includes the following points:
☐ Aids ☐ Rapport ☐ Delivery ☐ Language
- ❖ **Training and practice** can help learners improve their presentation skills.
- ❖ Practice improves **communication** skills and confidence.
- ❖ **Constructive feedback** combined with practice in class is invaluable for improving presentation skills.

21. Teaching Business Speaking Skills

- ❖ Constituents of effective meetings are:
People: Refers to people involved and their being aware of their role in it. • **Procedure:** Steps and stages and their management. • **Results:** Outcome of meetings. Meetings fail because the participants don't know the purpose of the meeting.
- ❖ Meeting success depends on:
• Communicating the purpose effectively • Satisfying expectations • Clarifying the outcomes in terms of action recommended
- ❖ Objectives for Business English Learners:
☐ To develop meeting skills in terms of procedures ☐ To improve techniques for improving, controlling and participating in meetings ☐ To practice presenting information in meetings ☐ To learn appropriate expressions to do above ☐ To practice meeting and get feedback from on strengths and weaknesses
- ❖ So the main concerns of business English learners are:
☐ The procedural elements ☐ The linguistic elements ☐ Practice ☐ Feedback
- ❖ Procedures for the chairperson (opening, welcoming, apologizing, stating objectives, closing, summarizing, setting next meeting).
- ❖ **the participants** (giving oral presentations, giving an opinion, agreeing, disagreeing, advising, suggesting, asking for information, asking for clarification),
- ❖ for the **secretary**, (to record names of participants, absentees, the points discussed, details of discussion, argument, decisions taken, voting details, actions taken, next meeting).
- ❖ **Role-plays and simulations** which come close to what the learners do in real life will obviously be the most useful, so one of the first things to do is decide how to approach the topic in the classroom, and which type of meeting to focus on.
- ❖ With a **small** group of experienced managers, on the other hand, it might make more sense to design the meeting simulations around the types of meetings the managers actually participate in (in an ideal situation the teacher might get permission to observe such events).
- ❖ Various types of negotiation outcomes/objectives are seen in business:
• Distributive. • Competitive • Win-lose • Directly opposite goals • Conflict: Price, resources • Long-term relationship, A's gain would be B's lose

- ❖ **Integrative** negotiators explore mutual needs and interests, find a way forward.
- ❖ Negotiators are neither wholly distributive nor integrative, and have the ability to move from **win-lose position to win-win**.
- ❖ Constituents of an effective negotiation are:
 - **People**: refers to everyone involved in the negotiation and their roles.
 - **Planning/procedures**: Steps and stages of the meeting in which they meet face-to-face.
 - **The results**: outcome of the negotiation is important. All parties are committed to the agreement reached, terms of agreement clear, and are capable of being implemented.
 - **Language**: refers to traditional categories of grammar, vocabulary, pronunciation (Key to improving performance is to agree what constitutes an effective negotiation).
- ❖ 1. Preparation includes the following points:
 - **Assessing power** • **Establishing specific needs/objectives** • **Sorting out options** • **Defining issues** • **Setting positions** • **Finding out the bottom-line need of the other party**
- ❖ 2. **Relationship building**: Getting to know the other party, looking at the similarities and differences, achieving a mutually beneficial set of outcomes
- ❖ 3. **Information gathering**: Learning about the issue, the other party and their needs, about the feasibility of possible settlements and the outcome in case of failure to reach agreement with the other side
- ❖ Course books usually emphasis on functional areas:
 - **Summarizing** • **Clarifying** • **Asking questions** • **Proposing/agreeing/disagreeing**
- ❖ Contexts for negotiation could be as the following:
 - **Buyer-seller**: price, discount • **Employer-employee**: salary, leaves • **Budget allocation**: Allocation of funds for company/department, for marketing, research, administration.

22. Teaching Business Writing Skills

- ❖ The approaches to teaching writing are the process approach which is based on the **three steps of: prewriting, writing and rewriting**.
- ❖ The **genre** approach is an alternative approach to the teaching of writing.
- ❖ The goals in writing are **accuracy, conciseness, effectiveness, organization and ethics**.
- ❖ Prewriting involves planning your communication and the objectives are to:
 - **Examining the purpose** □ **Determining goals** □ **Considering audience**: Internal, external □ **Deciding what action you want from your audience** □ **Generating information/collecting data** □ **Choosing channel, according to audience, purpose**
- ❖ Ways to gather data are:
 - **Answering reporters' questions** □ **Mind mapping** □ **Brain storming** □ **Story boarding** □ **Outlining** □ **Creating organizational charts** □ **Researching**
- ❖ **Determining** the communication channel is also an important feature of writing.
- ❖ Principles of writing effectively are:
 - **Accuracy**: Refers to the correct use of language forms: grammar vocabulary spelling).
 - **Fluency**: Fluency refers to the mechanics required speed of writing, effort, flow of writing).
 - **Effectiveness**: Refers to the impact it has on the reader in terms of layout, conciseness, coherence, cohesion, appropriacy of style, use of a variety of features, tables, highlighting etc.
 - **Conciseness**
 - **Ethics**
- ❖ Objectives in teaching writing:

• To improve writing skills for reports and correspondence (This will vary according to the needs of the particular group e.g. for secretaries, managers). • To develop appropriate style. • To improve knowledge of standard structures and phrases used for reports, documents. • To practice writing, get feedback on strengths/weaknesses, especially with a view to check accuracy and effectiveness.

❖ Organization of text can be:

• Spatial • Chronological • Importance • Comparison/ contrast • Problem /Solution

❖ Two principle ways to ensure this:

Coherence: It involves creating a logical argument or a sequence which makes sense to the reader. Activities can include jumbled up paragraphs and sentences

Cohesion: It is about how sentences connect with each other to form a sense of unity. Various grammatical devices, such as conjunctions, pronouns, lexical items work for cohesion.

❖ **Formatting** allows the reader ease of access to the text - how it looks on the screen.

❖ The final step in the writing process is **rewriting**.

❖ To perfect your writing, the text has to be revised for:

• Retrieval ability • Readability • Accuracy • Usability Rewriting for perfecting • Test for usability

❖ At the rewriting stage, the documents are revised for:

• Adding details • Deleting wordiness • Simplifying words • Enhancing tone • Reformatting • Proofreading correcting errors

❖ **Usability** means that the audience can understand the text.

❖ Process Approach to writing is a **dynamic process**.

❖ Other activities are:

• Gap Fill • Mixed Jumbled texts/phrases • Dividing sentences into two halves and learners to find the matching sentence halves. • Change style from formal to informal.

❖ **Activities** and practice of writing through controlled activities aim to develop competence in techniques, formats and language forms.

❖ Free activities are undertaken to allow learners to integrate them into documents relevant to their **workplace** and adapt them to their own style.

❖ The published material is available to provide for the **former**, whereas learners can provide materials from their workplace for **free activities**.