




Anatomy of a Business English TeacherThe SEQUEL!!!!

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What is Business English?



- “ The main difference between Business English Training and General English Training is a sense of purpose.”
Ellis & Johnson, "Teaching Business English" OUP 1994
- “Business English is about training and performance. It has definable purposes. Its trainers are facilitators who are aware of the business context and the expectations of the course sponsor; they relate language input to the requirements of the learner and have the planning, evaluation and feedback skills to generate trust and confidence on the part of the learner.”
Nolan & Reed, "Reviews" ELTJ vol. 49/4

Differences in Business English




- Syllabus?
- Context?
- Environment?
- Time Constraints?
- Course Sponsor?
- Student?
- Teacher?

Rogers' Seven Point Plan




1. Physique, Health and Appearance
2. Attainments
3. General Intelligence
4. Special Aptitudes
5. Interests
6. Disposition
7. Circumstances

Questionnaire pt.1



	Questions	Results
1	In which subject was your first degree/diploma?	Everything (incl. English)
2	When you were a child what did you want to be when you grew up?	Nobody said Teacher. (Doctor, Vet Journalist, Barrister)
3	At what age did you become a Business English teacher?	From 22 ("but I didn't realise I had!") to 54.
4	Did you teach at all before becoming a Business English teacher?	100% Yes
5	Have you ever worked as a "Businessman/woman"?	90% Yes
6	Were you a general EFL teacher before a Business English Teacher?	100%Yes
7	Why are you a Business English teacher?	Challenge, variety, natural progression, glamour !
8	Do you consider B E teaching to be more demanding than general EFL?	Slight leaning towards No
9	Would you consider yourself to be an introvert or extrovert?	Mixture. Mostly "both"
10	What age are you?	30-60

Questionnaire pt.2



	Questions	Results
11	Are you married?	90% Yes
12	Do you have any children?	90% Yes
13	What clothes do you normally wear to work?	Formal to smart casual not jeans
14	Have you lived and worked outside your own country?	100% Yes
15	How many jobs have you had?	From 3 through 10 to "numerous"
16	Would you like to be a "Businessman/woman"?	No/not again/not now
17	Which came first: the Business or the English?	100% the English
18	In which area of "Business" are you most interested?	All with poss. slight dominance of HR/ OM
19	What do you consider to be the most important development in Business in the last ten years?	Big range – Quality and IT slight favourites
20	List your main three hobbies/interests?	Almost 100% Reading and Travel then wide range

Questionnaire pt.3

Questions	Results
21 What do you consider to be the most important talent/skill for a Business English teacher?	Ask right questions, listening, communicating, empathy
22 List the next three.	Analytical skills, chameleon, imagination, educ. b-ground
23 Name one piece of equipment you would not like to be without in the Business English classroom.	Favourite : Pen and paper
24 Name the book which had the most influence on your teaching.	No one book stands out. Wide range
25 Name your favourite book (course or resource) for BE teaching.	90% : no one favourite.
26 Have you ever attended a training course for BE teaching?	80% No
27 What would be your "Mastermind" specialist subject?	Beatles, Birds, Oil and water..
28 Are you interested in Politics?	100% : Yes
29 Whether you answered yes or no to 28, how would you describe your political sympathies?	"Centre" to "Left" with "Centre- left" as favourite
30 What would you write under "occupation" on a passport application form?	100%: Teacher

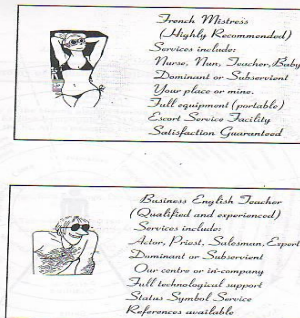
Some Highlights

- Nobody had wanted to be a teacher "when they grew up".
- 90% had worked as a Businessman/woman
- 100% had lived and worked abroad.
- Would you like to be a Businessman/woman?
- (No/not again/not now)
- 80% had never attended a training course for BE teaching.
- 100% had been a general EFL teacher before a BE teacher

Anatomy of a Business English Teacher



What is a Business English teacher?



Anatomy of a Business English Teacher



Accent on Business English

What Students want :

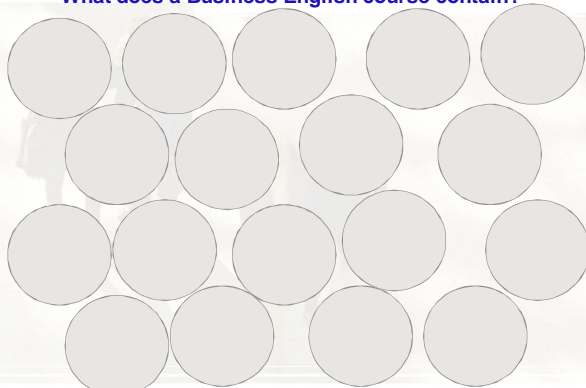
What Teachers want:



What Institutions want:

What Sponsors want

What does a Business English course contain?



Where does the professional content go?

- Lexis?
- Context?
- Authentic materials?
- Grammar?
- Skills?
- Discreet or integrated?
- Skills?
- Presentation?
- Methodologies?
- Knowledge of Business World ?
- Other?

What professional content for ?

Human Resources



Sales and Marketing



Are there necessary skills common to all BE courses?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
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- 10.
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- 11.
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- 18.
- 19.
- 20.
- 21.
- 22.

Business Knowledge

"The basic problem is that it is unreasonable to expect a professional EFL teacher to have serious expertise in Business. No doubt something can be acquired- slowly and painfully-but scarcely enough to satisfy many clients/employers, particularly those in the real world i.e. outside universities and colleges. This "real world" sector is growing – and so is the problem."

English for International Business in Europe

The importance of effective international communication is highlighted in much of the international business literature. For example:

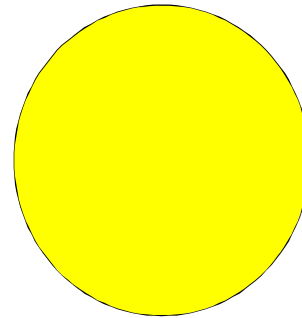
- It is probably better to have mediocre technical skills and excellent international business communication skills than to have excellent technical skills and poor international business communication skills (Victor 1992:246).

The necessary minimum?

- What is the job?
- What is the working day?
- What is company structure?
- What are company accounts?
- What is a SWOT analysis?
- What are the four Ps of marketing?

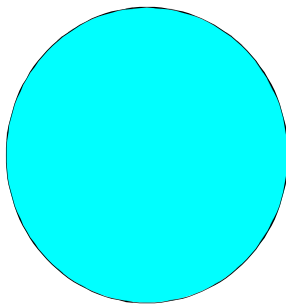
What is the job?

Teaching
Researching
Planning
Preparing
Feedback
Assessing
Analysing
Relationship-
building
Administering
Report-writing
Course Design
Team-building
Leadership
Communications
Finances



What do I do in a lesson?

Listen
Speak
Read
Write
Motivate
Evaluate
Stimulate
Feedback
Correct
Chat
Organise
Lead
Follow



What makes a good B. E. Teacher?

Qualities	You	Your Group
Knowledge of Business World		
Smart Appearance		
Outgoing personality		
Ability to identify learner needs		
Ability to plan a course		
Flexibility		
Knowledge of Linguistics		
Good TEFL experience and skills		
Well-organised and systematic		
Creativity		
Experience of working in Business		
Other....		
Other...		

What makes a good B. E. Teacher?

•Ability to identify Learner Needs

- Ask appropriate questions to establish needs
- Analyse job skills and skill needs
- Assess needs in terms of culture, background & experience

•Knowledge of the Business World

- Company activities
- Job areas and responsibilities involved
- Business communication skills – language and style
- Intercultural issues
- Company training needs

•Knowledge of Linguistics

- ability to assess level according to a performance scale
- ability to describe language in terms of skill/function/structure/lexis

What makes a good B. E. Teacher? cont....

•Ability to plan a course

- select appropriate materials
- adapt or exploit materials to suit needs
- design activities based on authentic source materials
- plan lesson time
- balance and sequence different elements of a course
- weighting and pacing

•Good TEFL skills

- to use an appropriate style to suit learners and learning situations
- to present new ideas clearly
- to devise and carry out practice activities effectively
- to manage role-play and simulations effectively
- to give appropriate feedback
- to manage diverse needs within a group
- to build good relationships with learners in groups and one-to-one

How do companies manage language training?



- HR Department
- Training Department
- Language Training Department
- Department Head
- Line Manager
- Individual Manager
- CEO
- All of the above, or none, or both of these!

Content and Language Integrated Learning (CLIL)

- Even if English is introduced at the primary level, there aren't enough hours in the timetable to get learners to university level...
- ...unless you teach other subjects through the medium of English.
- This has come to be known as 'Content and Language Integrated Learning' or CLIL.

How does CLIL work?

- English is learned through the study of a specialist subject.
- One or more curriculum subjects are taught and learnt through the medium of a language which is still being learned.
- Either subject teachers teach entirely in English, or English teachers add content to their classes.

The advantages of CLIL

- It is based on language acquisition, not enforced learning.
- Language is integrated into the broad curriculum.
- Learners who struggle with grammar-focused exercises may be more motivated by CLIL materials.
- The focus is on natural language and inherently interesting content that is relevant to the learners' other studies.
- Learners are learning as they use the language, and using it as they learn; not learning now to use later or learning now to pass an exam.

Characteristics observed in Poor Trainers



- Highly directive style of teaching
- Inaccurate assessment or assumptions about trainees' level
- Displaying impatience or intolerance
- Lacking commitment to subject or to the importance of training in general
- Lacking in verbal/oral skills
- Trying to teach too much, too quickly
- Refusing to accept criticism or advice on teaching methods
- Lacking sociability and interest in trainees
- Having an untidy appearance

Characteristics observed in Good Trainers



- The opposites of the previous list!
- Technical competence in the area being taught
- A "natural ability" for, and clear enjoyment of, teaching
- High level of interpersonal skills
- Good listeners and questioners
- Genuinely interested in people
- Knowledgeable of, and flexible in, different training strategies and tactics
- Valuing the need for thorough planning and preparation
- Accepting a share of accountability for the trainees' future performance

Two aspects of Management Training

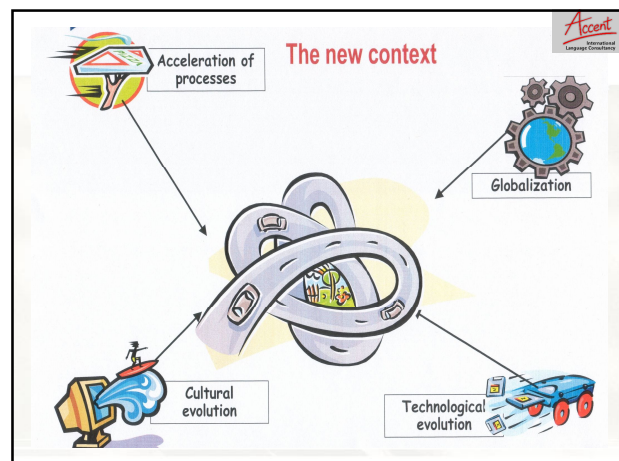
Soft Orientation <i>An open, aware, receptive stance - increasing open-mindedness and flexibility.</i>	<i>Most effective for diagnosing individual needs/strategies and interpersonal dynamics</i>
Hard Orientation <i>A more focused, instructive, directive stance – narrowing and defining.</i>	<i>Most effective for narrowing the meanings of the interactions and intervening for classification of (and for changing) the interpersonal dynamics and individual needs and strategies.</i>

Any training should have a "Soft Skills Focus"

- Relationship-building
- Cultural awareness
- Intuition
- Listening skills
- Motivation techniques
- Planning v. Spontaneity
- Confidentiality
- Presentation

Namby-Pamby Liberal Teacher-speak?

- **NO!**
- **Management Training the Trainer Programmes:**
- 6 critical things to be done at start of course
- Correctly identify 3 different learning styles
- Leading others to learn through their senses
- Demonstrate the ability to inspire learners
- Demonstrate a capacity for empathy with learners
- Demonstrate the ability to motivate
- Recognise the strategic role of the manager within company
- Plan strategies for overcoming barriers to learning
- Link learning points effectively
- Demonstrate use of 4 stages of "the learning loop"
- **(From a Foundation course recognised by Institute of Leadership and Management)**



A New Approach to Training

An outline of its evolution...

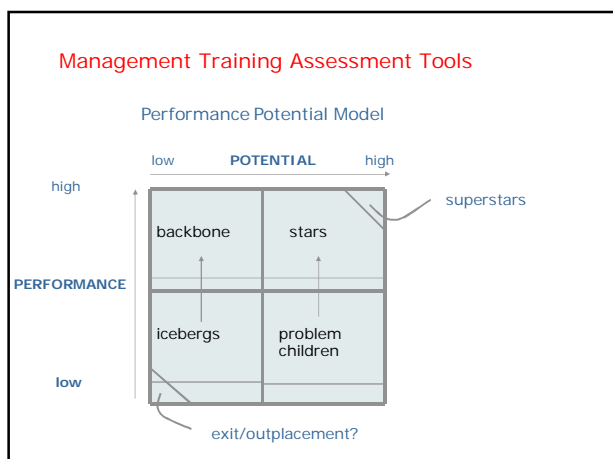
from training...	...to training
• imposed	• on request
• episodic	• that is continuous
• based on offer	• based on demand
• focused on content	• focused on skills
• based on traditional solutions	• that integrates traditional and innovative solutions

The future of ELT

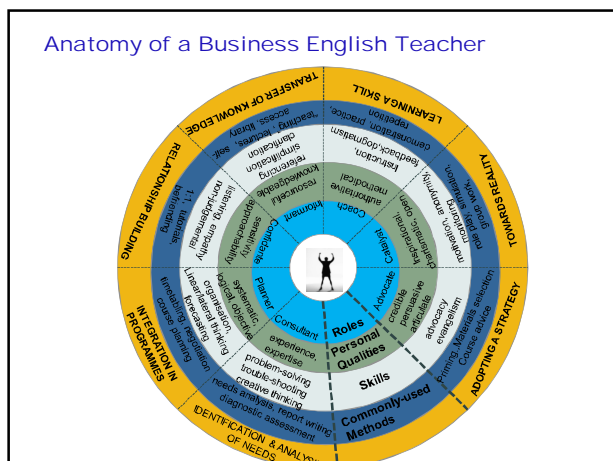
David Graddol argues that:

"As English becomes positioned as a generic learning skill, alongside basic literacy and maths, and is taught to ever-younger learners, English specialists may find themselves more marginalised and their professional knowledge and experience less influential in the way English curricula are designed and delivered."

(Guardian Weekly, CLIL debate)



Charlie (and Charlotte) : 2012?



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