

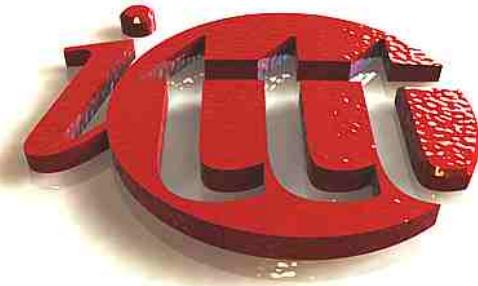


Teaching Business English

CTBE Online Course Course Outline

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Introduction



Target group

This course is designed for practicing or intending teachers of English. It is assumed that participants will have completed some form of TEFL certificate training and that they intend to be able to specialize in the area of Business English teaching now or in the future.

Participants are not expected to have any formal business training.

Objectives

On completion of the course participants should be able to:

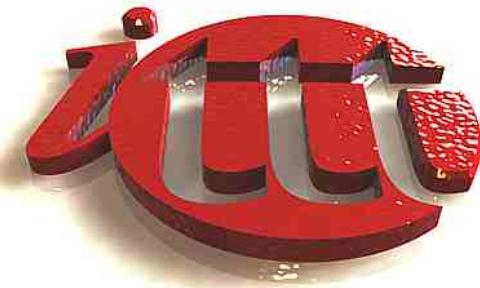
- Discuss using standard industry terminology the role of Business English teaching.
- Have an understanding of the general role of a Business English teacher in a variety of settings.
- Create a teaching syllabus based on evidential assessment of clients needs.
- Have realistic ideas for individual lessons and how to deliver them to a range of target groups.
- Be aware of how to find or create material for their teaching.
- Be able to create and apply assessment procedures pre-course, on-course and post course.
- Be aware of the opportunities available for further professional development.



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BE course content



Structure

The course has six units which aim to cover as many practical and theoretical aspects of teaching business English as possible within the time frame.

In the first unit we first outline the aims and objectives of the course. How these aims and objectives are achieved is covered through the study of two main areas of business English practice. We also discuss prospects for the application of the certificate to the teaching market.

Unit 2 explores the roles of both the teacher/facilitator and the learner/client. It covers how BE teachers' clients are likely to be organized for teaching and the types of skills they will want and need from their teaching.

The third unit takes course participants from first meetings with their client, through the process of level testing, needs analysis and syllabus design. It then gives methods and ideas for evaluating clients pre-course, during the course and post-course, finally looking at how to structure an evaluation for your employer.

In the fourth unit we cover the materials available for teaching Business English, including where to find them, or how to create them and how to organize them into formal lesson plans and ideas for delivery.

Unit 5 looks at teaching themes around which teachers of business English can construct their syllabus and teaching ideas, such as case studies, framework, games and computer-assisted language learning.

The sixth and final unit looks at the business English teaching world and aims to give practical help and advice on how BE course graduates can seek and apply for employment, some general rules for keeping that employment and many of the professional bodies they can join.

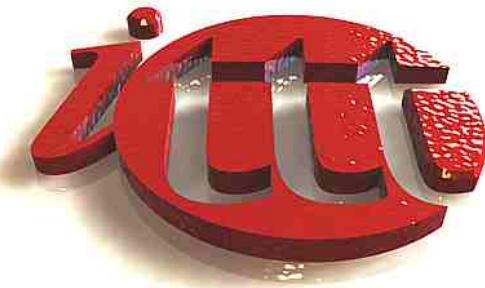
The course units are described in detail on the following pages.



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Course content



Unit 1: Course introduction

1. Introduction
2. Course content
3. How the course works
4. Online course tutors
5. Aims and objectives
6. General terminology
7. General business English
8. ESP
9. Prospects
10. Unit 1 task sheet

Unit 2: Teaching and learning

1. Teachers

- Teaching styles
- Adaptability
- The role of the teacher
- Responsibilities
- Unwritten rules
- Learners who know more about Business than their teacher being a positive factor in a learning environment

2. Learners

- Varieties of learner
- Learners of differing ability
- Learner expectations

3. Teaching adults

- Advantages and disadvantages of teaching adults
- Dealing with fluctuating class sizes
- Reacquainting older learners with the classroom environment
- Adults taught during their working hours vs. those taught outside their normal working day



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4. Teaching groups and individuals

- 'One to one' clients (teaching individuals)
- Advantages and disadvantages for the teacher
- Material selection
- Lesson pacing
- Teaching without group work/ pair work
- Dealing with teacher-student personality differences
- Advantages and disadvantages for the student
- Avoiding too much teacher talk time in one to one lessons
- Ensuring student understanding when peer correction/assistance is not an option
- Advantages and disadvantages of teaching groups
- Differentiation of materials/activities for groups of varying levels
- Organizing groups by level of ability

5. The four skills

- Listening and reading: the receptive skills
- Writing and speaking: the productive skills
- Skimming, scanning and context reading
- Role play as a speaking and listening activity
- Company literature as a teaching resource

6. Teaching methods overview

- Grammar translation
- Audio Lingualism
- The Silent Way
- Task based learning
- Presentation, Practice, Production (PPP)
- Engage, Study, Activate (ESA)

7. Unit 2 task sheet



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Unit 3: Course development

1. First meetings

- Level testing
- What type of level test?
- Level descriptors
- Example level test
- Applying level descriptors based on testing

2. Needs analysis

- Ensuring that your students/clients get the most from lessons
- Working with human resources/ personnel departments for needs analyses
- Sample needs analysis

3. Syllabus design

- The structural syllabus
- The functional/notional syllabus
- The learner led syllabus
- The situational syllabus
- Writing a syllabus based on needs analysis
- Sample syllabus

4. Assessment of students

- Assessment methods and what they reveal
- Diagnostic tests
- Placement tests
- Aptitude tests
- Achievement tests
- Proficiency tests
- Progress tests
- Establishing how frequently assessment tests should be used
- Providing adequate and accurate feedback



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5. Examinations

- Examinations for students professional development
- Examination boards dealing with business English
- Written examinations and the problems they pose for students below the lower advanced level

6. Course evaluation

- Reasons for evaluation
- Student evaluation
- Your evaluation of students
- Future adaptation of the course

7. Unit 3 task sheet

Unit 4: Materials

1. Authentic and non-authentic materials

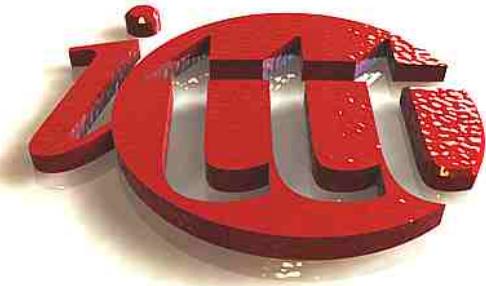
- Categorizing materials by their usefulness in different teaching areas
- Use of audio and visual aids
- Use of worksheets and other written materials as a measure of comprehension
- Sourcing and establishing effectiveness of authentic materials

2. Designing non-authentic materials

- Maintaining a business focus when designing non-authentic materials
- Creating materials with the teaching point and mechanics of use in the classroom as a priority
- Monitoring the usefulness/ success of designed materials
- Designing with pair/groupwork in mind

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3. Lesson planning

- Why have lesson plans?
- What should a lesson plan contain?
- How should a lesson plan be put to use?
- Sample lesson plan
- Lesson plan templates

4. Book resources

- Types of book resource and their various uses/application
- Adaptation of book materials to allow for ability, grouping, culture and position within a business

5. Using the Internet

- Pay sites and 'freeware'
- Searching outside of TEFL and Business English websites for adaptable material

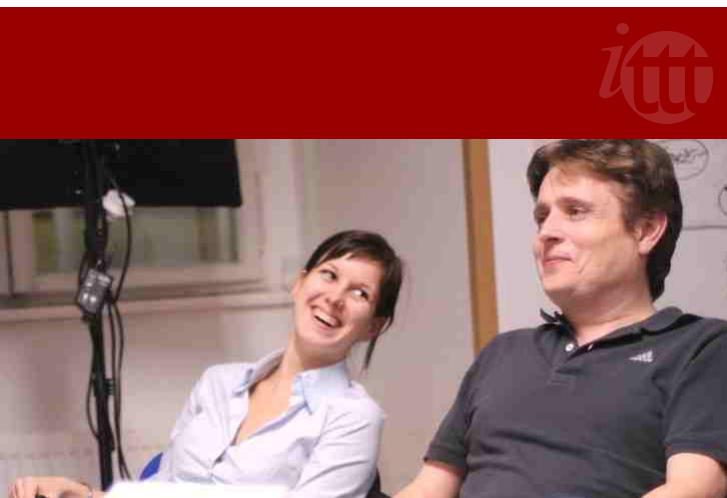
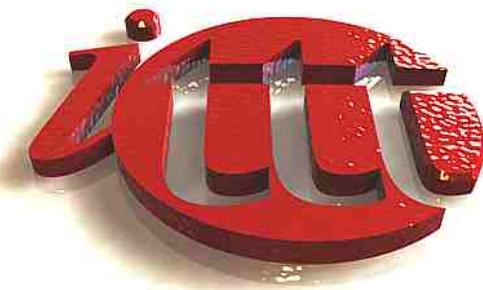
6. Materials webliography

- List of sites with free materials

7. Unit 4 task sheet

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Unit 5: Teaching themes

1. Case studies

- Using case studies to introduce new vocabulary and language structure
- How to select appropriate case studies
- Application of case studies in the classroom
- Feedback
- Debriefing and correction techniques
- Sample case study

2. Framework

- Concept of framework
- Use in teaching tenses with a business orientated theme

3. Problem-based learning

- Teacher as facilitator
- Similarities with task based learning and collaborative learning methodologies
- Example problem based activity

4. Games

- Adapting games for Activate activities
- The use of games to facilitate learning in business environments by 'lightening the mood'
- Examples of games and how they can be adapted

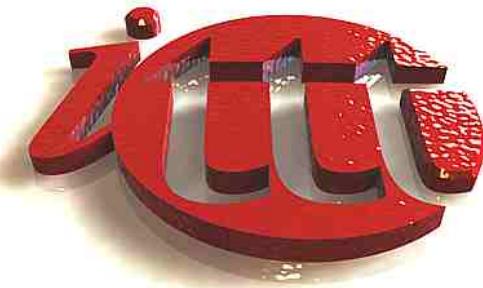
5. CALL

- Computers as a learning tool
- Student website-based research and presentation as an opportunity to practice reading, writing, speaking and listening
- Business letters, faxes and emails
- Business biography sites



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Unit 6: The Business English world

1. Business English etiquette

- Conversational and personal etiquette with web link on the subject covering most countries
- Questions you as a teacher should be able to answer about the country you work in

2. Seeking employment and job sites

- Comprehensive list of top TEFL and business English job websites
- Advice on 'in-country' job searching
- Interview questions
- Things you'll need to know about the work practices of various countries

6. Speech-Act theory

- Definition and explanation
- The theory in practice
- Uses in overcoming cross cultural mistakes

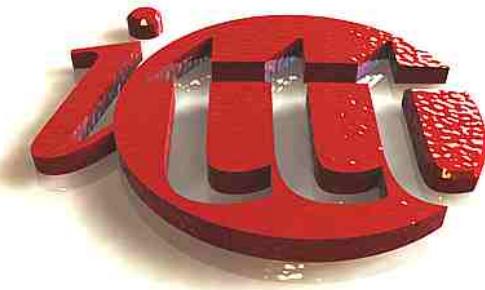
7. Putting it all together

- Three in-depth lesson plans for students of different levels
- Worksheets
- Pre-made activate activities

8. Unit 5 task sheet

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3. CV/Resume

- Writing a CV specific to the TEFL/Business English job market
- Sample CV

4. Examinations for teachers

- Diploma courses for TEFL teachers
- Universities offering Masters degrees for TEFL teachers
- Online TEFL Diplomas for business English teachers

5. Organizations and associations

- List of groups to which TEFL teachers can be affiliated

6. Supplement

- Websites by function
- Book publishers
- ESP sites
- Reference material
- Journals and newspapers
- Linguistics sites

7. Unit 4 task sheet

