

# Developing Innovative Material for Business English

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# Outline

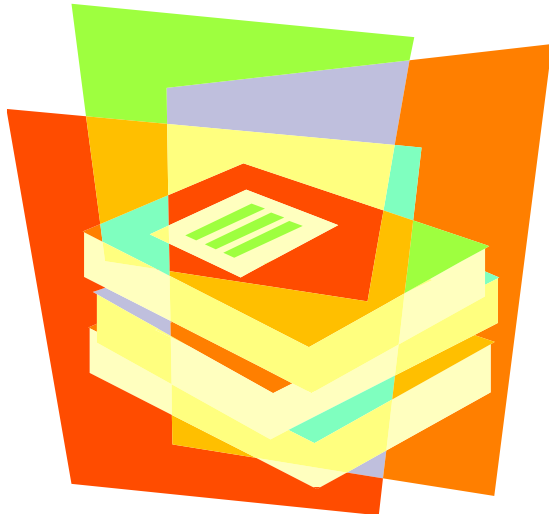
- Introduction
- Material Development
- Major Problems
- Interactive=Student-oriented
- Developing Materials
- Tomlinson's Text-driven Framework

# Introduction



- Arab learners take Business English to improve business communication skills
  - E-mails
  - Letters
  - Memos
  - Formal Reports
- Being EFL, they might face some difficulties

# Material Development

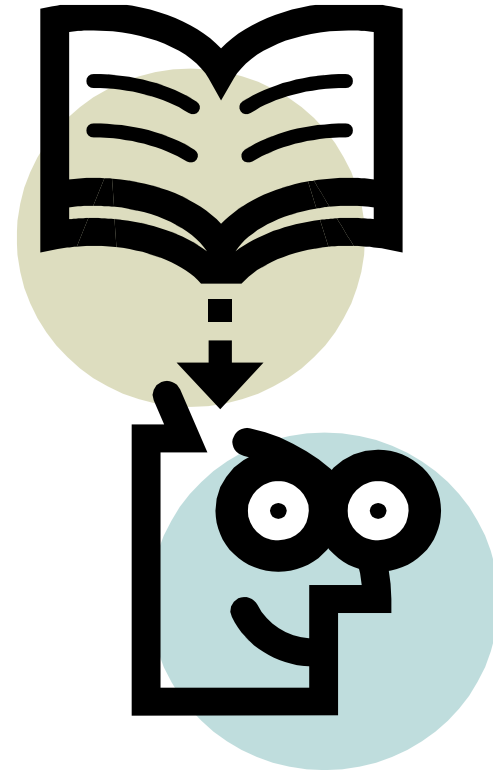


- «Materials development is both a field of study and a practical undertaking. »  
(Tomlinson, 2001, p 66)

# Material Development



- “As a field it studies the principles and procedures of the design, implementation and evaluation of language teaching materials.” (Tomlinson, 2001, p.66)



# Material Development



- “... involves the production evaluation and adaptation of language teaching materials...” (Tomlinson, 2001, p. 66)



# Major Problems



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- Negative transfer
- Translation
- Errors in Verb Phrase
- Prepositional knowledge



# Major Problems

- **Transfer:** to cause something to pass from one place to another
- Examples of Negative transfer:
  - Students transfer from L1 to L2: hinders the learning and results into
    - Distorted word order:
      - L1: Verb+ Subject+ Object
      - L2: Subject+ Verb+ Object
        - » Attended I the meeting.
      - The correct form: I attended the meeting.





# Major Problems

- Translation: translating expressions
  - Ex: The company's sales were high and *that is all return to you.*
    - *I'm pleased and complimented by your productive skills...*
    - *And we have celebrated as a family in our success*

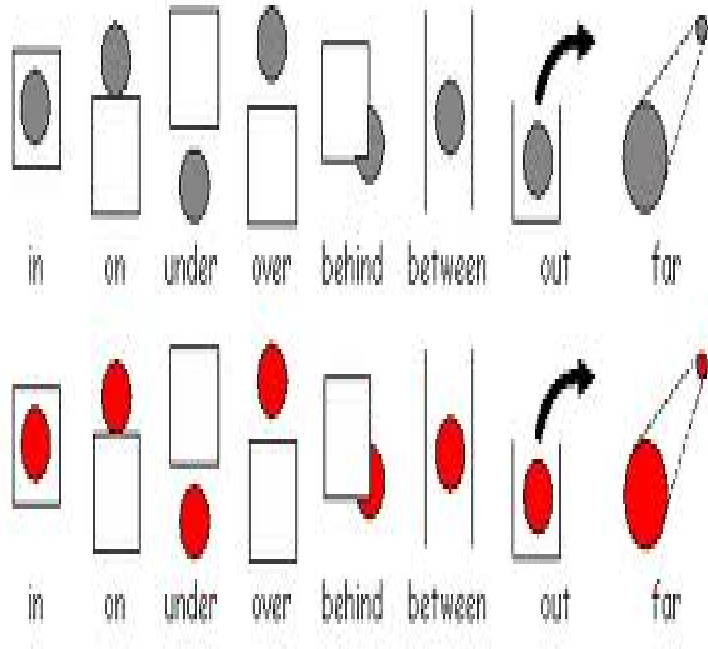


# Major Problems

- Arabs face three types of errors in verb phrase
  - Verb formation
    - What I want to be?
    - We overcome the obstacles of work?
  - Tenses
    - *I wish that I attend your office* to know how the company works.
    - I have planned for the project for a long time.
  - Subject-verb agreement
    - The workers always finishes their report on time.




# Major Problems



- Prepositional Knowledge
  - In Arabic, there are verbs that do not take prepositions
  - Compete, like, wait, result, collide, engage
- Some English prepositions may have several Arabic translations



# Major Problems

- Prepositional Knowledge
  - Ex: Being in work three months at your facility.
  - The visit will show the dealer how much we are interested to improve our company.
  - A research about which is the best method used.
  - I have trouble at work because  the lack of skills in management.

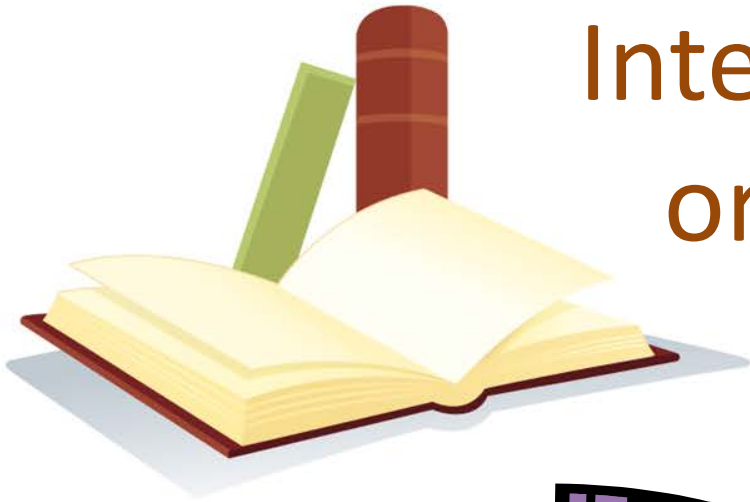
# Interactive=Student-Oriented



- Student-oriented means materials that engage the students and connect with their lives



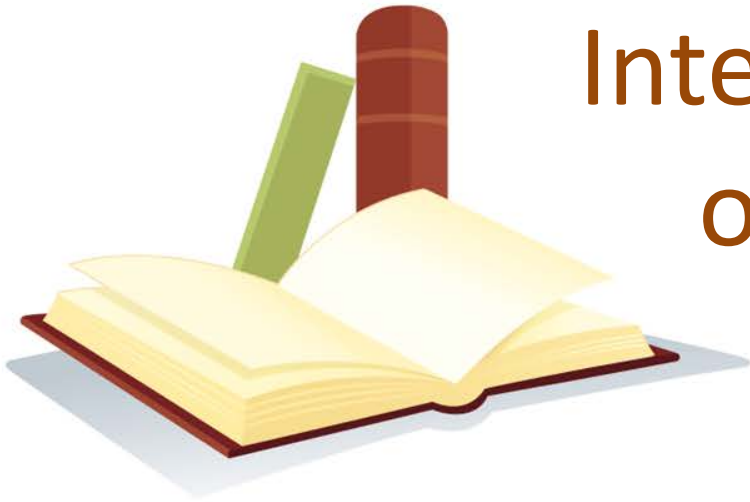
# Interactive = Student-oriented 2



- “the materials have to match the psychological and sociological realities of the class.” (Tomlinson,2003, p.162)

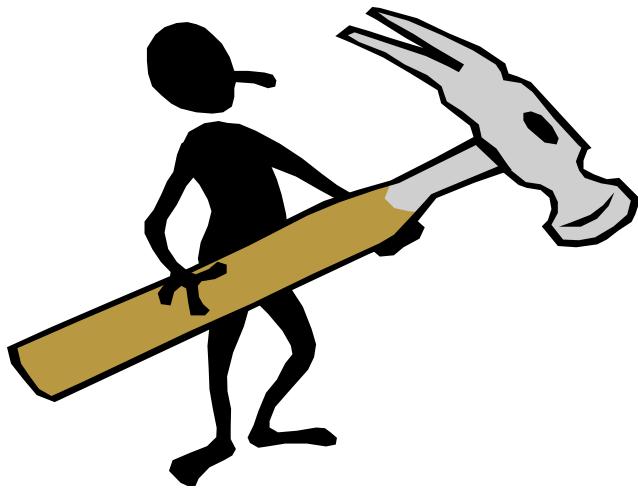
# Interactive = Student-oriented

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- Students “need to relax, feel at ease, develop self-confidence and self-esteem, develop positive attitudes towards the learning experience and be involved intellectually, aesthetically and emotionally.” (Tomlinson,2003, p.162)

# Developing Materials



- To help the learners feel at ease and develop confidence,
- Of those that are relevant and useful,
- To expose the learner to language in authentic use,



# Developing Materials 2



- To provide learners with opportunities to use the target language to achieve communicative purposes,
- To take into account that learners differ in learning styles,
- To provide opportunities for outcome feedback.

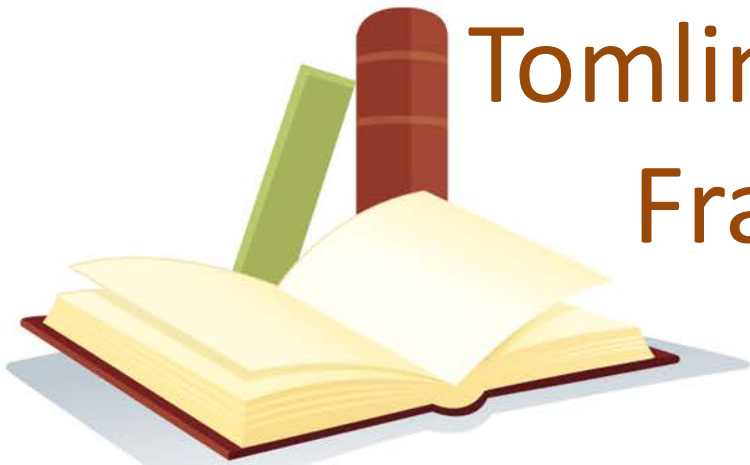


# Tomlinson's Text-driven Framework



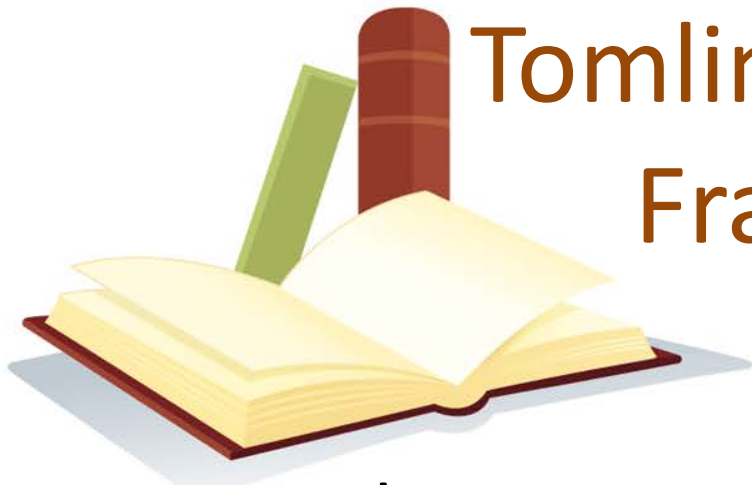
- Guidelines for Material Development
  - Text Collection
  - Text selection
  - Text experience
  - Readiness activities
  - Experimental activities
  - Development activities
  - Input response activities

# Tomlinson's Text-driven Framework



- Text Collection

- <http://www.businessenglishmaterials.com/>
- [\*http://www.teachingenglish.org.uk/english-for-business\*](http://www.teachingenglish.org.uk/english-for-business)
- [\*http://en.wikibooks.org/wiki/Business\\_English\*](http://en.wikibooks.org/wiki/Business_English)
- [\*http://www.bizeng.mobi/bizengnet/BizEngLinks1.htm\*](http://www.bizeng.mobi/bizengnet/BizEngLinks1.htm)



# Tomlinson's Text-driven Framework

- Text Selection

- [http://www.teachingenglish.org.uk/sites/teacheng/files/Meetings%20Getting%20down%20to%20business worksheets.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/Meetings%20Getting%20down%20to%20business%20worksheets.pdf)

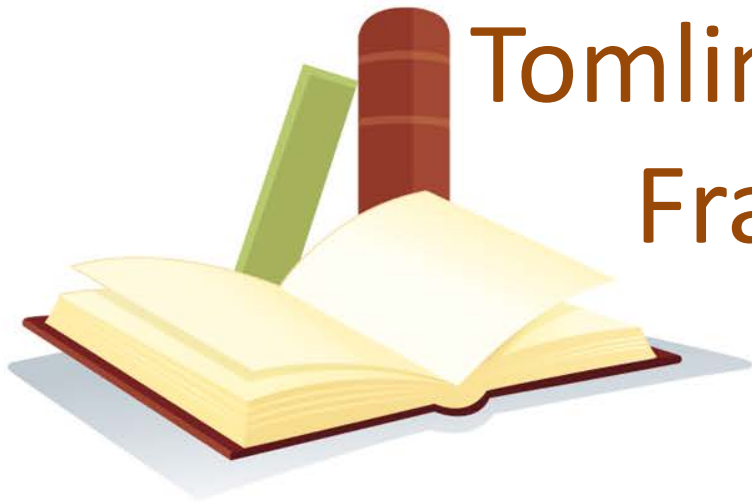
- Text experience

- We read/listen to text together, give learners chance to anticipate what they will learn
- Try deducing the rule of verb formation



# Tomlinson's Text-driven Framework

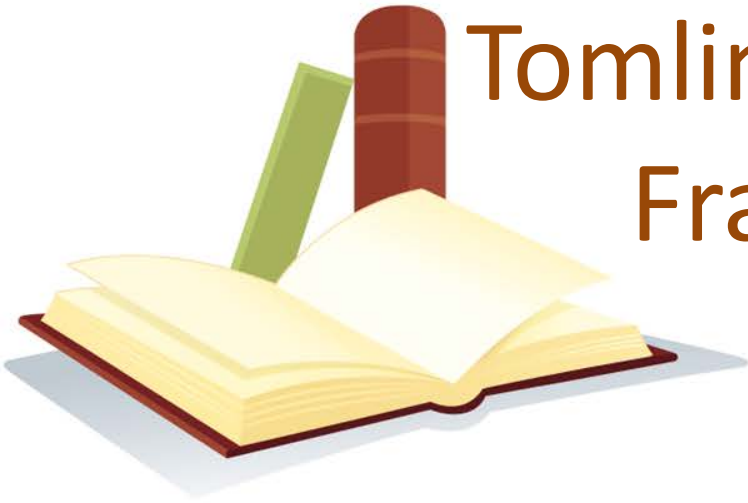
- Readiness activities
  - You can develop an activity
    - Ask students to fill in the blank to complete the sentence
    - Activities to be adequate representation of authentic situation
      - Exercise on the agenda of a meeting
        - » When \_\_\_\_\_ the meeting \_\_\_\_\_ place?
        - » What \_\_\_\_\_ we \_\_\_\_\_ to discuss?
        - » Who will be the attendees \_\_\_\_\_ the meeting?



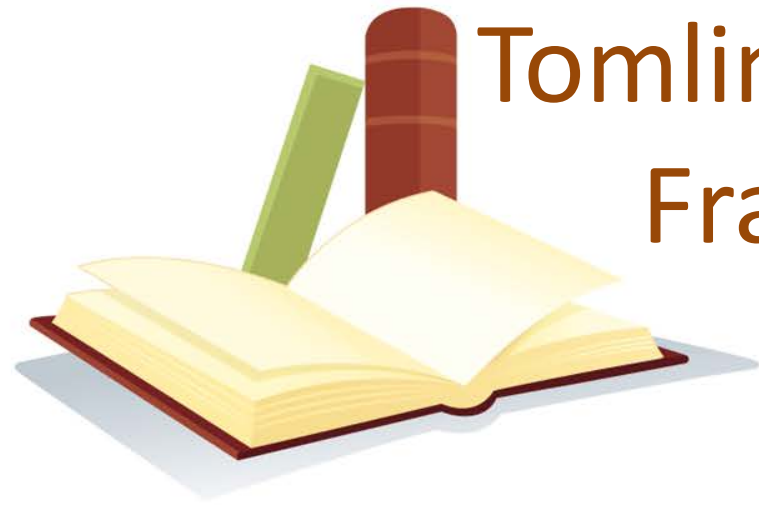
# Tomlinson's Text-driven Framework

- Experiential activities
  - Turn the exercise into a conversation
    - They can discuss the agenda of the meeting using verb phrases and various prepositions
    - Present a mock meeting

# Tomlinson's Text-driven Framework



- Developmental activities & Input response activities
  - Writing an agenda
  - Implement agenda
  - Write minutes of the agenda



# Tomlinson's Text-driven Framework

- Trialling
  - Transform the material to the needs of the market



# Questions?

