



**INTERNATIONAL CONFERENCE 2004
PROGRAMME DETAILS**

Friday:

Start of Registration: 16:00

Opening addresses: 18:30 – 19:30 (for details: see below)

Drinks: 19:30 – 21:00

Speakers:

- a) ***Drs M. Molier, director of International Studies HRO/HES – word of welcome***
- b) ***Representative of BESIG – introduction and formal opening of the BESIG conference***
- c) ***Karen Meudell PhD MBA- Walking the Tightrope – Balancing Management and Pedagogy on International Programmes***
- d) ***Drs. C.H. de Koe – Intercultural Education – Opportunities and Pitfalls, a personal account.***

Karen was in charge of the International MBA at the University of Portsmouth and is currently freelance lecturer at the Rotterdam Business School Masters Studies. She is also involved in teaching to multicultural groups at the undergraduates and Pre-Masters courses. Kees de Koe is programme coordinator at the Global Recruitment and Student Support department at the Rotterdam Business School.

Workshop schedule:

Saturday		Series 1
9.30 - 10.25/10.30	Workshops A1 – A9 (45-50 minutes)	
10.30 - 11.00		COFFEE
11.00 - 12.30	Workshops B1 – B8(90 minutes)	
12.50 - 13.35	Workshops C1 – C5 (45 minutes)	
	(Or LUNCH)	
13.35 - 14.45	Workshops C 5 – C 8 (50 minutes)	
	(Or LUNCH)	
15.15 - 16.45	Workshops D1 – D6 (90 minutes)	
Sunday		
9.30 - 10.30	Workshops E1 – E9 (45/50 minutes)	
10.30 - 11.00		COFFEE
11.00 - 12.30	Workshops F 1 – F7 (90 minutes)	
13.00 - 13.50	Workshops G 1 - G 7 (45/50 minutes)	

Please note that a number of workshops/talks were also held during last year's conference in London. As they have an important message for Business English trainers, and too few people were able to hear them last year, we felt they merit a second chance in Rotterdam.

This concerns the following workshops:

Paul East – (B 7, F 5 and D 3)

Charles la Fond (D 2)

Sheila Thorn (slightly adapted from last year) (C 6)

Workshop descriptions:

SATURDAY

9.30 – 10.30 (45-50 minutes) Workshops A 1 – A 9

A1:

Paul Emmerson – Intercultural Communication and BE - Insights from Sociolinguistics
(45 minutes)

Mr Emmerson will present the main ideas from some recent books in the field of intercultural communication, in particular titles by Michael Clyne, Ron and Suzanne Scollon, and Jeremy Thomas. These authors are academic sociolinguists, but their work offers useful insights to the BE teacher. It is Mr Emmerson's purpose to stimulate his audience to think of ways to connect theory with practice.

A 2:

Maurice Claypole: Breaking down Barriers – Blended Learning in BE Teaching.

Key clients in the business sector are rethinking their language training programmes and setting higher standards of quality and efficiency. New ideas and new technology are called for and teachers who do not keep up-to-date will be left by the wayside. The key of the future lies in the integration of intensive classroom teaching with interactive software and Internet connectivity. It is time to break down the barriers between hitherto isolated methods of delivering content and promoting language acquisition. This talk will report on three years' experience in developing and implementing Blended Learning Solutions and demonstrate how this approach can be dovetailed into a broader-based learning programme in which the teacher's role is vital but radically changed.

Note: This workshop and B 2, by Ann Claypole, are a set. B 2 is a continuation of A 2.

A 3:

Nick Brieger: Teaching English in Higher Education.

Increasingly, staff in higher education in many countries are being expected to teach their subjects in English to multicultural groups of students. This places considerable additional demands on the teachers' abilities. It not only frequently causes problems related to their competence in the English language but also brings about more general difficulties in communicating in this complex setting.

This presentation will illustrate a training programme for academics which combines 4 elements:

- 1) Developing knowledge of appropriate methodologies for delivering lectures and seminars*
- 2) Practising delivering lectures and seminars and to get feedback on effectiveness.*
- 3) Extending understanding of learning styles for learners from different cultural backgrounds.*
- 4) Extending language knowledge around educational themes.*

A 4:

Stephen Oliver: Hands Off – Working towards Learner Autonomy

With ever-increasing pressures on company budgets and ever-greater need for English, could we be doing more to help our students learn by themselves? Business learners obviously need more than just through Murphy, but what exactly? What skills and techniques can be trained? What materials and technologies are available? Do all students want to learn by themselves? Are we just doing ourselves out of a job? This will be a highly practical and interactive session where your ideas and experiences will be most valuable.

A 5: (This will be repeated as G 7)

Adrian Philbeam: Using Video in Business English Teaching.

Video has many uses in Business English teaching – as a model of language and behaviour, as an insight into cross-cultural issues, as a source of information about business practices, as a stimulus for language and communication practice, and as starting point for case study work. Drawing on extracts from the recently published “Big City” videos and exploitation material for intermediate and upper-intermediate learners, this presentation will give examples of these and other uses of video for Business English.

A 6:

Hans Platzer + Désirée Verdonk: English in the Workplace – A Survey among Austrian Professional People.

The presentation reports on a survey conducted among Austrian professional people with the aim to elicit aspects of English-usage in professional contexts. Such information is pertinent to course-development for pre-experience BE learners in secondary/tertiary institutions since needs analysis for such learners can only mean an informed projection of their likely future needs.

Aspects discussed include:

- The nationality of speakers interacting with Austrian professionals and the implications for cross-cultural issues and NS vs NNS language.*
- An assessment of the relative importance of specific text types/interactional modes identified by textbooks (e.g. correspondence, reports, presentations, meeting, telephoning.) etc.*

A7: (This will be repeated as G 4)

Rebecca Chapman: E-quirks; Teaching the Idiosyncrasies of e-mail Correspondence.

“Letters? Who still writes letter? I need to know how to write e-mails!” Does this sound familiar? But how do we “teach” our students to write e-mails? How are e-mails different from letters... or are they? What language and standard phrases do our students need to know to write effective e-mails in English? How can we help them develop a sense of appropriacy with regard to formal and informal language? This talk/workshop identifies areas and features specific to e-mail writing which teachers should be aware of and highlight for their students. It then deals with ideas from materials and activities for teachers to use when addressing the issue of formality, conciseness and accuracy.

A8: (This will be repeated as G 3)

Colin Benn: The Search for the Killer Application

English @ Oxford’s approach to e-learning has been to address the question: What can this medium do that other media – books, CD-ROMs etc. – cannot? We have developed e-learning tools for business people that really exploit the advantages of the Internet and stimulate learners’ interest in the language. They are tools created by teachers for teachers and learners alike.

A 9:

Pauline Bramall-Stephany and Nicola Thompson: The Art of Small Talk

Students often complain that their main difficulty in English is not discussing business, but small talk before or after the meeting, or, even worse ... at the dinner table. What should they talk about? How should they respond?

In this workshop the speakers will examine the importance of small talk in building up relationships in business or in a private setting. They will demonstrate materials to use in class which will help students feel at ease with small talk on topics such as life experience, the workplace, hobbies etc.

11.00 – 12.30 (90 minutes) Workshops B1 – B 8;

B 1:

Duncan Baker: Sticky Websites.

This talk will show us the why, what and how of building a website to promote yourself and your institution – together with addressing questions such as future updates and more. Aimed at both newcomers and those with experience of the Web. The first half of the presentation will be spent looking at the practicalities of building a website, what needs to be included and whether you do it yourself or employ a professional. Depending on the audience's requirements such areas are covered as how to promote your website, how to make it "sticky" and how it can be used (cheaply) to augment the services you already provide – added value at little cost!

B 2:

Ann Claypole: The Human Aspect of Blended Learning.

This interactive hands-on workshop will give an insight into the theory and practice of team teaching, focusing on materials and techniques relevant to high-powered Business English courses conducted by two or more teachers working as a team. These techniques were developed to reinforce and complement the material taught during the distance learning phase of a Blended Learning package, but can be incorporated into any intensive Business English training programme.

Note: This workshop forms a set with A 2, by Maurice Claypole. B 2 continues where A 2 left off.

B3: (This will be repeated as D 5)

Michael Williams: Business Ethics for Oxymorons

As seen by the various corporate scandals recently, the term "Business Ethics" seems to be somewhat of an oxymoron. And even though the fallout from these events is still being felt, this shouldn't deter instructors/trainers from seeing the value of exploring this topic with their students/clients, as Mr Williams has done with his University of Applied Sciences (Fachhochschule) English seminar students.

So in order to promote this end, this workshop will cover such questions as:

- *What is Ethics, anyway?*
- *What do business people really say it is?*
- *Why/how would you ever apply this in the classroom?*

B 4:

Ivan Midgley: Successful Seminars - What, Who and How.

For trainers who would like to know more about teaching group seminars in conference hotels, and more experienced trainers who would like to share their experiences and ideas. It is a workshop format involving small group tasks as well as "here-is-one-I-prepared-earlier" input from the presenter. Content will address the following questions:

What is exactly a seminar?

What are the benefits of seminars to participants, client companies, trainers and language training companies?

What does a typical seminar programme look like?

What qualities does a trainer need to teach seminars?

What future developments can we expect in the field of seminar training?

B 5:

Mrs Nunez

(No information received to date)

B 6:

Marjorie Rosenberg: Fun with Business English

How can we bring elements of fun into a business English course? Can we help our students to learn by creating a more relaxed atmosphere in our classrooms? Come to this interactive workshop and discover for yourself the fun elements of both the world of business and business English. Try out techniques that will encourage your students to talk and keep them coming back to class ready for more. Find out how to energize and motivate your students through creative and communicative activities which can be done in any business English context.

B 7: (This will be repeated as F 5)

Paul East: Integrating E-books into Business English Training.

This presentation/workshop will demonstrate how the e-book concept can be integrated into Business English training and is particularly suitable for on-to-one and short, in-company courses. An e-book offers much more than a printed version with features such as links, video and audio clips, and can easily be updated. All participants will receive a 450+ page handout in a digital form containing articles and information on e-publishing.

B8: (This will be repeated as F 2)

Mark Waistell – The Perfect BE Course Book!

As Business English teachers, we are sometimes quite snooty about using a course book. "We tailor our courses to suit the individual needs of the student," we cry. And yet, and yet we all use course books. Is it possible to produce the perfect course book, ergonomically designed, wide-ranging, multi-faceted, infinitely flexible, teacher and student friendly, tailored and tailorable? Well yes, actually, maybe it is. This is not a publisher's talk – it's a workshop/talk looking at needs, ideas, concepts and directions.

12.50 – 13.35 (45 minutes) Workshops C1 – C4

C 1:

Luminita Andrei: Discursive Practices in Manuals for Business Professionals (max 25 attendees)

Ms Andrei writes: “The intention of the present paper is to comment on the experience of devising, piloting and revising some listening comprehension activities for a manual I am currently working on: Business English Guide. I am perfectly aware of the fact that I still have work to do on the manual; therefore, sharing my experience with you may help me identify the weak points and give a better profile to the whole project.”

C 2: (This will be repeated as E7)

James Schofield: Double-dealing; Intermediate BE Course book

“Double Dealing” is an exciting and radically different intermediate Business English course book from Summertown Publishing, the independent EFL publishing company.

“Double Dealing” combines solid language input and practice together with a systematic cross-cultural and business-skills development scheme, which helps bridge the gap between language and cross-cultural training. The book can be used modularly or sequentially, but student interest and motivation is maintained throughout by wrapping the material in a crime story involving murder, sex and money in the world of international business.

The presentation introduces the approach, and demonstrates material you can use on Monday!

C3:

Rita Baker: A Core Syllabus for Courses in English for Business + Professional Purposes.

The purpose of needs analysis is to identify the specific targets of a given individual or group of students. Many participants will say that their biggest need is to increase their vocabulary. English has an estimated vocabulary of between 750-800,000 words; an educated native speaker has an overall vocabulary of 50,000 words including a significant “passive” repertoire. What is the minimum number of “words” needed for effective communication in an international context? Which ones are they, how are they used and what implications does this have for effective and efficient course design?

C4: (This will be repeated as G 1)

Vicki Hollett: Tech Talk

Introducing a new elementary course designed to help learners with the practical aspects of their jobs, be it production, planning, maintenance, purchasing, research development, testing helplines, quality, project work – this book will get them up and running fast. Its games and creative activities get students talking, and its helpful pictures ensure it’s friendly to tech-challenged teachers, too.

C5: (This will be repeated as E 9)

Robert McLarty: Getting the Focus Right in Business English

Most Business English courses are, by their nature, short in duration or limited in the number of hours taught. This talk assesses how we can take maximum advantage of the teaching time by dealing with a number of issues outside the classroom. The talk will use extracts from the forthcoming BUSINESS FOCUS (OUP)

13.55 – 14.45 (50 minutes) Workshops C 5 – C8

C 6:

Gabriela Berndt: The Other Side of the Fence – Running a Training and Development Department (max 30 attendees)

Ms Berndt ran the training and development department of the American IT company Germany@perotsystems for a number of years. When consulting superiors and co-workers on training measures as well as negotiating training concepts with training providers and trainers, she found that her own long experience as a (foreign language) trainer was of tremendous help – knowing both sides of the same coin.

In the talk-presentation, she reports on her work as the training and development department, allowing co-trainers to catch a glimpse of “the other side of the fence.”

C 7:

Evan Frendo: Task-based Learning – Is It Effective?

Many business English trainers intuitively use tasks in their classrooms, yet the arguments to do so are by no means conclusive. One of the reasons for this is the lack of sufficient empirical data, particularly in the field of business English teaching. This talk will explore some of the key issues and present evidence from recent research in order to examine the following questions: Should we be using tasks? How should we be giving feedback? How can we tell if we are improving (spoken) performance?

C 8:

Sheila Thorn: The Role of Authentic Listening Materials in BE Teaching.

Most language learners find listening to spoken English the most challenging of all four skills, due to the special features of spoken English. In this talk an outline will be given on the need to supplement the listening passages in published course books with authentic listening texts. Extracts from BBC radio programmes will also be used to show the wide variety of suitable Business English listening materials which are now available for use by Business English trainers. Ms Thorn will then talk about her unique service, the listening business, and explain how the exercises and transcripts she provides can help Business English trainers.

C 9:

Olga Kuznetzova: The Biblical Principles? Why Not? (max 15 attendees).

In the Russian culture the teaching profession used to be a respected and honoured one. A lot of unknown enthusiasts guided by love of the subject they taught. Love for their students and the communication they made have contributed to building up the intellectual potential of the country. This, in Ms Kurnetzova’s opinion, is a fact recognized universally. “Unfortunately, at present we are faced with problems in teaching which are caused by our separation from God. The biblical principles are violated and this makes teaching a very hard and ungrateful job to do for the native EL teachers.

The Biblical Principles must be popularised and find their place at the University level teaching and no doubt must be followed while doing business in Russia. Good communication is important in any relationship.”

15.15 – 16.45 (90 minutes) Workshops D 1 – D6

D 1:

Martin Sunderland + Tim Phillips: E-learning on behalf of C.A.T.S. GmbH

C.A.T.S. now offers a completely hosted, Internet-based, e-learning solution which has been specifically designed for language schools that wish to offer full use of the Corporate English system to their customers without having to deal with any complicated technical issues.

As C.A.T.S. is dedicated to blended learning, the trainers are completely integrated in the system. All the learners' interaction with the adaptive placement test, the diagnostic needs analysis and the learning modules is written back to the database and is viewable on-line in the LMS and off-line in the C.A.T.S. Viewer. This enables schools to offer a range of new, highly flexible services.

D 2:

Charles la Fond: Student Presentations – Delusion or Reality? (max 50 attendees).

Getting students to put together effective presentations which you can work with and which are still realistic for the student is not easy. Either they don't come prepared or they come with a 1-hour presentation which they simply read from the slides or transparencies. This workshop will give you a neat tool which will allow your participants to create effective, 5-7 minute presentations that you can easily develop in a variety of ways. From the production of visual solutions to proper practice of speaking freely, this workshop gives you the necessary skeleton that students really like!

D 3 :

Paul East : E-Publishing/E-books for teachers.

Getting accepted by a traditional publisher is very difficult, but e-publishing is accessible to everyone. Particularly in ESP, there is a dearth of materials and e-publishing gives teachers the opportunity to provide others with materials to fill this gap – and the royalties are good, too! This presentation will give an overview of e-books with examples of published materials. All participants will receive a 450+ page handout in digital form containing the presentation together with articles and information on e-publishing.

D 4:

Petra Colak + Sonja Harapin: What Makes a Contemporary BE Teacher? (max 25 attendees).

There is more to BE training than just accuracy, fluency and effectiveness. Business English nowadays is all about establishing the right rapport with trainees, who are frequently experienced, knowledgeable and skilled professionals. What can we offer to those "who know it all" but still want more? The answer is: the winning combination of business and interpersonal skills in one trainer. The workshop lists skills required and demonstrates their use via an interactive multimedia approach. The following skills will be included and experienced: Business Etiquette, Meetings, Negotiating, Presentations, PowerPoint Games, NLP and creating personalized training materials. The speakers hope to prove that only such multi-skilled individuals will best meet the needs of a contemporary BE trainee.

D 5: (This is a repeat of B 3)

Williams: Business Ethics for Oxymorons

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- *What do business people really say it is?*

Why/how would you ever apply this in the classroom?

D 6 (This will be repeated as F 7)

Shireen Weston: The Use of Role Play for Business English.

Why are some activities more exciting than others in a Business English classroom? Why does the same activity work well at times, and fall flat at other times? Are we informing our trainees ABOUT the language, or are we developing their ability to USE it in a variety of situations? Can contracts and/or existing business be affected through verbal or body language? What about cultural cues?

Most of us recognize that using role plays is valuable.

SUNDAY

9.30 – 10.30 (45 minutes) Workshops E 1 – E 8

E 1:

Zoya Kornyeva: Sheltered Content -Based Instruction and How it Can Be Introduced in Ukraine University.

The participation of Ukraine in the process of globalization raises the question of preparing highly qualified specialists in different branches of science and technology, who will possess good command of the English language. Choosing among many methodological options, we came to the conclusion that under the condition of the Ukrainian higher educational institutions only a sheltered model of content-based instruction can substantially improve the efficiency of teaching specialized subjects in English. This first attempt at modeling content-based instruction should inevitably be further developed to raise the teaching of English for specific purposes in our country to the world level.

E 2:

Cor Koster: Language Auditing: A New Qualification.

In a currently running Leonardo da Vinci project called “Language Auditing – Tools for Europe”, a tool is being developed for assessing the language needs of companies. The project, with 16 participating institutions in 7 countries, has tried out this tool, consisting of a questionnaire, a self-assessment and a vocabulary test, in 5 countries (NL, HU, BG, PL, GR.) This paper reports on the results of the try-outs in the various countries, paying attention to the difference in the usability of self-assessments. It also discusses the desirability of including language auditing as a subject in teacher training courses, thus providing students with a new qualification: that of being a language auditor.

E 3:

Nick Brieger: If it's to be Technical English ...

There are various interpretations of the term "Technical English" and each has different course content and teaching implications. In this talk, Mr Brieger would like to explore the differences between:

- English in technology*
- English for technology*
- The language of technical English*
- (Everyday) technical English*
- Technical English at work*
- English for technical purposes*
- Technical communication in English*

To this list we could add others, such as:

- English for engineering*
- English for the telecom industry, etc.*

Maybe the list is endless. So how do we make sense of the differences in terms of content and methodology?

E4:

Blanka Klimova: When Cultures Clash... (max 25 attendees)

Would you like to discover some website materials on teaching culture, acculturation, stereotypes or to know why sometimes business negotiations break? Then come to the workshop! You will have a chance to experience some of its activities yourself. You will also be familiarized with website materials development on cross-cultural awareness, its structuring and evaluating.

E5:

Goeran Nieragden: "Your Place or Mine?" Transcultural Compromise in the Classroom.

This talk will demonstrate some eminently workable classroom activities for enhancing sensitivity to differences on (business) cultures, researching national/regional stereotypes, and establishing transcultural compromise. All tasks presented start from a simple vantage point of a grid that allows students to compare, contrast, and, ideally, combine (aspects of) two distinct cultures. Concrete examples in this will be, e.g. "The Role of the Executive's Spouse", "Attitude to Overtime", "Equal Opportunity Policy", "Entertaining Business Partners". The exemplary "default" cultural values for these tasks will be English, American, German, and Chinese.

E 6:

Barney Barrett: The Internet and Business English? What's New? (max 80 attendees).

An increase in the use and integration of the World Wide Web into Business English courses has changed the approach and methodology of many teachers.

This essentially practical session offers:

- an update on useful websites for ESP*
- practical teaching ideas, collected from Business English teachers throughout 2003*
- the latest bulletin on technology in teaching from the Summertown web site*
- an ideas exchange*

The session is based on ideas and materials from "The Internet and Business English."

E 7: (This is a repeat of C 2)

James Schofield: Double-dealing; Intermediate BE course book.

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“Double Dealing” combines solid language input and practice together with a systematic cross-cultural and business-skills development scheme, which helps bridge the gap between language and cross-cultural training. The book can be used modularly or sequentially, but student interest and motivation is maintained throughout by wrapping the material in a crime story involving murder, sex and money in the world of international business.

The presentation introduces the approach, and demonstrates material you can use on Monday!

E 8:

David Heitler: What is my Added Value and How can I Sell It?

In this talk-cum-workshop, we will be looking at how to assess our own uniqueness as trainers. We will be looking for answers to “What makes my Business English training good/effective/full of insights?” We will also be looking at what we do – and what else we could do – to sell our uniqueness.

E9:

Robert McLarty (**this is a repeat of E 5**)

Most Business English courses are, by their nature, short in duration or limited in the number of hours taught. This talk assesses how we can take maximum advantage of the teaching time by dealing with a number of issues outside the classroom. The talk will use extracts from the forthcoming BUSINESS FOCUS (OUP)

11.00 – 12.30 (90 minutes) Workshops F 1 – F8

F 1:

Jeremy Comfort, Peter Frankel and Patrik Schulz: Blended Learning – a Multi-media Project on Business Presentations.

Business Presentations is the first online course developed for an international MBA to be offered by Konstanz University of Applied Science. The speakers will present the full range of materials which have been developed. These meet the needs of target learners in terms of:

- 1. Communication skills*
- 2. Language skills & knowledge*
- 3. Professional content (finance, sales & HR)*
- 4. Cultural understanding*

These four areas are exploited using sample video presentations, audio extracts, interactive exercises and assignments, online glossaries and phrase banks. These form part of an MBA module which also includes face-to-face, online chat and virtual classroom sessions

F2: (This is a repeat of B 8)

Mark Waistell: The Perfect BE Workbook.

As Business English teachers, we are sometimes quite snooty about using a course book. “We tailor our courses to suit the individual needs of the student,” we cry. And yet, and yet ... we all use course books. Is it possible to produce the perfect course book, ergonomically designed, wide-ranging, multi-faceted, infinitely flexible, teacher and student friendly, tailored and tailorable? Well yes, actually, maybe it is. This is not a publisher’s talk – it’s a workshop/talk looking at needs, ideas, concepts and directions.

F 3:

Donal Reid and Trevor Smith: Motivational Structured Exercises and Activities.

Situation: One which you will all have experienced! It is 5 o’clock, the course participants literally crawl into the classroom after a hard day battling to survive in today’s corporate quagmire. How on earth can you teach them, let alone wake them up?

This workshop will show you (and involve you in) dozens of structured activities and exercises which will energize, motivate, interest, challenge but more importantly help teach the participants.

You and your course participants will benefit immensely from attending this workshop.

F 4:

Anthea Bazin: Bridging the Gap between BEC – Preliminary and Vantage.

The Cambridge Business English Certificate (BEC) is a suite of international business English examinations focusing on the English which candidates need in order to function in business-related situations.

This workshop will focus on the gap between BEC Preliminary and BEC Vantage levels. It will consider what students need to learn in order to perform well in both the receptive and productive tasks at intermediate level.

Examples of BEC style tasks and activities taken from newly available material will focus on the development of language skills for the work place as well as how to bridge the gap for students progressing from Preliminary to Vantage level.

F 5: (This is a repeat of B 7)

Paul East: Integrating E-books into Business English Training.

This presentation/workshop will demonstrate how the e-book concept can be integrated into Business English training and is particularly suitable for on-to-one and short, in-company courses. An e-book offers much more than a printed version with features such as links, video and audio clips, and can easily be updated. All participants will receive a 450+ page handout in a digital form containing articles and information on e-publishing.

F 6: (This is a repeat of B 6)

Marjorie Rosenberg: Fun with Business English

How can we bring elements of fun into a business English course? Can we help our students to learn by creating a more relaxed atmosphere in our classrooms? Come to this interactive workshop and discover for yourself the fun elements of both the world of business and business English. Try out techniques that will encourage your students to talk and keep them coming back to class ready for more. Find out how to energize and motivate your students through creative and communicative activities which can be done in any business English context.

F 7: (This is a repeat of D 6)

Shireen Weston: The Use of Role Play for Business English.

Why are some activities more exciting than others in a Business English classroom? Why does the same activity work well at times, and fall flat at other times? Are we informing our trainees ABOUT the language, or are we developing their ability to USE it in a variety of situations? Can contracts and/or existing business be affected through verbal or body language? What about cultural cues?

Most of us recognize that using role plays is valuable.

13.00 – 13.45/13.50 (45/50 minutes) Workshops G 1 – G 8

G 1: (This is a repeat of C 8)

Vicky Hollett: Tech Talk.

Introducing a new elementary course designed to help learners with the practical aspects of their jobs, be it production, planning, maintenance, purchasing, research development, testing helplines, quality, project work – this book will get them up and running fast. Its games and creative activities get students talking, and its helpful pictures ensure it's friendly to tech-challenged teachers, too.

G 2:

Teun de Rycker: Word Mapping

If you are new to the Lexical Approach and often have to work with relatively large classes in Higher Education, then this workshop may be for you. After briefly explaining the word “mapping technique” and the rationale behind using maps as a vocabulary learning tool, Mr De Rycker will illustrate a wide range of map-based activities that may help students of Business English improve their lexis.

G 3: (This is a repeat of A 8)

Colin Benn: The Search for the Killer Application.

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G 4: (This is a repeat of A 7)

Rebecca Chapman: E-Quirks; Teaching the Idiosyncrasies of E-Mail Correspondence.

“Letters? Who still writes letter? I need to know how to write e-mails!” Does this sound familiar? But how do we “teach” our students to write e-mails? How are e-mails different from letters... or are they? What language and standard phrases do our students need to know to write effective e-mails in English? How can we help them develop a sense of appropriacy with regard to formal and informal language? This talk/workshop identifies areas and features specific to e-mail writing which teachers should be aware of and highlight for their students. It then deals with ideas from materials and activities for teachers to use when addressing the issue of formality, conciseness and accuracy.

G 5:

Michael O'Connor: Harnessing the Information Explosion: Online Databases and EFL. *Businesses invest heavily in online commercial databases. These online databases can enhance EFL acquisition. Using commercial product features, instructors can take advantage of and harness the information explosion to improve "4-skills" acquisition and peer communication as well as information literacy. The talk will include practical techniques and advantages to using commercial databases over web sites.*

G 6:

Oleg Tarnopolsky: BE as a "Super-Language"- Sequence and Principles of Teaching. *Business English (BE) is analysed as a kind of "super language" embracing actually or potentially both General English and all kinds of ESP. A specific sequence of teaching business communication in English is suggested as a direct consequence of this "super language" character of BE. Some principles of teaching BE to students of business and economics in Eastern Europe are discussed. Those principles include three main ones (motivational sufficiency, practical implementation of communicative competence and learner autonomy) and seven subordinate ones (interculturality, teaching different varieties of BE, immersion into content, problem-solving, integrated-skills approach, implementing three possible levels of learner autonomy, co-operative learning.)*

G 7: (This is a repeat of A 5)

Adrian Philbeam: Using Video in Business English Teaching.

Video has many uses in Business English teaching – as a model of language and behaviour, as an insight into cross-cultural issues, as a source of information about business practices, as a stimulus for language and communication practice, and as starting point for case study work. Drawing on extracts from the recently published "Big City" videos and exploitation material for intermediate and upper-intermediate learners, this presentation will give examples of these and other uses of video for Business English.