

BESIG Annual Conference 2009

20 – 22 November, Poznan, Poland

Preliminary Programme

Plenary Session

Saturday 09.00 – 10.30

Vicki Hollett

Relationships matter

Business English is language people use to get things done. Studies show that professional conversation tends to be more purposeful than ordinary conversation and the task in hand constrains the nature of the talk. But our practical focus on the task in hand has sometimes meant another dimension of business English has taken second place - the human beings that use it. People like to do business with people they like. To make things happen our students need to get along with other people, build relationships and attract respect. So in some ways it seems we have an impossible job. What language can we possibly teach that might help our students to become more likeable?

There is now a good deal of research to guide us - research on face issues and politeness, intercultural research on speech acts and research into interpersonal language in workplace discourse. All these things can point us towards the language that people use to develop rapport and feelings of solidarity, mitigate conflict and avoid misunderstandings. I'll be looking at what some of that language might be and exploring ways we might introduce it into our classroom teaching.

Biodata

Vicki Hollett is a freelance Business English teacher who has written many top selling business and technical English courses, including two first prize winners in the English Speaking Union competition. A graduate of Reading and Essex universities, she has worked in Japan, Algeria and the UK and delivered hundreds of workshops for Business English teachers in Europe, Asia and South America. In her past, Vicki has also trained teachers for the LCCI's Diploma in English for Business and conducted Business English teacher training syllabus development work for Cambridge ESOL. As well as Business English, her special interests are pragmatics and sociolinguistics. British by birth, she now lives in Philadelphia, USA where she is learning to speak 'merican.

Sponsored by Pearson Longmann

Session A (11.15-12.00)

A1 (11.15-12.00) (Room tbc) Rita Baker: Spelling English

Presentation type General: 45 minutes
Audience type: Mixed

Summary

'English is an impossible language', asserted our dinner guest'.
'I'm afraid I don't agree' said I, bristling at the effrontery of this lady curate daring to trespass on my area of expertise.
'But it IS', she retorted. 'What about 'tough, bough, through and though ...'.
'Oh', I replied, trying not to sound smug and superior; 'you mean the English spelling system'.
She didn't bat an eyelid.
'Go on then', I challenged her. 'Complete the list'.
Haha, that stumped her.
'Actually', I continued, 'the English spelling system is 97% regular - only, not a lot of people know that'.
Spelling probably doesn't feature greatly in the day to day life of a BE trainer, Nevertheless, it does occasionally raise its head - and it does have value as a pronunciation resource. So join me if you care to skirmish around this more esoteric aspect of English, or develop your dinner party repartee.

Biodata

Last year, Rita Baker became eligible for a free bus pass and reduced train fares. TEFL has been her lifetime career, with the second half being devoted to residential immersion training in English for business purposes. She is married to the almost-equally-decrepit Duncan Baker with whom she founded Lydbury English Centre in 1985. They have four adult children and three little grandsons.

A2 (11.15-12.00) (Room tbc) Paul Dummett: Communication games for the BEC classroom

Presentation type Workshop: 45 minutes
Audience type: Mixed
Audience size: 40
On behalf of Heinle ELT, Cengage Learning

Summary

A practical workshop that will present various communication games (speaking, vocabulary, reading and writing) for BEC candidates to help motivate them for exam tasks.

Biodata

Paul Dummett is a freelance teacher and author based in Oxford in the UK. Most of his teaching career has been dedicated to designing and teaching programmes for senior managers. Recent publications include 'Success with BEC Higher' (Summertown 2008) and Energy English (Summertown 2009).

A3 (11.15-12.00) (Room tbc) Huan Japes: Spoken English for Work – Assessing Spoken Communication for Work

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of Trinity College London

Summary

Trinity College London has developed the Spoken English for Work Examinations (SEW) in order to meet the need for the authentic, oral assessment of a range of typical workplace tasks and situations.

This talk will focus on the format of the examinations, including the preparation, presentation and discussion of a work-related topic, the telephone task where the candidate has to resolve a problem presented to them and the general discussion phase. There will be the opportunity to view DVD footage illustrating these tasks. In addition, we will focus on how our assessment procedures retain reliability and validity.

This talk is suitable for those tutors and training institutions seeking a new approach to the assessment of workplace English.

Biodata

Huan has worked as a teacher and teacher trainer in the UK, Italy, Indonesia, Russia and China. His current role at Trinity College focuses on the development and implementation of a range of TESOL qualifications. He has a particular interest in teacher development and e-learning and has presented widely on these topics.

A4 (11.15-12.00) (Room tbc) Anișoara Pop*: Text and voice tools to maximize the students' writing and talking time. A case study

Presentation type General: 45 minutes
Audience type: Mixed

Summary

The purpose of this paper is to illustrate how an integrated Web 2.0 reading/writing/speaking class project carried out with adult second year students at Dimitrie Cantemir University of Targu Mures Tourism and Finance sections, can increase both exposure and use of the target language, the two essential elements responsible for enhancing the communicative competence (Kasper, 1997). Factors of learners' different personalities, learning and response pace, motivation, and language proficiency which usually lead to individual inequality to speak up/write in traditional classes, can be easily accommodated by asynchronous speaking and writing tools. The paper will reflect on the employment of writing (personal blogs and a class wiki) and speaking tools (VoxOPop asynchronous talk group) designed to maximize the students' writing and talking time. A SWOT analysis of this integrated approach project will be also be presented.

Biodata

Anisoara Pop is a university lecturer at Dimitrie Cantemir University of Targu Mures, Romania and has been teaching EFL for 22 years and BE for more than 10 years. Her current preoccupations include teaching BE with the Web 2.0 tools.

A5 (11.15-12.00) (Room tbc) James Schofield: Help students get BEC on their CV

Presentation type General: 45 minutes
Audience type: Mixed
On behalf of Cambridge ESOL

Summary

The Cambridge Business English Certificate (BEC) is a qualification that can help candidates to increase their language skills and employability opportunities. This presentation is designed for teachers or course administrators either running or thinking of running BEC courses and outlines:

- The benefits for students (and teachers!) in taking BEC
- The type of student that is likely to do well at BEC
- Common pitfalls to avoid
- Suggestions for course material

There will also be time allowed to answer any questions that you might bring with you concerning the BEC exams.

Biodata

James Schofield is a language and intercultural communications trainer at Siemens in Munich. He runs BEC courses at Preliminary, Vantage and Higher levels and has students taking BEC exams the week after BESIG. This may explain why his fingernails are currently chewed to the quick. He is co-author of the popular 'Double Dealing' business English course books and several business English readers for Summertown publishing. He also writes the Financial English column in Business Spotlight.

A6 (11.15-12.00) (Room tbc) Steve Flinders: Transnational trade union communication – improving its effectiveness

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Compared to the investments made by international companies in developing the quality and effectiveness of managerial communication at international level, those made by labour organisations or by companies on behalf of their employee representatives are minimal, and the difference shows. In this talk, I propose to present some ways in which international trade union communication can be improved. I shall present:

- the profiles of different kinds of trades unionist working internationally;
- the cultural challenges they face at European and international level;
- organisational strategies currently under discussion to strengthen the voice of labour;
- the work of specialist agencies like ETUI-REHS (the European Trade Union Institute);
- approaches adopted by York Associates to help make international trade union communication more effective.

For improving the effectiveness of European Works Councils, I shall identify the specific challenges facing EWC employee representatives and propose a template for effective EWC communication.

Biodata

Steve Flinders is a director of York Associates, which delivers professional language, communication skills, intercultural and management training to private and public sector organisations worldwide. He specialises in designing and delivering courses in management communication and team development for British and non-British managers, and courses for non-UK people working internationally in the fields of HR, employee relations, politics and public administration. He also coaches managers working internationally. He has lived and worked in Pakistan, Sweden, Ireland and France as well as the UK and is the author or co-author of a number of titles for learners of professional English including English365 (Cambridge University Press) and Key Terms in People Management (York Associates).

A7 (11.15-12.00) (Room tbc) Andrew Milne-Skinner and Sandra Milne-Skinner: Can we help you? Promoting good practice in customer care

Presentation type Workshop: 45 minutes
Audience type: Mixed

Summary

Good practice in customer care requires understanding customer needs and how to meet them, while using appropriate language and register. This interactive workshop, drawing on good practice from the Institute of Customer Service (www.instituteofcustomerservice.com), helps identify the key factors contributing to effective customer care, then links professional and linguistic skills, with pertinent examples. Areas covered include:

- customer service quiz
- sharing personal experiences of customer service
- measuring the gap between customer expectations and experience
- customer priorities
- developing customer service standards
- 'Moments of Truth'
- 'Accentuate the positive, eliminate the negative'
- responding to complaints
- appropriate functional language and collocational chunks
- ways of varying register
- designing a discourse syllabus

Biodata

Andrew Milne-Skinner teaches English at the University of Innsbruck, focusing on cultural studies, business studies and pre-service teacher education. He is co-author of a series of course books for upper secondary schools in Austria. He is also involved in in-company training (TUV, Austria) and delivers teacher training seminars throughout Austria.

Sandra Milne-Skinner is a freelance management consultant, working mainly in the public sector, and specialising in customer service and business transformation. She is a companion member of the Institute of Customer Service and has worked as a senior executive in local government in the UK.

A8 (11.15-12.00) (Room tbc) Vicki Hollett: Introducing Lifestyle

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of Pearson Longman

Summary

Do you ever have classes with people from all over the company - so sales, operations, finance, logistics, legal etc - all with different needs? Or maybe in your language school you get all that, plus the odd teacher, doctor, lawyer, housewife, student, too? This presentation will introduce Lifestyle - a new two-level course that is designed to capture the interest of diverse groups and get everyone talking. Speaking is the top priority skill for many learners - and the most scary. We'll look at some practical classroom activities that help to make the speaking challenge manageable, build confidence and ensure progress. Practice, practice, practice is key in Lifestyle, but in new contexts and with topics that look beyond the world of hard-core business to wider social and cultural issues with broad appeal. Lifestyle aims to engage, bring people together and build relationships, both inside the classroom and out.

Biodata

Vicki Hollett is a freelance Business English teacher who has written many top selling business and technical English courses, including two first prize winners in the English Speaking Union competition. A graduate of Reading and Essex Universities, she has worked in Japan, Algeria and the UK and delivered hundreds of workshops for Business English teachers in Europe, Asia and South America. In her past, Vicki has also trained teachers for the LCCI's Diploma in English for Business and conducted Business English teacher training syllabus development work for Cambridge ESOL. As well as Business English, her special interests are pragmatics and sociolinguistics. British by birth, she now lives in Philadelphia, USA where she is learning to speak 'merican.

A9 (11.15-12.00) (Room tbc) Dr Rudolf Camerer and Judith Mader: What is international English? Or more importantly, what is it not?

Presentation type Workshop: 45 minutes
Audience type: Experienced

Summary

This is the second part to the ubiquitous question 'What is International English?' We will try and answer the question through video and print examples of international English as it is used by TV news channels and in academic and business publications. It is clearly not a case of 'anything goes' but also not one of clearly defined language features. The answer to the question may well lie in the second part and be relevant to the setting of standards in language teaching. The session will demonstrate how authentic examples of international English can be used in lessons and provide guidelines for identifying the English that learners really need and how to design and use material to provide them with this. The target group of learners we have in mind is at or above level B1, but the principles can be applied to lower levels.

Biodata

Rudi Camerer has 20 years of experience in adult education, foreign language teaching, train-the-trainer, and language competence evaluation. Today he directs a language consultancy based in Frankfurt am Main serving ministries of education, chambers of commerce and international companies. Judith Mader comes from the North of England and has lived in Germany for many years. She has worked in many areas of ELT, including full-time as a test developer

for telc - The European Language Certificates. She is particularly interested in testing and assessment and is a committee member of TEASIG. She is Head of Languages at the Frankfurt School of Finance and Management and Assessment and Training Advisor for the company elc-European Language Competence, Frankfurt & Saarbrücken, Germany.

A10 (11.15-12.00) (Room tbc) Nick Robinson: Designing a programme of financial English, based on needs - and means - analysis

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of Cambridge University Press

Summary

Conducting a thorough and revealing needs analysis is an essential starting point for any ESP or Business English programme; but do we give enough weight to the means analysis - that is, "the environment in which a course will be run" (Dudley-Evans & St John)? With today's busy professionals, time is often of the essence: where and how our students learn can be as important an issue as what they're learning; flexibility has become a key factor in course design. In this presentation, we will look at ways of designing a flexible programme of financial English, using classroom and online resources. Examples will be drawn from the Cambridge Financial English blended learning course and other finance-related titles from Cambridge University Press.

Biodata

Nick Robinson is a freelance author, editor and trainer based in York, UK. He taught in Spain, specialising in ESP and business English and then worked for Cambridge University Press for over three years, primarily as an Editor on the ESP list. He has researched and developed ESP materials for finance, law, medicine, ICT, marketing, nursing and the media. He is the author of the Infotech 4th Edition online workbook and the English Vocabulary in Use Elementary 2nd Edition CD-ROM. He is the co-author of the face2face Advanced teacher's book and is currently writing an ESP course in the Cambridge English for ... series. He has been giving teacher training workshops across Europe since 2007.

A11 (11.15-12.00) (Room tbc) David Elvis Leeming and Delia Anne Jackson: The growing pains of working in multicultural teams: Research and recommendations on how to help new students adapt to a multicultural workplace

Presentation type General: 45 minutes
Audience type: Mixed

Summary

When a student makes the life changing decision to undertake a degree course in a country other than their own there are a great number of issues that they face. They must not only adapt to that country but they are often faced with a whole new set of multicultural fellow students each with their own cultural and personal traits. This presentation seeks to offer an insight into the experience that our students encounter. Using a simulated business meeting we seek to offer insights within such

a multicultural environment from language to cultural stereotyping and how this relates to the theories of Intercultural Communication, while relating these experiences within the workplace.

The aim is to offer effective solutions to working in multicultural teams and to offer the premise that it is far more productive for Business English learners to interact within a multicultural environment rather than a monocultural one.

Biodata

David Leeming and Delia Jackson are Senior Lecturers at the University of Central Lancashire in the School of Languages and International Studies. They lead a BA course in International Business Communication and have experience of working with students from a multicultural environment. David has worked as a tutor in Greece and Japan. Delia has worked as a tutor in China and as well as being a Business English Lecturer she has taught French for many years.

David holds an MBA as well as an MA in Teaching English for International Studies and an MSc in Multimedia Computing. Delia has an MSc in Marketing and French and is working towards completing qualifications in Cultural Studies.

A12 (11.15-12.00) (Room tbc) Bob Dignen, Ian McMaster and Mike Seymour: If only the English would speak good English

Presentation type General: 45 minutes

Audience type: Mixed

Summary

This presentation introduces the results of a survey of non-native English speakers' experiences of interacting with native English speakers in telephone conferences at work.

The survey investigates the nature of the challenges faced and the range of strategies used by the non-native speaker to build clear communication.

Conclusions derived from the survey will identify areas of training and process management for both native and non-native speaker which should ensure a clearer communication framework for this virtual medium.

Biodata

Bob Dignen is a director of York Associates. He specialises in intercultural skills programmes and international team seminars which he delivers to clients in Germany, Switzerland, Iceland and Sweden. He is accredited to use The International Profiler (an intercultural profiling tool) and is also an advanced practitioner of TMP (Team Management Profile - an international team profiling tool). As an author, his titles include 50 Ways to improve your international presentation skills and 50 Ways to improve your intercultural skills published by Summertown. He is also co-author of Developing People Internationally, a multimedia international team training resource.

Ian McMaster is editor-in-chief of the bi-monthly business English magazine *Business Spotlight* (www.business-spotlight.de). He was born in Newcastle, England in 1959 and studied economics at Cambridge University and the London School of Economics. He joined Spotlight Verlag in 1992, and was editor-in-chief of the monthly English magazine *Spotlight* from 1995-2003, and from 2006-2009. Ian was the founding editor of *Business Spotlight* in 2001. He is a qualified business English teacher and is joint coordinator of the worldwide business English teachers' organisation, BESIG (www.besig.org).

After training as an interpreter and translator at Heriot Watt University in Edinburgh Mike Seymour has been a Business English trainer for twenty years now, taking in sojourns at one commercial college and three universities in two countries along the way as well as countless multinational companies. He is also a regular contributor to Business Spotlight. Mike can be contacted via www.mikeseymour.com

Session B1 (12.15-13.00) (First lunch)

B1 1 (12.15-13.00) (Room tbc) Maria Rees: Getting along with phrasal verbs

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Just how important are phrasal verbs in Business English? Which verbs should teachers focus on? How can we reduce the learners' tendency to use lexical avoidance strategies?

During the talk, I will present the findings of a research project that involved the compilation of a small corpus of texts from the Companies & Markets section of the Financial Times. The methodological implications will also be discussed.

Biodata

Maria Rees teaches English to students of Economics and Business at Ca' Foscari University of Venice. As well as research relating to phrasal verbs, her current projects include working on a completely new edition of English for Economics (Cafoscarina, 2000) as well as planning a series of modules on academic writing skills for students enrolled in the new Economics & Management bachelor's degree course (taught entirely in English).

B1 2 (12.15-13.00) (Room tbc) Chia Suan Chong: International Communication - an alternative model to ELF

Presentation type General: 45 minutes
Audience type: Mixed

Summary

The subject of ELF (English as a Lingua Franca), from Kachru's model to Vienna University's VOICE research, has gradually been pushing English teachers towards the view that as long as communication between non-native speakers is achieved, traditional views on accuracy should not carry much weight. After all, communication is the purpose of language.

But what is 'communication' and how does this translate into our teaching? Do we skip the chapter on articles and not correct students who say, 'I want that you go' because learning to speak like a native speaker is 'unnecessary, unrealistic' and 'harmful'?

What do business clients want? Is there a form of standard English which meets the requirements of international communication for business which can be regarded as a bench-mark for English language syllabuses? In this talk, I hope to address the above questions and challenge all that has been said in support of ELF.

Biodata

Chia Suan Chong is a graduate in Communication Studies and has been teaching English as a foreign language at all levels since 2002, including varied experience in Cambridge Exam Classes, Business English, English for Specific and Academic Purposes. Having gained her UCLES DELTA and her LCCI Certificate in Teaching English for Business, she spoke at last year's conference about Dogme and coursebook-free classrooms and subsequently expanded on the topic at several schools, including International House Cordoba. She will start her Masters in Applied Linguistics this autumn. She speaks English and Mandarin as her first language,

Japanese, Italian and Spanish as her second, and is now learning Korean.

B1 3 (12.15-13.00) (Room tbc) Richard J Meyer: Competitive advantage harnessed to Biz SIG

Presentation type: Workshop: 45 minutes
Audience type: Mixed

Summary

IATEFL influences sustainable competitive advantage. Global economy winners are based on cost leadership, differentiation, & essential market focus. Business SIG facilitates trend recognition and speedier execution of marketable ideas by collaboration. Collaborative organizations seek to acquire enabling attributes to outperform competitors. Language consists of words that often don't mean what they represent, "general semantics" Korzybski's theory (1933), deals with nervous reactions of humans to the "meanings" of words. Words need assistance to achieve full meaning. Methodological integration of human psycho-linguistic and neuro-semantics help TEFL instructors - and psychiatrists - overcome human disorientations. Because discussions usually precede a negotiation, every discussion can become a win-win event, if the negotiators collaborate. Harvard's "Program on Negotiation" (PON) prepares simulations. Perhaps Biz SIG's collaborative use of PON might stimulate business know-how, then, enable IATEFL's Biz SIG achieve more global win-win solutions.

Biodata

A septuagenarian who uses creative, TEFL teaching techniques, emulating Gattegno's "The Silent Way." Presented with Georgetown University's (GU) TEFL instructor certificate & letter for exceptional work in English Studies & Intercultural Training (ESIT) '98, Bialobrzegi, PO. I have worked in Europe, Japan, Korea, Vietnam, Turkey as a TEFL instructor. I have a BS, Engineering & History; MS, Education; MBA, business management; parts of degrees in law, public administration, & computer education. Completed "All But Dissertation" (ABD) for Psychology PhD. Became Certified Professional Contracts Manager (CPCM) and NCMA, Fellow. Served as Chair, NATO's Central Region, Communications Interoperability & Standardization WG, senior contracts manager in aerospace industry, published author, translated into Polish.

B1 4 (12.15-13.00) (Room tbc) Zulifqar Ahmed*: Business English Teachers' Perceptions of their Training Needs: A Case Study of Business English Teaching in Pakistan

Presentation type: General: 45 minutes
Audience type: Mixed

Summary

This paper aims at seeking perceptions of Business English (BE) teachers of the private and the public sector colleges and universities in Pakistan on their pre-service and in-service training needs. The motivation behind this Training Needs Assessment (TNA) is the growth of BE as a distinct genre within the domain of English Language Teaching (ELT) as well as the scarcity of training opportunities for the BE teacher. Teachers from at least three different academic and professional backgrounds (MBA, MA in ELT/TESL/TEFL/Applied Linguistics, MA in English

Literature) are involved in teaching BE. The paper attempts to highlight some of the theoretical and practical perspectives on the subject such as discourse and genre analysis, BE vocabulary, intercultural issues etc. It also recommends the development of pre-service and in-service training interventions for the BE teachers which could equip them to develop effective instructional and assessment tools and adopt teaching methodology that could blend theory and practice to suffice to the real life business needs and situations.

Biodata

Mr. Zulfiqar Ahmad has MA in English and MA in TESL qualifications besides a sprinkling of in-service training programmes and professional certificate courses like Business & Technical English Writing, Communication Skills, and Research Methods. Currently, he is enrolled for MPhil leading to PhD Programme in Applied Linguistics at University of Management & Technology, Lahore, Pakistan.

Mr. Zulfiqar started English language teaching in 1993 and is presently working as a lecturer in English at Government Shalimar College, Lahore, Pakistan. He has received diverse exposure to both EAP & ESP teaching at the tertiary, undergraduate, & graduate levels since then. His learners are from specialist disciplines as Medicinal Sciences, Agricultural Sciences, Computer Sciences, Engineering, Humanities, and Business & Commerce Studies He is a Master Trainer for the Association for Academic Quality (AFAQ) and trains students preparing for IELTS and Entrance Test for Medical Colleges (MCAT) and Engineering Universities (ECAT). Teaching Business English to Undergraduate and Graduate students is one of his main professional interests.

B1 5 (12.15-13.00) (Room tbc) Heike Philp, Graham Stanley, Gerhilde Meissl-Egghart, Gerhilde Longstroth: Virtual immersion and the challenge of teaching in Second Life

Presentation type General: 45 minutes
Audience type: Mixed

Summary

AVALON is a 2-year-long EU funded project whose aim is to explore language learning in the virtual world of Second Life (<http://www.secondlife.com>). It started in January 2009 and has 26 partners from 8 European countries, developing and testing communicative scenarios which will lead to the development of a teacher training course.

One of these scenarios is a business English course, developed by the project partners, spearheaded by the British Council and Talkademy.

The goal of the business English course is to encourage students to develop and present a business idea. They will conduct job interviews with prospective employees, interview business owners in Second Life, present their ideas to their peers and discuss their business plan with a mentor. Towards the end of the course, the students will create a project plan and then appear before a panel of experts for a cross examination, similar to the Dragons Den TV programme.

Biodata

Heike Philp is head of LANCELOT School and she is co-initiator of two EU funded projects, LANCELOT and AVALON. LANCELOT deals with learning a language in a virtual classroom and AVALON is about practising the language in a virtual world. Holly Longstroth, Director of Studies of LANCELOT School holds an MA in TESOL and an MA in Organisational Leadership. She has recently

returned to the United States after 11 years of teaching Business English in Finland.

Graham Stanley spends half of his working life as a teacher of English at the British Council Young Learner Centre in Barcelona, Spain and the other half as Project Manager of the British Council's Learn English Second Life project.

Gerhilde Meissl-Egghart is founder and managing director of TALKADEMY, a not-for-profit organisation that explores the use of virtual 3D-environments for creating individual and sustainable learning experiences for a wide audience.

B1 6 (12.15-13.00) (Room tbc) TBC

Presentation type ---
Audience type: ---

Summary

Biodata

B1 7 (12.15-13.00) (Room tbc) Dr Inesa Fedorava: How to obtain true feedback from your students and business partners

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Feedback is an important part in any services provided, including teaching. It can show us the work that we do well, or quite the opposite; what we still have to improve. The problem is that sometimes we try to hear just what we want to hear as feedback, and this shows us a deceptive picture of our job. Furthermore, we could ask for feedback in an inappropriate way, which could also mislead us with false conclusions.

In this presentation we will look at some practical ideas of how to receive true feedback from your students and business partners. We will also suggest the methods of implementation of the feedback practices into class activities. Participants will be invited to share their own ideas and experiences.

Biodata

Inesa Fedorova, Ph.D, is an Associate Professor at Ternopil National Economic University, where she teaches Business English to the students of Ukrainian-Dutch Faculty of Economics and Management. Her research interests include the development of speaking skills, and the implementation of modern technologies in the teaching process.

B1 8 (12.15-13.00) (Room tbc) Paul Middlemiss: Business English to Germans – some thoughts

Presentation type General: 45 minutes
Audience type: Inexperienced

Summary

More and more English is creeping into the German language. German is losing much of its originality, wealth and identity. It is not just 'General' English that is replacing German words and terminology, but increasingly so, Business English. Some of the firms where I teach in Germany are very much considered to be 'global players'. It is therefore considered essential that as much 'Business English' as possible is incorporated into daily activities. Of course, in many ways, this is both far-reaching and forward-looking. But, for those firm and company members who do not perhaps enjoy such a comprehensive grasp of English, 'What', they ask, 'has happened?', or what indeed is happening to, their own native tongue! The dilemma, therefore, is 'how much should one teach at the risk or expense of neglecting, or even destroying, a native language? Wherein lies the responsibility for the teacher?'

Biodata

Paul Middlemiss spent 35 years in The British Army before becoming an English teacher in Bavaria. He had spent 2 years in Israel (one year in The IDF) from 1968 to 1970 before attending The Royal Military Academy Sandhurst. He was commissioned as a 2/Lt into The King's Own Scottish Borderers in 1972. He saw operational and active service in Northern Ireland, The Middle East and Central America. In 1979, he worked in the Foreign and Commonwealth Office (UN Department). In 1984, he attended The British Army Staff College (Camberley). He took part in Op Desert Storm as well as on several deployments to The Balkans. In 1992, he commanded an Infantry Battalion in Scotland. He retired in July 2005.

B1 9 (12.15-13.00) (Room tbc) Halina Wisniewska and Elzbieta Jendrych: Do we need to supplement textbooks?

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Despite a wide range of alternative materials, the textbook still tends to be the main teaching-learning aid. Yet, more and more teachers agree with A. Cunningsworth (1984:4) that 'there is no perfect textbook which meets all the requirements of teachers and students. Instead, it is the responsibility of the teacher to explore his own way of using or adapting the coursebook.' The ability to adapt and supplement commercial materials may be vital for the success of the teaching process, particularly in cases when the needs of the learners are very precisely defined. As B.Tomlinson (2003:50) concludes, current trends in approaches to language teaching put new demands on the teacher who is 'expected to be capable of generating a supportive psychological climate and sustain learner motivation and interest in class'.

Biodata

Both speakers are experienced trainers running post-graduate courses for Business English teachers at Kozminski University - one of the top business schools in Poland. Currently their interests are focused on the case study method and content learning in teaching ESP to university level students.

B1 10 (12.15-13.00) (Room tbc) Huei-chih Christine Lui: How LCCIEB Certificate courses merged with university curriculum

Presentation type General: 45 minutes

Audience type: Mixed

Summary

A successful university curriculum development, LCCIEB certificates courses merged with university curriculum, will be introduced as courses of the Business Module, of the Department of Applied Foreign Languages, Shu-Te University, in Taiwan. The methodology and the strategies of the merging of certificates with other courses outlines a global picture of the course design, while implementation of the courses is explained along with the logistics involved in running these programmes. Due to the development of the courses, we can also see how the students, the department and the teachers have benefited greatly from the LCCIEB courses. For instance, by receiving LCCIEB certificates or diplomas, the students have won internships overseas or at home, and the teachers have extended their professional development through ESP research projects and publications. Above all, the certificate courses have brought unquestionable competence for the department. It is also indicated that the differences in esteem between academically and vocationally oriented educational programmes may need to be eliminated, while the assumption of both in a unified system where all qualifications are interchangeable and equally valued should be encouraged.

Biodata

Ms Liu, Huei-chih Christine, is a lecturer in the Department of Applied Foreign Languages, Shu-Tei University, Taiwan. Her main research interests are in the fields of English for academic and professional purposes, language planning and policy, ESP course and materials design. Currently, she is still doing her PhD in King's College, London.

**B1 11 (12.15-13.00) (Room tbc) Andrea Koblizkova and Pavel Brebera:
How to deal with Business English to the
benefit of pre-service and in-service users**

Presentation type General: 45 minutes
Audience type: Mixed

Summary

The authors raise questions touching the following areas: pre-service students' needs and wishes in terms of their current studies and future careers; in-service practitioners' priorities; job market requirements. The discussed issues will be supported with research outcomes on both the target audiences and will provide useful hints for reflections in syllabi concepts based on detailed profiles of managers at various levels of company structures.

Biodata

The authors work at the Language Centre of the University of Pardubice, Czech Republic.

Andrea Koblizkova has been involved in English for Specific Purposes at the University of Pardubice since 1997. She specializes in presentation skills, intercultural communication and managerial competences, reflecting her educational background (Management and English Studies) in language courses design. Pavel Brebera teaches general and Business English at various educational settings. In addition, he is an experienced teacher trainer.

**B1 12 (12.15-13.00) (Room tbc) Nicholas Munby and Richard Hodgkiss:
Pandemonium in the classroom**

Presentation type Workshop: 45 minutes
Audience type: Mixed

Summary

In this workshop we will take a general look at some theories of the cognitive processes underlying speech production; specifically, we will consider Daniel Dennett's arguments against the idea of a Central Meaner and outline the alternative he proposes, the Pandemonium model. A theory that argues that natural speech is produced by, amongst other agents, 'words that want to get themselves said', rather than being the expression of an initial intention, may have considerable implications for teaching oral skills. Finally, we will introduce and discuss some activities for Business English teaching that are derived from this approach.

Biodata

7 years in Secondary and Tertiary Education in UK teaching English and Drama. 7 years working as director, actor and writer in Community Theatre and Theatre-in-Education. 15 years resident in Berlin teaching Business English. DOS Linguarama Berlin 1995-1999. 5 years TEFL trainer. Currently free-lancer working at the Berlin School of Economics, the Bundestag, running Business Skills seminars round Germany, Belgium, Hungary, the Netherlands and UK for corporate clients, translator (dialogue and subtitles) for local film company (Schultze gets the Blues), IELTS examiner.

Session B2 (13.15-14.00) (Second lunch)

B2 1 (13.15-14.00) (Room tbc) Richard Ostick: Let's talk business

Presentation type General: 45 minutes
Audience type: Inexperienced

Summary

English teachers with little business background may not feel very confident dealing with those from the real business world. However, I think it is important to remember that we are specialists in communication and language, both of which are central to doing business within a multi-national context.

In this communicative workshop I intend to share one of my own lesson ideas that involves some simple discussions on a range of different business topics and uses the most important resource in the classroom; the learners themselves!

This activity makes use of the learner's knowledge of the business world but also allows for fluency practice, vocabulary development, learning strategy adoption, as well as being a useful diagnostic and/or 'getting to know you activity'.

I have included some little 'tips', 'quips', 'anecdotes' and 'ideas' that I have picked up during my career as a business English teacher and from experience in management that I hope you will find useful and practical.

Biodata

Richard Ostick (BSc in Politics & Sociology, DELTA, CTEFLA, and Diploma in NLP) has taught English for over 14 years in the Czech Republic, Spain and in the UK. For the last 7 years he has been Director of Studies at the Kingsway English Centre in Worcester, which provides top quality short courses for professional people. Richard is responsible for all academic aspects of the business and really enjoys different aspects of teacher training. He is a strong believer in a more lexical approach and that pronunciation should have a high priority on all language courses. He is also a regular contributor to English Teaching Professional.

B2 2 (13.15-14.00) (Room tbc) Marina Wikman: Education in English – are the subject teachers' English skills good enough?

Presentation type Workshop: 45 minutes
Audience type: Mixed
Audience size: 30

Summary

In this workshop we will discuss the use of English as the medium of business education when both teachers and students are non-native speakers.

The audience will first be introduced to experiences at Satakunta University of Applied Sciences and hear both teachers' and students' opinions about the key issues affecting teaching, when the language is foreign to all parties. The model developed to improve the staff's confidence and level of English will also be introduced. We will then discuss the advantages and disadvantages of using English as the medium to provide education, and what kind of needs both faculty and students have to develop their language skills.

Biodata

Marina Wikman works for Satakunta University of Applied Sciences in Finland. She teaches Business English and Intercultural Communication for both Bachelor and

Master students in both Finnish and English-tuition programmes. She has also long-term experience in training people in working life, and is now involved in teaching English to colleagues who are teaching their subjects in English.

B2 3 (13.15-14.00) (Room tbc) Dr Annmarie Gorenc Zoran, Dr Iona Sarieva and Dr Aline Harrison: E-communication: Examining needs of students and organizations

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Am I teaching to the needs of the students? What type of communication will they need the most in their future workplace? Are the business English courses preparing them for the various intercultural dialogues they will encounter? These are a few of the questions that ESP teachers ask when planning and revising their curricula. As such, the presenters address the issues of developing a Business English curriculum for effective work and communication in the globalized society. Curriculum development and teaching practices should be informed by research from learners' needs, beliefs, views, perspectives as well as future employers' expectation. In the presentation we will include: (1) strategies for designing questionnaires for learners and organizations of future employment, (2) presentation and discussion of sample questionnaires, (3) strategies for carrying over the analysis of the questionnaire data, and (4) establishing connections between the outcomes of the analysis and Business English curriculum development.

Biodata

Annmarie Gorenc Zoran, Ph.D. is an Assistant Professor at the School of Business and Management in Slovenia and teaches distance-learning courses at the University of South Florida. Her research interests are in the area of language learning for international communication, distance learning research and practice, and integration of ICT at the tertiary level.

Iona Sarieva, PhD is a Fulbright Scholar at the Sophia University in Bulgaria and distance learning instructor for BIHE. Her research interests are in the area of integration of computer-assisted language learning, writing, and new literacies.

Aline Harrison, PhD is an Assistant Professor at New Mexico Highlands University Center in Partnership. Her research interests are in teacher education for second language learners and the integration of instructional technology.

B2 4 (13.15-14.00) (Room tbc) Dr Olesia Lupu: Putting reading skills back on the BE teaching agenda

Presentation type General: 45 minutes
Audience type: Mixed

Summary

The presentation describes a methodology developed by the author in a post-graduate BE course which combines language teaching activities with practice of management concepts built around reading skills. The author discusses the advantages of the genre-based approach in developing critical reading skills, describes the teaching philosophy underpinning the syllabus and students' attitudes towards the method as well as the learning outcomes.

Biodata

Olesia Lupu has been teaching Business English and Legal English at the Al. I. Cuza University in Romania for the past 8 years. She has spoken at international conferences and has spent one semester as a Senior Fulbright Scholar at UCSB, California within the Business Writing Program. Her research interests stretch from BE teaching methodology to cross-disciplinary approaches in ELT.

B2 5 (13.15-14.00) (Room tbc) Deshini Chetty: Upskilling the workforce and increasing employability

Presentation type General: 45 minutes
Audience type: Mixed
On behalf of: Cambridge ESOL

Summary

The current economic downturn has impacted on training budgets and job losses are on the increase. However, upskilling the workforce is essential to increasing employability. English language skills are an essential on any CV and can assist in getting a job in a very competitive environment. This presentation will look at projects that Cambridge ESOL are involved in globally to upskill the workforce and increase employability. It will also provide an update on BULATS Online, an online assessment tool for the workplace and the service Cambridge ESOL can offer you to work locally to upskill the workforce and increase employability.

Biodata

Deshini Chetty is the Global Manager for Workplace Assessment at Cambridge ESOL. She gained an MSc in Teaching English for Specific Purposes from Aston University and an MBA from Oxford Brookes University. Additionally, Deshini has a BA in Commerce from the University of Natal in South Africa and is a Fellow of The Institute of Sales and Marketing Management.

She has 16 years' experience in the EFL/ESOL industry with a background in teaching, business English training, publishing and testing. She joined Cambridge ESOL in 2007.

Deshini's current role within Cambridge ESOL is primarily concerned with driving the global strategy for the workplace assessment portfolio, an essential part of Cambridge ESOL's Business Development and Business Management Group.

B2 6 (13.15-14.00) (Room tbc) Christiana Gardikioti: Elements of effective Power Point presentations

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Objective: To assist Business Teachers in preparing their students with the necessary coaching skills for dynamic and unforgettable presentations.

Methodology: Presenters have to emotionally engage their audience, deliver an inspiring message and present the idea in logical and comprehensive manner through the use of pictures and words using *Power Point*.

Participants will learn to:

- understand what makes a good presenter
- learn to develop innovative ideas, plan and structure a presentation

- learn to control “natural” nervousness
- develop the skills of building confidence before speaking in front of an audience
- utilize the components of overall image: voice, verbal, content, and body language to create impact for their message
- use and practice advanced delivery skills to project naturalness, personal style and use of energy
- use audience involvement techniques
- determine areas of improvement and areas requiring continuing skill development.

Biodata

I am a University of Regina, Saskatchewan Canada graduate (Bachelor Degree with Major in Drama) and a Canadian (Saskatchewan) Certified Teacher after having completed my Bachelor of Education (U of S) Degree and Teacher Training Internship.

I ventured into the business world by creating my own agricultural enterprise funded by money earned while working as an English educator at various private schools and colleges and teaching business English to a variety of business professionals including upper management banking personnel, lawyers and Notary Public professionals as well as business graduates.

B2 7 (13.15-14.00) (Room tbc) Igor Gizhko: Improving team communication

Presentation type General: 45 minutes

Audience type: Mixed

Summary

Teams are often formed for a particular project or to achieve a specific goal. One of the biggest problems that teams face is lack of communication, or miscommunication.

The presentation will provide an overview of activities which give practical tips on how Ukrainian university students can improve their Business English speaking skills, especially when they are speaking on the telephone, participating in meetings, giving presentations, or negotiating.

The presenter discusses opportunities to acquire professionally relevant communicative competence in English by integrating language skills and knowledge within generic job-related areas and situations.

Biodata

Igor Gizhko is a senior lecturer at Donetsk National University of Economics and Trade, Ukraine. He has been teaching EFL, Business English and ESP courses for the past ten years. He is interested in designing BEC preparation, communication and business skills courses for students, as well as integrating technology into his classroom.

B2 8 (13.15-14.00) (Room tbc) Mike Hogan and Andi White: Make your own low cost interactive whiteboard

Presentation type General: 45 minutes

Audience type: Mixed

Audience size: 30

Summary

Do you teach Business English in companies without access to interactive whiteboards?

Have you got access to a laptop and data projector in your training rooms?

Are you looking for an exciting way to liven up your courses without being bound to a particular room?

If you have answered yes to these questions, then this is the presentation for you!

In this presentation we will discuss

- how to make your own low cost interactive whiteboard
- the small amount of hardware you need and how to use it in combination with freely downloadable software
- practical applications for use in the classroom.
- pros and cons of such technology

This is not a commercial presentation. We merely hope to enrich the learning experience for you and your students. This technology does not replace superior authentic interactive whiteboards, but does offer the independent trainer-on-the-move a practical and low cost alternative.

Biodata

Mike Hogan is a teacher trainer and training manager with LTC (Language Training Center) GmbH, living near Nuernberg, Germany. His current areas of interest are technological applications in the classroom, one-to-one coaching and writing teaching materials. He is also interested in motivation and its relevance to language learning.

Andi White is a trainer development specialist also with LTC in Hamburg, Germany. She encourages variety in the classroom and tries to stay on top of new technology which can be used to enrich students' learning experience.

B2 9 (13.15-14.00) (Room tbc) Cancelled/TBA

Presentation type

Audience type:

Summary

Biodata

B2 10 (13.15-14.00) (Room tbc) Rachel Clark: Spoken Business grammar: what it is and how to teach it

Presentation type Workshop: 45 minutes

Audience type: Mixed

On behalf of: Cambridge University Press

Summary

Business English has developed a special register of its own, not only in its vocabulary but also in its grammar. Some grammatical patterns that are not commonly used in everyday English are quite common in business English. Together we will look at the grammar of business English, with a particular focus on spoken language. Using a one-million word corpus of conversations, presentations and meetings recorded in companies in the UK and other countries, I will show how

certain grammatical patterns are more common or have become specialised in business contexts.

I will also show how these can be exploited in teaching materials. For grammar, examples will be drawn from Grammar for Business, a new, corpus-based business grammar title from Cambridge University Press, co-authored by Rachel Clark.

Biodata

Rachel Clark has been teaching since 1986 and has worked as a teacher, teacher trainer and Director of Studies in Turkey, Poland, Argentina, Spain, Lebanon and the UK.

She is also an IELTS and Cambridge main suite examiner, a CELTA and DELTA assessor and a writer for IELTS and Delta examinations.

She has been a permanent member of staff at International House, London, where she is a trainer and one of the coordinators of the Distance DELTA, for 18 years and has just started work as a teaching fellow at University College London.

She is the author of the face2face Elementary and Pre-intermediate Teacher's Books and the co-author of Cambridge Grammar for Business.

B2 11 (13.15-14.00) (Room tbc) Jitka Hlouskova and Paul Hooper: Business and academia – Friend or foes?

Presentation type General: 45 minutes

Audience type: Mixed

Summary

Do courses in Business English and ESP in higher education include learning what the future degree holders will really need? How can the ESP teacher in higher education find out what his/her students should learn? What do students of ICT courses think about their future needs for communication in English? And what do people in the ICT business say about their own needs? The presenters will share their own experience with looking for answers to these questions, each of them from his/her own perspective including the native and non-native point of view. They will also try to explain why they think there should be more friendliness and openness in the relationship between the academic environment and the world of business.

Biodata

Both presenters are staff members of the Language Centre at the University of Pardubice, Czech Republic.

Jitka Hlouskova teaches general English and English for ICT. In her courses, she uses her previous experience from an international business and economic information service. She is also working on research in needs analysis.

Paul Hooper teaches general English, English for ICT and English for Transport. He started his EFL career in Australia. Apart from rich experience in the area of ELT, he also has a practical business background.

B2 12 (13.15-14.00) (Room tbc) Arthur McKeown: To tweet or not to tweet – that is the question

Presentation type General: 45 minutes

Audience type: Mixed

Summary

Aim

To help managers make better informed decisions about the potential value of Web 2.0 in their organisations.

Content

- The internet - a situation report on the first 5,000 days
- Some BRIEF comments on current academic perspectives:
- Preliminary findings from the Web 2.0 project with native speaker managers at the University of Ulster
- The application and impact in a range of different sectors:
- The instrument: design, after collection and analysis
- A wider perspective: medicine, law - so why should business and management be different?
- Impact on yourself, your team and your organisation: skills, qualifications, expertise, networks and contacts, confidence
- The emerging managerial challenges of Web 2.0 - and some responses.

Outcomes

- Enhanced knowledge and understanding of Web 2.0
- Some stories about the web in action
- A simple but robust instrument to adapt for your own use.

Biodata

Arthur teaches at the Business Institute in the Ulster Business School on a range of programmes for private, public and not for profit client organisations.

He was a teacher, teacher trainer and manager in EFL for 15 years. He worked in Sweden, Libya and Kuwait as well as in the UK.

He completed the RSA Dip TEFLA in 1977, with a Distinction in the Practical Tests, and an MBA (Henley, 1991) by distance learning.

He has developed and implemented a wide range of training courses in business and management communication skills.

In recent years his work has taken him to the USA, Bulgaria, Hong Kong / China, Mexico, Malta, Eritrea, Canada and Italy.

Session C (14.15-15.00)

C1 (14.15-15.00) (Room tbc) Clark Stoppia: Yes, there is a positive place for the negative prefix in business English

Presentation type General: 45 minutes
Audience type: Mixed
Audience size: 20

Summary:

It's unbelievable, it's incredible but the negative prefix is really a positive form in Business English. At this talk + activities we will discover more about the in's, um's, ir's, etc. and see how to get our learners to use this colorful language form with more ease and fluency. I will speak of my research into this topic and of the special classes I have given. There is a fun matching activity for all to participate in and a discussion on when and how to implement this form into a Business English course. The 'not' strategy will be introduced. By the close, all participants will have a better idea of what negative prefixes are, what they really mean and how to better use them.

Biodata

Clark Stoppia currently lives and works in Basel, Switzerland. He has been teaching English for 10 years and been a member of BESIG for the past 5. Through his business, English Training Consulting he reaches approximately 300 clients per year. Their global English needs are his driving force and the inspiration for his BESIG talks.

C2 (14.15-15.00) (Room tbc) James Schofield: Why your business English students need graded readers

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Heinle ELT, Cengage Learning

Summary

Many business English course books pride themselves on including chunks of articles culled from the business press. But do these texts significantly develop students' ability and willingness to read in English?

This presentation looks at the limitations of such authentic or semi-authentic business articles and then goes on to show how graded readers provide students with a much richer learning experience that is motivating and more effective in developing language skills. Examples are taken from the new business English graded reader series from Summertown. Participants can select a graded reader to take away.

Biodata

James Schofield works for Siemens in Germany. He has wide experience in training, managing courses and material development. He wrote the popular "Double Dealing" course books for Summertown (with Evan Frendo) and four of the titles in the Summertown graded reader series. He also contributes a regular article on financial English to Business Spotlight.

C3 (14.15-15.00) (Room tbc) Dr Oleg Tarnopolsky, Dr Svitlana Kozhushko and Valentyna Zhevaga: Stages in BE immersion teaching to university students of economics

Presentation type General: 45 minutes

Audience type: Mixed

Summary

The talk discusses the general approach and practical experience of introducing immersion programmes into Business English teaching to students majoring in Economics at Ukrainian universities. Two principal stages of immersion are analysed: the initial stage of immersion through simulation of profession-oriented activities and the final stage of immersion through learning professional subjects in English. Both of these stages are divided into lower-level and higher-level sub-stages. Some data are given concerning the effective implementation of both stages and all the sub-stages when introducing immersion programmes discussed in the talk into the teaching practice of Ukrainian universities.

Biodata

Oleg Tarnopolsky, Doctor of Pedagogy, Full Professor, is the Vice-Rector and the Head of the Department of Applied Linguistics and Methods of Foreign Language Teaching at Dnipropetrovsk University of Economics and Law (Ukraine). His research interests lie in the area of EFL teaching in general, and particularly in teaching Business English, teaching EFL writing, cross-cultural student training and others. He is the author of 200 research publications not only in Ukraine in Russia but also in the USA, UK, Canada, France, Spain, the Czech Republic, and China. Svitlana Kozhushko, Associate Professor, holds a PhD in Philology and heads the Foreign Language Department at Dnipropetrovsk University of Economics and Law (Ukraine). Her research interests lie in the area of teaching Business English. Valentina Zhevaga is Master of Psychology, a practicing psychologist and psychotherapist. She does psychological research in the area of motivational and emotional aspects of Business English teaching and learning.

C4 (14.15-15.00) (Room tbc) Dr Zoia Kornieva and Dr Yuliya Degtyarivova*: A conceptual framework for immersion teacher training

Presentation type Workshop: 45 minutes

Audience type: Mixed

Summary

The constituents of teacher training are still considered to be the most complex ones in immersion programs implementation. The framework described will cover basic professional (pedagogic), cognitive, linguistic and affective teacher competencies in immersion. The authors offer several practical approaches to designing curriculum and instruction models for piloting immersion teacher preparation in university conditions across Ukraine.

Biodata

Zoia Kornieva, PhD, is an Associate Professor at the Department of the English language theory and translation at the National Technical University of Ukraine 'Kyiv Polytechnic Institute'. Her professional and research interests lie in the area of immersion, BE and EFL teaching. She has published a great number of works on

research results mostly in Ukraine but also in the UK and given talks at professional conferences.

Yuliya Degtyarova, PhD, is an Associate Professor of the Department of Applied Linguistics at Dnipropetrovsk University of Economics and Law (Ukraine). Her academic research interest lies in the field of business communication. She is the author of numerous articles on EFL and BE teaching published in a number of countries.

C5 (14.15-15.00) (Room tbc) Matt Firth: Speaking activities for Cambridge International Legal English Certificate (ILEC) candidates

Presentation type: General: 45 minutes
Audience type: Mixed
On behalf of: Cambridge ESOL

Summary

English is an essential tool for any lawyer working with international matters. However, until recently there has been no reliable means for law students and lawyers to be able to prove to employers that they have the necessary language skills. Many language schools now offer courses for Cambridge ESOL ILEC and universities are integrating ILEC into their curricula. This practical workshop focuses on the skills needed in order to pass the ILEC speaking paper. Participants will try out a number of tasks written to raise awareness of what speaking examiners are looking for in successful candidates. The tasks will provide both useful preparation for all four parts of the speaking paper as well as an insight into what particular skills each part of the speaking paper has been designed to assess. This session will also be of interest to trainers teaching non-ILEC classes and trainers considering a career in Legal English.

Biodata

Matt Firth, Translegal Production Manager, runs regular training sessions for teachers of Legal English. He is the ILEC Regional Manager for Austria and Germany, and co-author of the PLEAD Legal English blended learning course. He is currently developing the TransLegal Legal English Distance Learning Support programme, providing online training for learners and teachers of Legal English. Matt's recent publications include Introduction to International Legal English and the International Legal English online research tasks. He writes a Legal English column for Business Spotlight and is co-writer of the Business Spotlight in the Classroom supplement for teachers. Matt is secretary of the European Legal English Teachers' Association and teaches Legal English at the University of St. Gallen, Switzerland and the Hochschule Vaduz, Liechtenstein.

C6 (14.15-15.00) (Room tbc) Roger Randall: How can I bring my testing strategy up to date – Online formative testing

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: Mondiale Testing

Summary

Testing is an integral part of teaching - well it should be. Many schools and freelance teachers forgo this valuable teaching tool because of the effort involved in designing, writing, administering and marking tests. In addition, it is difficult to keep pace with rapidly developing technology. A paper-based test does not fit in well with a state-of-the-art blended learning training program.

There are a number of products that can be used to generate online tests but using them requires experience and when it comes to content or designing valid test items, these tools have little to offer the user. MONDIALE Testing provides both the testing engine and professional content. In this presentation you will see how you can generate an online language test to fit in with your syllabus from a repository of well-validated test items, test administration and marking included.

Biodata

Roger Randall has many years of international experience in education and IT. After studying language education at the University of Michigan and the University of Freiburg, he went on to study linguistics and IT at the University of Hamburg. In the course of his career in IT, he has addressed audiences around the world on a variety of topics. As alliance manager at Software AG, he worked closely with specialists from leading manufactures to promote the use of XML in content-oriented applications. Recently he has focused on language training and testing appearing at a number of conferences.

Currently he heads online testing at MONDIALE Testing, an independent testing institution specializing in language testing. MONDIALE Testing was among the first to use web-based testing.

C7 (14.15-15.00) (Room tbc) Marjorie Rosenberg: Lively activities for Business English classes

Presentation type Workshop: 45 minutes
Audience type: Mixed

Summary:

Communication is certainly recognised as a buzzword in the business English field today. Therefore, activities which encourage speaking and listening skills are essential in today's teaching environment. In this interactive workshop you will have the chance to try out a variety of activities which can liven up the atmosphere in your classroom and get learners to increase their output while giving them the chance to experiment and have fun with English. The activities include both materials available on the market as well as ideas for tailor-made materials to suit specific curricula or purposes. The goal of the workshop is to provide you with ideas you can use, adapt and most importantly enjoy.

Biodata

Marjorie Rosenberg teaches general and business English at the tertiary level and for business people in Graz, Austria. She also holds a number of teacher training seminars and workshops throughout Europe concentrating on topics such as teaching business English, NLP, learning styles, cooperative learning and multiple intelligences. Some of her publications include In Business, CUP 2005, Communicative Business Activities, öbvht 2001, two series of textbooks for Austrian schools and materials for Macmillan and Cornelsen. She is a Cambridge ESOL examiner, presenter and seminar materials writer and one of the events coordinators for the BESIG committee.

C8 (14.15-15.00) (Room tbc) David Cotton: Authoritative authenticity with business English video from FT.com

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: Pearson Longman

Summary

Business English teachers have always been aware of the need for authentic materials to use in their teaching. Nowadays there is so much choice on the internet that finding and selecting the right material can be quite daunting. With access to some of the world's leading business media resources through the F.T.com, the forthcoming third edition of Market Leader draws on a wide range of authentic interviews supplementing and extending the topics covered in the print materials. In this session, David Cotton will be presenting some of these interviews and other new video material from the course giving practical ideas for their use in the classroom. He will also show how, by exposing students to a wide range of non-native speaker accents, we can prepare students for life in the real world of business.

Bio data

David Cotton has over 30 years experience of teaching and training in ESP, EFL and English for Business, and is the author of numerous business English titles, including *Agenda*, *World of Business*, *International Business Topics*, *Terms of Trade* and *Keys to Management*. He is also one of the authors of the best-selling *Business Class*, and co-author of the *Market Leader* series published by Pearson Longman. He recently co-wrote a new series of course books for adult learners of English entitled *Language Leader*, also published by Pearson Longman in 2008. Formerly Senior Lecturer in the English Language Centre of London Metropolitan University, he is now currently writing full-time.

C9 (14.15-15.00) (Room tbc) Duncan Baker: Finding business in today's world

Presentation type: General: 45 minutes
Audience type: Mixed

Summary

We all need to promote our products and services: to find new clients and retain old ones. We may need to be introducing new lines, dropping old ones, or even changing direction completely. Most of us are not here to make our fortunes but may have products and services that would be of advantage to potential clients if they knew of us. Or we could build them!

Some of us may have offerings that are no use to anyone - we are flogging dead horses - but how do we allow ourselves to see that. "Why isn't it working" can be a common cry.

I aim to show ways in which we can fine tune our portfolio to our own advantage and to the advantage of our clients and customers. To become more effective with less effort and a better return personally, morally and financially.

Biodata

Duncan Baker is Marketing and Administration Director of Lydbury English Centre as well as the treasurer on the BESIG committee. He is married to Rita and has four adult children and 3 grandsons. His past includes navigating submarines and being a diplomat. He is finally doing what he wants to do in a way he is happy doing it.

Duncan speaks Arabic, plays the flute and bassoon and sings. He enjoys being with the family, riding his motorbike and sailing. Duncan lives in Shropshire - one of the most beautiful parts of England. www.lydbury.co.uk

C10 (14.15-15.00) (Room tbc) Mark Ibbotson: Elementary requirements: making a difference with lower level business English teaching

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Cambridge University Press

Summary

Thought-provoking warm-up discussions, engaging authentic materials, challenging case studies - the elementary requirements of good business English lessons are widely accepted. But if you teach elementary level learners, or false beginners, those same ingredients can be a recipe for disaster. During this session, we'll explore how lower level business English lessons need to differ from those at intermediate level and above, with regard to coursebook content (using examples from Business Start-up), and in terms of additional teaching - especially personalization.

Biodata

Having taught business and technical English to in-work learners in France for a number of years, Mark Ibbotson is now a freelance writer. He is co-author of the Business Start-up series, and author of Cambridge English for Engineering and Professional English In Use: Engineering (all titles CUP).

C11 (14.15-15.00) (Room tbc) Fiona Dunlop, Maurice Cassidy and Mark Waistell: Expand your horizons – how to become an educational consultant

Presentation type General: 45 minutes
Audience type: Mixed

Summary

This presentation will provide practical sales and marketing guidelines and advice in order to extend the service you provide to your Business English client by enabling the client to appreciate the value of enhancing their learning through a total immersion course in the UK.

Biodata

Fiona Dunlop is Director of Studies at Wimbledon School of English, London. Fiona has been involved in many aspects of ELT over the past 20 years, including Teacher Training, Business English, marketing and Academic Management. She also runs intensive courses for the EUK/Trinity Certificate in Business English Training at Wimbledon School of English.

Maurice Cassidy is based in London and has been involved in business English for many years through teaching, training and academic management. A past BESIG committee member, he now sits on the Business English UK committee, where bringing new clients to our members is a priority. His day job is Director of the Executive Centre at International House London.

Both Fiona and Maurice are committee members of Business English UK.

Mark Waistell is Senior Partner at Accent International - a specialist training and

consultancy organisation for Corporate Language and Communications training. He is a published author and speaks widely on topics connected with Business English, Trainer-Training and International Working. A committee member and former Chair of Business English UK, he is also Chair of English UK (South West), a member of the British Council Accreditation Committee and a Fellow of the Royal Society of Arts.

C12 (14.15-15.00) (Room tbc) Amy Krois-Lindner: Transformations: An Approach to ESP Task Design

Presentation type Workshop: 45 minutes
Audience type: Mixed
On behalf of: Cambridge University Press

Summary

Learners in all professions, whether in the fields of business, law, engineering, or medicine, commonly need to be able to carry out what Widdowson (1983) refers to as "textual transformation". These transformations can involve, for example, turning notes taken during an interview into a report (i.e. a change in register from informal to formal) or explaining highly technical written texts, such as a statute, to a layperson in everyday language (i.e. a change in mode from writing to speech). Using examples from the field of Legal English from the new coursebook Introduction to International Legal English (Krois-Lindner, Firth, TransLegal, CUP 2008), this workshop will look at tasks that cognitively engage learners in the process of transformation, thus equipping them to carry out these transformations in their use of English in the workplace. While the examples of tasks are taken from Legal English, the approach can be applied by ESP teachers in other fields as well.

Biodata

Amy Krois-Lindner, who is originally from New York, teaches language competence courses at the University of Vienna and the Vienna University of Technology. She has been involved in the development of several ESP courses including a certificated departmental ESP module. Amy also teaches Legal English, Business English, and regularly trains teachers in teaching ESP. Amy is the author of International Legal English (together with TransLegal, Cambridge University Press 2006) and Introduction to International Legal English (together with Matt Firth and TransLegal, Cambridge University Press 2008).

Session D (15.20 – 16.05)

D1 (15.20-16.05) (Room tbc) Paul Emmerson: Business Vocabulary Builder

Presentation type: General: 45 minutes
Audience type: Mixed
On behalf of: Macmillan Education

Summary

In this talk I'll be introducing my new book, Business Vocabulary Builder (Macmillan). It is aimed at Intermediate/Upper Intermediate level, and so complements Business Grammar Builder. The book is split 50/50 between Business Topics and Effective Communication, and covers the expected areas with rich lexical input and a varied mix of practice exercises. There is an audio CD featuring interviews with business people, and the CD also has some 'listen and repeat' exercises to practice key phrases. The talk will be semi-commercial, and I'll try to make a variety of points that will be of general methodological interest.

Biodata

Paul Emmerson works as a writer, teacher and teacher trainer. He is the author of Business Builder, Business Grammar Builder and Email English (Macmillan) and Business English Frameworks and Five Minute Business English Activities (CUP). He teaches at the International House Executive Centre, London, and has worked as a teacher trainer all over Europe.

D2 (15.20-16.05) (Room tbc) Paul Dummett: Teaching ESP to managers

Presentation type: General: 45 minutes
Audience type: Mixed
Audience size: 60
On behalf of: Heinle ELT; Cengage Learning

Summary

We tend to teach business English - dealing with various core job functions such as HR, marketing, and finance - to managers and reserve ESP for technicians. But this ignores the fact that many managers operate within quite specific sectors. This talk presents language learning materials from Energy English (Summertown Publishing 2009) and discusses how we meet the needs of managers in ESP.

Biodata

Paul Dummett is a freelance teacher and author based in Oxford in the UK. Most of his teaching career has been dedicated to designing and teaching programmes for senior managers. Recent publications include 'Success with BEC Higher' (Summertown 2008) and Energy English (Summertown (2009).

D3 (15.20-16.05) (Room tbc) Mercedes Viola: Using authentic materials and new technologies to enrich your training sessions (video conference)

Presentation type: General: 45 minutes
Audience type: Inexperienced

Summary

Our business students do not usually have much time to spare so they want their sessions to be practical, useful and meaningful. In this presentation we will be looking at different sources of authentic material we can use, how we can select them and then exploit them with our clients based on their interests, objectives and English level.

Technology is moving fast. Our clients are usually very used to working with technology and we can take advantage of that familiarity to give them tools to continue and enhance their training. We will discuss different tools that are available to help our clients in their learning process.

Biodata

Mercedes Viola holds a degree from the Universidad de la Republica Oriental del Uruguay. She has been a business English trainer for almost 20 years. She has been designing and implementing business English programs for government-owned organizations, universities and many well known international companies such as Microsoft, HP, American Express, Deloitte, John Deere and MasterCard.

She co-developed specific business English courses in Accounting, Finance, Human Resources, Business Administration and Marketing.

She manages a language institute and is in charge of training new teachers in business topics. She has conducted many workshops in Uruguay and presented at the BESIG Annual Conference in 2007 and 2008. She has also written articles for the British Council on business English curriculum design.

D4 (15.20-16.05) (Room tbc) Muditha Cooray*: A transition from traditional classroom environments to online delivery methods: Experience in Sri Lanka

Presentation type General: 45 min
Audience type: Mixed

Summary

With the changes in the work culture today, people are seeking ways and means of qualifying themselves and gaining skills through more flexible and futuristic modes of learning.

To keep up with these changes the English Language Teaching Unit (ELTU) of the University of Colombo has initiated an e-Diploma in Business English to enable the participants to experience online learning which would bring education to their doorstep.

The ELTU have been conducting certificate courses in Business English in traditional classroom environments and e-Diploma in Business English is designed to cater to students who successfully complete the certificate courses.

Undoubtedly the adoption of the new teaching learning mode means a tremendous shift not only for the learners but also for the teachers. This presentation discusses the initiatives taken to adapt to the on line delivery mode in teaching business English with a reflection of their strengths and limitations.

Biodata

Muditha Cooray holds a Master of Arts Degree in Linguistics from the University of Kelaniya, Sri Lanka. She is on the staff of the English Language Teaching Unit, University of Colombo. As one of the academic coordinators she has been designing material and teaching business English for the undergraduates of the Faculty of Management and Finance for almost 10 years. She is engaged in coaching

employees both from the public and private sector in order to facilitate them in improving their business communication skills. At present she is appointed as the Project Manager of the Diploma in Business English. She has experience in teaching migrant workers, teacher trainees, students in technical colleges and school students.

D5 (15.20-16.05) (Room tbc) Evan Frendo: Designing a course for ICFE

Presentation type: General: 45 minutes
Audience type: Mixed
On behalf of: Cambridge ESOL

Summary

This session will examine some of the key issues to consider when designing a course for the Cambridge International Certificate in Financial English (ICFE). After a brief look at the overall structure of the exam we will focus on various components of course design, including dealing with financial and accounting concepts and terminology, language skills development and examination skills. We will also look at the advantages and disadvantages of using authentic materials. Although primarily aimed at teachers preparing learners for ICFE, much of the content and discussion will be relevant to anyone involved in ESP course design.

Biodata

Evan Frendo is a freelance Business English trainer, teacher trainer and author based in Berlin, Germany. A frequent speaker at conferences, he also travels regularly in Europe and Asia, either to run courses or to work as a consultant. He also presents regularly for Cambridge ESOL. Evan has authored or co-authored various books over the years, including *How to teach Business English* (Longman, 2005), the *Double Dealing Series* of coursebooks (Summertown, 2004-2006), and *English for Accounting* (OUP 2007). He has an LCCI Diploma in Teaching English for Business and a Masters degree in Teaching English for Specific Purposes.

D6 (15.20-16.05) (Room tbc) Gabriella Hirthe: Solving the course content problem: Is it business, technical and/or legal English they want?

Presentation type: General: 45 minutes
Audience type:

Summary

The business English trainer's aim is to please, satisfy and even delight the business learner. But how can this be managed when your participant needs a bit of communication skills training, a bit of technical English vocabulary input, a lot of legal English knowledge and some intercultural training. In my experience these types of demands on the trainer are increasing in most business English training situations. Many of us do not have the diverse background to cover all these topics at an expert level and therefore we as trainers need to find new strategies to satisfy and delight our learner.

In my presentation I will be giving you ideas on how to set up a course based on a structured and well thought out course design to help you to meet these goals. This will include incorporating the diverse needs of the participants; the CEF 'Can Do' statements; their authentic material; and you, the trainer, as a resource.

Biodata

Gabriella Hirthe B.A., Trinity Dipl. TESOL, CLTC-C, DPI, is the Director of Corporate Language Services at ISD GmbH in Stuttgart, Germany. She originally started her career in banking by working for CoreStates and Citi-Corp as an analyst in leverage-buyouts in the U.S. She is the author of "Wirtschaftswortschatz" by PONS and has over 10 years experience in training business professionals.

D7 (15.20-16.05) (Room tbc) Anne Hodgson: Motivating and monitoring 1:1 students using agile planning methods

Presentation type: General: 45 minutes
Audience type: Mixed
On behalf of: Cornelsen Publishing

Summary

Are you really getting anywhere with your 1:1 students? Can they register and enjoy the progress they are making? Help them set and monitor manageable and motivating language learning targets in short cycles using ideas from the agile planning methodology favoured in IT projects. The workshop will include materials from Up to Speed (Cornelsen) by Carole Eilertson and Louise Kennedy.

Biodata

Born in Washington DC in 1961 and grew up bilingual on Capitol Hill. Came to Germany to study in Konstanz in 1981 and continued on to Berlin, Dresden, Singen and Siegen. Now in Munich, I've been teaching business English and EAP since 1998. I also run compact seminars, translate, do audio recordings, run online courses, write language exercises and am on the MELTA board. Qualifications include MA in History and Political Science and LCCI CertTEB.

D8 (15.20-16.05) (Room tbc) Tonya Trappe: Can taking 'Pills' really improve your students' English?

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: Pearson Longman

Summary

'Generation Y' employees, those born between 1980 and 2000, have already started to enter the work place. These employees have grown up during the rise of instant communication technologies made possible through the Internet. Their use of websites such as YouTube and social networking sites such as Facebook and Twitter explain their reputation for being peer-orientated and seeking instant gratification. But what are the implications for training in the workplace, particularly for business English students?

This session will look at Intelligent Business Skill Pills, short training videos deliverable to mobile devices based on material from the Intelligent Business Skills Book. Tonya Trappe will show some examples of these 'pills' and explain how they go some way to meeting the training needs and the characteristics of Generation Y employees.

Biodata

Tonya Trappe has had a varied and exciting career in ELT, as a teacher, author and teacher trainer for the last 20 years. Publications include Insights into Business and

the award winning Intelligent Business series for Pearson Longman. As well as spending time touring Poland with her theatre projects, she is currently running a school in Paris developing an 'English through drama' programme for teenagers.

D9 (15.20-16.05) (Room tbc) Pat Pledger: English for human resources

Presentation type: General: 45 minutes
Audience type: Mixed / Inexperienced

Summary

This workshop gives an insight into the language of people management - some of the essential vocabulary, current topics and labour issues that your human resources clients and line managers need in English - and how to present them. Designed for the newly initiated business English trainer, those with little or no experience in personnel management topics or those looking for some fresh ideas in this subject.

Biodata

Pat Pledger spent 20 years in human resources management in London, before relocating to Germany and setting up as a business English trainer and consultant 19 years ago. Running her own business from Hamburg, Pat works closely with many companies in northern Germany, but her main specialty is human resources training in English. www.pledger-bet.de
Her first book 'English for Human Resources' was published in Germany in 2005, the UK, in an international format, in 2007 and in Poland in 2008.

D10 (15.20-16.05) (Room tbc) Cleve Miller: Collaborative content and the future of BE/ESP materials development

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: Cambridge University Press

Summary

Every day thousands of teachers are mixing and matching content from published ELT materials, then creating their own lessons, tasks and exercises, all to fit the specific needs of their BE students. Today, new web technologies provide digital tools for this process of developing materials and designing courses, either for online delivery or for the classroom.

This talk will first discuss these new approaches to designing and delivering training, and how this "playlist" course design can result in highly personalized, performance-focused learning for our BE students. Second, we will look at the English360 web platform, which we created to provide free tools for collaborative content development, self-publishing, and blended course delivery for teachers and schools worldwide.

Biodata

Cleve Miller has over 20 years experience designing, managing and teaching business English programs in both Europe and the Americas. Currently he leads the English360 project, in partnership with Cambridge University Press.

D11 (15.20-16.05) (Room tbc) Bob Dignen: 50 Ways to improve your intercultural skills

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Heinle ELT, Cengage Learning

Summary

Summertown Publishing's series "50 Ways to." is designed as self-access learning materials full of practical tips, tools, techniques and exercises. The series is aimed at intermediate to advanced students who work internationally and combines language learning with international communication skills. Bob Dignen will present Summertown's forthcoming title 50 Ways to improve your intercultural communication skills which he co-wrote with James Chamberlain. The presentation will review briefly the rationale behind core themes of the book - Understanding culture, Culture shock and how to survive it, Making culture visible, Communication across cultures, Building relationships, Working in International Teams, International leadership etc. - as well as looking at sample units. The presentation will also examine ways in which those delivering intercultural communication training can exploit this as a resource for both one-to-one and group contexts.

Biodata

Bob Dignen is a director of York Associates. He specialises in intercultural skills programmes and international team seminars which he delivers to clients in Germany, Switzerland, Iceland and Sweden. He is accredited to use The International Profiler (an intercultural profiling tool) and is also an advanced practitioner of TMP (Team Management Profile - an international team profiling tool). As an author, his titles include 50 Ways to improve your international presentation skills and 50 Ways to improve your intercultural skills published by Summertown. He is also co-author of Developing People Internationally, a multimedia international team training resource.

D12 (15.20-16.05) (Room tbc) Shiv Rajendran: Business English in virtual worlds

Presentation type General: 45 minutes
Audience type: Mixed
On behalf of: Languagelab

Summary

How real time voice enabled virtual worlds are changing the way people learn Business English. Languagelab has conducted an extensive research programme on teaching in virtual worlds. This has resulted in new and innovative ways of teaching Business English to a global audience.

Biodata

Shiv co-founded Languagelab.com in 2005. Since then Languagelab has invested more than \$2m in R&D for learning in virtual worlds, conducting tests with hundreds of students from dozens of countries. Shiv has a Masters degree in Digital Culture & Technology, a background using technology for a variety of purposes, and is a life long gamer.

Session E (16.50-18.20)

E1 (16.50-18.20) (Room tbc) John Allison: Management tools and models for advanced fluency practice

Presentation type Workshop: 90 minutes
Audience type: Mixed
On behalf of: Macmillan Education

Summary

Despite widespread enthusiasm for task-based learning, a great deal of classroom discussion remains open-ended, with few clear outcomes or pay-offs. Borrowing tools and models from Management is one way Business English teachers can set up activities that are both inherently productive and intellectually and emotionally satisfying. Analytical and decision-making tools not only provide a convenient framework for discussion of real-world issues and experience, but also bring BE learners added value by presenting intrinsically valuable content and honing management skills.

This workshop demonstrates classroom activities based on familiar and less familiar tools such as PEST and SWOT, Paired comparison, Grid and Force field analyses, the Johari window and Six Thinking Hats, and models by Kilmann, Belbin and Kotter for managing conflict, team roles and change.

Biodata

John Allison has designed, sold and delivered professional English courses in France since 1980. After many years of squeezing in teaching between sales and management responsibilities, he is now happy to spend more time in the classroom as a teacher and teacher trainer. He takes a special interest in new technologies and blended learning. He is the author of In Company Case Studies with Mark Powell, and The Business with Paul Emmerson.

E2 (16.50-18.20) (Room tbc) Genevieve Besser: Generating custom-made exercises with Hot Potatoes

Presentation type Workshop: 90 minutes
Audience type: Mixed

Summary

Would you like an easy way to generate a variety of custom-made exercises for teaching English? In this workshop I will show you how to use Hot Potatoes to create crossword puzzles, matching exercises, fill-in-the-blanks exercises, multiple choice or short-answer quizzes, and jumbled sentences exercises.

What is Hot Potatoes? It is an easy-to-use suite of software programs to create educational materials in the form of web pages that can be uploaded very simply to hotpotatoes.net or to your own learning platform. You can also print out the exercises. Workshop participants will brainstorm material in small groups and using a laptop and video projector I will demonstrate how to make two to three exercises out of this material.

The software developer is planning to release a free version of Hot Potatoes on September 1, 2009; a classroom license to use the learning platform hotpotatoes.net is available for a fee.

Biodata

With a master's degree in international affairs and a concentration in international business, Genevieve Besser came to Germany from the US in 1988 and has been teaching business and technical English as a freelancer since 1991. She specializes in blended-learning and custom-designed technical and business English courses for executives. Her clients include numerous medium-sized companies throughout Westfalia that are world market leaders in their field. She wrote the Trainer's Guides to two of the Cornelsen Corporate Solutions web-based English courses and has contributed articles to the technology section of the magazine "Business Spotlight".

E3 (16.50-18.20) (Room tbc) Peter Kapec: You're fired: Using The Apprentice to create a new student-centred approach to teaching office communication

Presentation type Workshop: 90 minutes
Audience type: Mixed

Summary

Our students at the Hochschule Bonn-Rhein-Sieg take degree-level courses in business, science and technical subjects. One of the elective English courses they can take is an Office Communications course. However, it soon became obvious that most students did not have the work experience necessary to appreciate the relevance of the material. A new approach was needed to engage the students and to make the material meaningful. I will start by looking at the traditional Office Communications course and highlight the problems this type of course presents for students at a University of Applied Sciences. I will then show segments of the Apprentice and demonstrate how this material was used to inform a completely new approach to teaching Office Communications at our Hochschule, as well as serving as a model for individual lessons.

Biodata

I started teaching in Japan, where I taught English in Japanese high schools for three years. I trained in Sydney and worked at the University of New South Wales Institute of Languages as a Japanese and then as an English teacher for 10 years before coming to Germany. For the last 10 years, I have taught and coordinated the technical English program at the Bonn-Rhein-Sieg University of Applied Sciences. I have tended to work on unusual courses and have had to resign myself to compiling my own materials for most of the courses I teach.

E4 (16.50-18.20) (Room tbc) Dr Rudolf Camerer: Intercultural competence in English: Introducing a training and testing tool

Presentation type Workshop: 90 minutes
Audience type: Mixed
On behalf of: European Language Competence

Summary

This workshop focuses on concepts and experience gained in the course of developing and piloting curricula and tests of intercultural communicative competence in English for German chambers of commerce. Current IC-training concepts will be demonstrated which focus exclusively on IC-theory plus IC-sensitivity training, but neglect the training of active communicative skills. As well, examples from current language teaching material will be provided, which leave

learners unaware of conflicting "cultural scripts". Since knowledge of these is essential when using the target language, we may in fact be training learners for intercultural clashes, the reasons of which will thus remain obscure to them. Which criteria should be considered relevant for the development of curricula and assessment procedures will be discussed with reference to specifications provided by relevant contributions to the international debate on ICC and by the CEFR. Teaching material and video recordings will be provided.

Biodata

Rudi Camerer has 20 years of experience in adult education, foreign language teaching, train-the-trainer, and language competence evaluation. Today he directs a language consultancy based in Frankfurt am Main serving ministries of education, chambers of commerce and international companies.

**E5 (16.50-18.20) (Room tbc) Cambridge ESOL World of Work Panel Discussion
Perspectives on Technology: Workplace Teaching, Learning and Assessment
Panel members: Eric Baber, Carl Dowse, Matt Firth, Evan Frendo and James Schofield
Chair: Deshini Chetty**

Presentation type Panel: 90 minutes
Audience type: Mixed
On behalf of: Cambridge ESOL

Summary

In July 2009 Cambridge ESOL brought together a group of experts in the business English community to discuss the Impact of technology on workplace English teaching, learning and assessment. Cambridge ESOL has always ensured that its assessments will result in positive washback and the message from the awarding body is that teaching, learning and assessment are integrated. The panel discussion will include delegates from the forum who will share views on the discussions at the forum. The audience will have the opportunity to ask questions of the panel of experts and discuss a topic that is affecting all Business English professionals globally. A report based on the observations of two independent observers at the World of Work Forum 2009 held in Cambridge, UK will be given out during the panel discussion.

Biodata

Eric Baber

Eric is the Innovations Director at Cambridge University Press. This role includes exploring new technologies potentially of interest to the Press; fostering innovation within the organisation; and seeking out and establishing relationships and partnerships with related or complementary organisations.

Previously I have been a tutor on a number of e-learning related courses for the Open University, the Institute of Education and The Consultants-E, for whom I also wrote an online course in Teaching Business English. I am furthermore co-founder and Director of NetLearn Languages, an online-only language school.

Carl Dowse

Carl Dowse is currently a lecturer responsible for undergraduate business-related English modules at the FOM - Fachhochschule für Ökonomie & Management in Essen, Germany. He also works for The Consultants-e, an award-winning teaching-

with-technology educational consultancy, as a facilitator on on-line courses in ICT in the classroom, Moodle basics, using wikis for teaching and e-moderation. He recently co-developed and now moderates the first ever fully online version of the Cert IBET course. He has a Masters degree from Warwick University and has also studied at the universities of Oxford and Bologna.

Matt Firth

Matt Firth is Product Manager at TransLegal and runs regular training sessions for teachers of Legal English. Matt is the ILEC (Cambridge International Legal English Certificate) Regional Manager for Austria and Germany and co-author of the PLEAD Legal English blended learning course. He is currently developing the TransLegal Legal English Distance Learning Support programme, providing online training for learners and teachers of Legal English.

Matt's recent publications include Introduction to International Legal English (with Amy Krois-Lindner), the International Legal English online research tasks (with John Kokko) and a regular Legal English column for Business Spotlight.

Evan Frendo

Evan Frendo is a freelance Business English trainer, teacher trainer and author based in Berlin, Germany. A frequent speaker at conferences, he also travels regularly in Europe and Asia, either to run courses or to work as a consultant. He also presents regularly for Cambridge ESOL. Evan has authored or co-authored various books over the years, including How to teach Business English (Longman, 2005), the Double Dealing Series of coursebooks (Summertown, 2004-2006), and English for Accounting (OUP 2007). He has an LCCI Diploma in Teaching English for Business and a Masters degree in Teaching English for Specific Purposes.

James Schofield

James Schofield is a language and intercultural communications trainer at Siemens in Munich. He runs BEC courses at Preliminary, Vantage and Higher levels and has students taking BEC exams the week after BESIG. This may explain why his fingernails are currently chewed to the quick. He is co-author of the popular 'Double Dealing' business English course books and several business English readers for Summertown publishing. He also writes the Financial English column in Business Spotlight.

Deshini Chetty - Chair

Deshini is Global Manager for Workplace Assessment at Cambridge ESOL. She gained an MSc in Teaching English for Specific Purposes from Aston University and an MBA from Oxford Brookes University. Deshini has a BA in Commerce from the University of Natal in South Africa and is a Fellow of The Institute of Sales and Marketing Management. She has 16 years' experience in the EFL/ESOL industry with a background in teaching, business English training, publishing and testing. She joined Cambridge ESOL in 2007. Deshini's current role within Cambridge ESOL is concerned with driving the global strategy for the workplace assessment portfolio.

**E6 (16.50-18.20) (Room tbc) Stephanie Ashford and Dr Tom Smith:
Bending the cookie cutter: Language clinics
for business English**

Presentation type Workshop: 90 minutes
Audience type: Mixed

Summary: This workshop is for resourceful but busy trainers who need to be able to create customised worksheets to professional standards in less than the time it takes to bake a batch of cookies.

We will give you some language feedback notes taken during a Business English class (the ingredients) together with a template for a worksheet (the cookie cutter) and invite you to adapt and flesh out the template into a 'language clinic' for use in a follow-up session.

You will have the chance to hone your skills as materials writers, discuss the links between feedback, consolidation and extension, and consider ways of tailoring the template to specific purposes.

Biodata

Stephanie Ashford runs the Business English programme at the Baden Württemberg Cooperative State University, Villingen-Schwenningen, and is author of a range of ELT course books and training materials. She has a BA (Hons) in International Relations (Sussex/Freiburg) and an MSc in Teaching English for Specific Purposes (Aston).

Tom Smith (MA, DPhil) is a freelance Business English trainer in southern Germany. He writes Business English course books for the German higher education market and is a partner in Executive English, an in-company training and consulting organisation.

**E7 (16.50-18.20) (Room tbc) Stewart Tunnickliff: Group dynamics and peer
to peer**

Presentation type Workshop: 90
Audience type: Mixed
Audience size: 12

Summary

This is a hands-on interactive exploration of group dynamics, arising issues, as well as tips on how to deal with problematic classroom/ group situations.

The workshop looks at how to combine group and individual learning types, as well as dealing with conflict.

As an opener the question: "Should an individual's input and learning curve be sacrificed for a harmonious group dynamic?" will be posed and briefly debated.

This develops into an investigation of the duality of roles and functions emerging in groups, how these can be identified, defined and dealt with if deemed necessary.

Peer to peer teaching as a solution not only for multi-level groups, but streamed/ "one" level groups is put forward, and the different ways this can be applied.

The workshop focuses on drawing on the participants' own experiences.

Biodata

As a Celta and LCCI CerTEB qualified business trainer, Stewart has had eight years experience in teaching in Germany, and intermittently in the UK. Starting in general English he has over the last four years specialized more in Business English in a corporate, and continuing education setting. Situated in the trade fair of Leipzig in

Eastern Germany places him in a fledgling market for his line of business. A founder of a team of language service specialists (trans-lingo.com) who offer interpretation, Business English, 'Deutsch als Fremdsprache', voiceovers, and language product/platform evaluation and development means he has know-how in dealing with different sectors of and avenues for language provision.

E8 (16.50-18.20) (Room tbc) Nikolina Korecic: Synergy in the business English classroom

Presentation type Workshop: 90 minutes
Audience type: Mixed

Summary

All of us carry our own distinctive energy. As teachers, we feel the energy of the world around us. The concept of synergy is vital for creating fantastic learning environment. Students and teachers need to collaborate and create a powerful force in the classroom. Managers often come to lessons feeling tired after their usual workday and have no energy for further learning. Teachers have to appeal to their senses, relax them in a way conducive to learning, and reenergize them so they come out of lessons feeling rejuvenated.

I am going to present some powerful ways of creating synergy in the Business English classroom. These include some relaxation and deep breathing exercises, ways to personalize and humanize your teaching and empathize with students, as well as some games and team building activities. Teachers should come out of this workshop with some new ideas and ready-to-use activities to reenergize their lessons.

Biodata

Nikolina Korecic (Zagreb, Croatia) has been teaching Business English for twelve years. She works as a freelance Business and Legal English teacher trainer and mentor in Zagreb, Croatia. Her specialty is finance, law, intercultural communication and presentation skills. In addition, she teaches the International Legal English Course at the Faculty of Law in Zagreb, Croatia, works as a freelance translator and interpreter (English-French-Croatian), and is an author of a music textbook. After obtaining her B.A. and B.M. in the States, she continued her education in Europe (M.A. in Music, Croatia and a Master in European Studies -Etudes Europeennes, University of Paris II, France). When she does not teach, she spends her free time singing lyric coloratura soprano arias.

E9 (16.50-18.20) (Room tbc) Gloria Matzig: There's no such thing as a perfect translation

Presentation type Workshop: 90 minutes
Audience type: Mixed
Audience size: 35

Summary

Participants will experience a hands-on workshop on teaching translation from German to English. Translation is a very necessary skill for most English as a foreign language courses today (for both written translation and oral interpreting) but it is rarely taught as a skill for itself. How do we teach people to translate from German to English? You will get some very background information, book and website resources, ideas for livening up this dry teaching area, plus some tips, sample

lessons and lots of handouts! Much of the translation information relates to exam preparation for the German C of C "Geprüfte/r Fremdsprachenkorrespondent/in" exam.

Biodata

American with MBA, CertTIEB teaching certification and DPI certification as intercultural trainer. Past employment as sales clerk, steno, executive secretary, junior accountant, legal secretary, office manager, management assistant, teacher, trainer and translator for many global players, governmental agencies and consulates. Currently employed in 2 vocational colleges teaching business English but still engaged in doing freelance work as a trainer and translator in Aachen, Germany.

E10 (16.50-18.20) (Room tbc) Michael Tighe and Timothy Phillips: Executive simplicity: Designing and implementing blended learning concepts

Presentation type Workshop: 90 minutes
Audience type: Mixed

Summary

In this practical workshop, Michael Tighe and Timothy Phillips will introduce the participants to designing and implementing blended learning concepts when teaching in companies. The emphasis of the workshop will be on effective simplicity. Participants will learn with practical examples how to integrate simple online tools to support face-to-face training. The tools shown will include using Moodle as a learning management platform as well as a new simple authoring tool with which trainers can develop online interactive modules themselves. The workshop will also provide participants with examples of how these tools have been implemented in companies in Germany to support their business communication skills development programs and thus meet the expectations of training managers.

Biodata

Michael A. Tighe founded U.S. English Services over 25 years ago. He is a first-generation, certified, blended learning specialist and master trainer for several international certification programs involving virtuality and teaching. Michael is also a university instructor for cross-cultural competence and cross-cultural management. He is currently working on several projects in intercultural, virtual teamwork.

www.us-english-services.net

Timothy Phillips is founder and Managing Director of SKYLIGHT GmbH. He is a specialist in the areas of international management, business communication and personnel development measures in the areas of foreign languages, intercultural skills and blended learning. Tim has specialised in designing and implementing blended learning concepts in at several companies and served as Senior Consultant at Deloitte Consulting, in Education and Training Services.

www.skylight.de

E11 (16.50-18.20) (Room tbc) Angela Lloyd: Herding cats – catering to the expectations of learners in refresher courses

Presentation type Workshop: 90 minutes
Audience type: Mixed

On behalf of: Cornelsen Publishing

Summary

Just as every cat is unique (as all cat owners will tell you), every learner comes with his or her own history, needs, abilities, interests and goals. This may be especially true in refresher courses as the pool of potential participants is large. Every day people of different nationalities meet and communicate, using English as a lingua franca. These encounters may be in the context of everyday life or in a professional setting, and, increasingly, these two will merge. The result is that many learners are interested in courses which offer a combination of general and business English. This practical workshop aims to present ideas for topics, activities and exercises which appeal to learners who want to keep up and improve their English language skills for both general and professional purposes and which do more than just offer 'something for everyone'.

Biodata

Angela Lloyd is currently an ESP teacher at Brandenburg University of Applied Sciences, Germany. Before joining the university she worked in teacher-training, in-company language training and adult education in general. She is involved in projects with European universities and has experience of teaching in China. Her main interests are intercultural communication, learner autonomy and learner-oriented assessment. She is the author of a number of coursebooks for Cornelsen Publishing.

E12 (16.50-18.20) (Room tbc) Ian Badger: We are not the problem, they are!!

Presentation type: Workshop: 90 minutes
Audience type: Mixed

Summary

This workshop will look at how we can help international organisations to communicate effectively in English in environments where the 'non-native' speakers claim to be able to understand one another, but where 'native speakers' are seen as 'the problem'. It is true that very often the non-native English speaker is the clearer, more effective communicator in a global team or as supplier/customer; the native speaker (and indeed fluent non-native speaker) can create communication breakdown through a lack of linguistic and cultural awareness.

'Shouldn't we be working with native speakers?' is the question I have often been asked in conferences such as this. The answer, of course, is 'Yes' and I will report on the training which I have been running for 'non-native' and 'native' speakers in companies in the industrial and financial sectors to help improve communication and interpersonal relations across the board.

Biodata

Ian Badger is a partner in Business and Medical English Services and a director of English4 Ltd. Ian is based in Bristol, UK but travels widely running training for international companies and seminars for teachers of Business English. He has extensive experience of working with business learners from Central and Eastern Europe and in Scandinavia - from project offices in Germany, IT Helpdesks in Poland, to supply chain offices in Finland and Russia. His current special interests involve helping international teams to work effectively in English and in supporting companies as they introduce global software applications. He is co-author of the four-level series, 'English for Business Life' (Heinle ELT, Cengage Learning) and

series editor of 'English for Work' (Pearson Longman).

Sunday, November 22, 2009

Session F (9.45-10.30)

F1 (9.45-10.30) (Room tbc) Julie Wallis; Moodles, WIKIS, blogs ... but what of the didactics?

Presentation type General: 45 minutes
Audience type: Mixed
On behalf of: AISLi

Summary

In our profession we are increasingly under pressure to use modern technology in face-to-face and distance learning courses. However, what most of us really need are fast solutions to creating materials and resources from what we already have at hand that can be tailored to our clients' needs.

For the learner, they need to be slick, polished and effective. For the teacher, they need to be easy to produce, simple to use and achieve objectives.

In this workshop we'll be looking at how to create highly personalised interactive resources from our course books. We'll be making movies, brainstorming and counselling. And you don't need to be techie to do this.

Biodata

Julie Wallis has been teaching ESL and ESP for the past 23 years. She set up the London school 20 years ago and it has now become one of the leading language schools in the Veneto. She has created seminars, written projects (including a Comenius multi-lateral project for AISLi) and dedicates much of her time to teacher training and course development.

Since doing a CertIBET course with Mark Powell, she has become increasingly interested in developing personalised online resources to make her top clients 'feel a bit special' and to organise group projects.

She currently works closely with AISLi and develops seminars and training events for her school.

She lives with her husband, two kids and an ever growing menagerie!

F2 (9.45-10.30) (Room tbc) Veronica Dal-Bianco and Marie Deissl-O'Meara: Personalising Podcasting

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Creating your own podcasts means that your students receive relevant input as well as personalised, meaningful listening practice. Getting students to create their own podcasts can give them personalised, meaningful speaking practice. In both cases, podcasts add variety to the otherwise heavily text-based communication between students and teachers, which is especially true in a blended learning environment. This talk describes a variety of teacher and student podcasting activities that we have tried out successfully in Business/ESP classes and gives some practical tips on using digital audio recorders.

Biodata

Veronica Dal-Bianco & Maria Deissl O'Meara are both currently employed at the FH Burgenland, a University of Applied Sciences in Austria. They teach a mixture of

general, business & professional English classes in traditional classroom settings as well as on blended learning degree programmes. Neither are techno-freaks but both enjoy using new technology to enhance learning.

F3 (9.45-10.30) (Room tbc) Julie Pratten: Financial English goes mainstream – the credit crunch and beyond

Presentation type: Commercial: 45 minutes
Audience type: Mixed
Audience size: 30 - 40
On behalf of: Delta Publishing

Summary

With the world in the grips of financial crisis, finance has become the focus of daily conversation, hence most business professionals need to have some knowledge of financial English to be able to communicate in this area. The talk will provide practical tips and ideas for using authentic texts and situations from the financial world in the classroom to develop a core financial vocabulary. I will also be looking at how we can best prepare our students for the more demanding requirements of the Cambridge ICFE exam using materials from the new coursebook 'Absolute Financial English', published by Delta Publishing.

Biodata

After many years involved in teaching business, teacher training and writing projects in Brazil, Germany, and the Czech Republic, Julie Pratten turned to preparing specialist courses for bankers and financial experts. She is now based in Turkey, where she delivers courses for the Banks Association and the Central Bank of the Republic of Turkey. She has written several ESP titles, including 'Banking English' (Delta Publishing 1997), 'Business Activities from A-Z', (SBS Publishing 2001) and 'Absolute Financial English' (Delta Publishing 2009).

F4 (9.45-10.30) (Room tbc) Andreea Pulpea*: Turning student feedback into learning

Presentation type: Workshop: 45 minutes
Audience type: Mixed

Summary

This workshop aims to share practical ideas on how to give our students a voice while using their business experience, develop ourselves as teachers tuned in to our learners' needs and perceptions and enhance the learning process in a personally meaningful way.

What?

This is a highly interactive presentation which aims to share ideas on how to turn our business students' feedback into a learning instrument.

How?

Using specific business instruments (SWOT and PEST analysis, logical frameworks, project templates) the presentation will look at ways in which we can make the language input mirror our students' specific business needs.

Why?

Our students' perception on what helps or hinders their learning process is of central importance to their learning experience; however, their feedback to us as teachers is often removed from the classroom and not an organic part of the learning process (it

often takes place outside the actual learning space, through tutorials, informal chats, emails, etc).

Biodata

My professional experience to date combines a keen interest in teaching with practical educational project management skills. Following a career in project management, I have recently become a full time teacher, in keeping with a lifetime interest in learning and learners. I currently work as an English teacher with International House Lisbon, where I am teaching Business English, as well as General English and Cambridge Exams preparation classes. My qualifications include a Masters degree in Applied Linguistics and an MSc in International Relations.

Throughout my career, I have given presentations and training sessions on leadership and communication skills for varied audiences, ranging from youth leaders to representatives of non-governmental organizations.

F5 (9.45-10.30) (Room tbc) Duncan Baker: Powerpoint – an idiot’s guide

Presentation type General: 45 minutes

Audience type: Mixed

Summary We all know about powerpoint and believe we should use it in presentations. But it can become overcomplicated and confusing. In this presentation, I shall attempt to give some clear guidelines and suggestions as to the effective use of powerpoint as a presentation tool.

Biodata

Duncan Baker is Marketing and Administration Director of Lydbury English Centre as well as the treasurer on the BESIG committee. He is married to Rita and has four adult children and 3 grandsons. His past includes navigating submarines and being a diplomat. He is finally doing what he wants to do in a way he is happy doing it. Duncan speaks Arabic, plays the flute and bassoon and sings. He enjoys being with the family, riding his motorbike and sailing. Duncan lives in Shropshire - one of the most beautiful parts of England. www.lydbury.co.uk

F6 (9.45-10.30) (Room tbc) Wayne Jennings: Squaring the circle: integrating skills development and language learning within a management context

Presentation type Workshop: 45 minutes

Audience type: Mixed

On behalf of: Garnet Education

Summary

Effective use of English is a key management skill in modern business. Students wanting to go into management face three challenges: the development of their language skills, the development of academic skills, and the development of their knowledge of management related concerns. In this talk I will explore practical strategies to help us as teachers integrate these challenges effectively in two settings, the business classroom and the academic classroom. Using 'English for Management Studies' as a course book I will look at how key academic skills can be developed by the student learner. I will also demonstrate how the same material offers transferable skills work that can be exploited very effectively in small group or

one to one work with executives.

Biodata

Wayne Jennings is a Business English Teaching and EAP specialist. He has extensive experience in course design and delivery in the Middle East, Russia, Europe and Africa. He has worked for a number of years at Middlesex University delivering EAP courses. He also works in Moscow as a business course designer and teacher trainer for Institute: the Higher School of Linguistics.

F7 (9.45-10.30) (Room tbc) Liam Brown: Using problem based activities: a way to do business

Presentation type General: 45 minutes
Audience type: Mixed

Summary

"Tell me and I will forget, show me and I may remember, but involve me and I will understand" - Chinese proverb

You've found that setting up credible, meaningful and involving interactions or scenarios for learners in business and soft skills contexts is a considerable challenge as a programme designer or trainer, particularly when working with senior or experienced managers, whose real-world viewpoints and experiences may often appear to you as out of reach or difficult.

You will see described two innovative approaches - Anecdote Circles and Decision Games - used by knowledge management practitioners which provide your learners with opportunities to engage in real-world narrative building, decision making and knowledge sharing, and through these interactions build communication and language skills.

For the learners, these scenarios are complex and real, full of uncertainties and ambiguities about events, emotions, experiences and exchanges, and crucially for programme designers are very typical of 'doing business' in general.

Biodata

Liam Brown is currently on a career break from the British Council, London, where he was Training and Development Manager for the global English and Exams network. He is working on a number of design, research, facilitation and training projects. Liam is engaged by the English for the Workplace agenda generally, but more particularly the 'transitions to work' agenda, for school and university leavers and 'transitions back to work' for older workers caught up in the downturn. He has presented at many conferences around the world on training, management and human resource issues.

F8 (9.45-10.30) (Room tbc) Jakub Kulaczowski: Using business world quizzes in the EFL classroom

Presentation type General: 45 minutes
Audience type: Experienced

Summary

In my presentation I will try to prove that a Business English course should also expand students' knowledge about the world of business. This knowledge can be introduced in the form of quizzes / competitions drawn up by the teacher. Such activities could be a great way of getting away from classroom routine, they can be

used as a warmer / filler or end-of-unit task. I will present different types of quizzes and some sample questions. The quizzes may concern any business area. The choice of topics depends on the currently taught subject. Examples include testing learners' knowledge of famous brands/companies, prominent businesspeople, well-known advertising slogans, memorable marketing campaigns or stock market quizzes. Such activities definitely make the course more attractive and get students more involved in classroom work.

Biodata

I was born in Poznan in 1970. After living in Gorzów for 18 years, I moved back to Poznań where I studied English Language and Literature at Adam Mickiewicz University. I graduated in 1994. In 1995 I completed an IH Certificate Course in the Teaching of English as a Foreign Language to Adults at International House, Poznań. In 1998 I took part in a Teaching Business English Course at International House, Barcelona. I have worked at the Poznań University of Economics since 1996. I have also taught a number of in-company Business English courses. I am currently doing PhD studies at PUE in the field of sports marketing.

F9 (9.45-10.30) (Room tbc) Ali Siragedien: Introducing Specific English for Business Purposes: a semantic web enhanced course by Powtarzanie.pl

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Powtarzanie.pl

Summary

Powtarzanie is the Polish word for revision or repetition. The powtarzanie.pl citizens range from Polish Gimnazjum and Matura students, Business English students, and general English. To serve them better powtarzanie.pl has developed a set of course materials that target each group separately. The course books are built on a synthetic approach which employs different methods and techniques to achieve the specific tasks and skills required by the CEF, and powtarzanie.pl Can Dos. But in general it is based on L2, specific, student based approach.

This paper presents a demo of the Specific English for Business Purposes, and describes its methodology, products and services. The items to be presented are:

- Student's book.
- .- Teacher's book.
- .- CDs.
- .- Moodle portal
- Semantic web recommendation system SWRS
- E-learning environment - Moodle and SWRS.
- Use of long phonetic text (authentic) for pronunciation, speaking and listening practices.

Biodata

Ali Siragedien is an English teacher, a researcher, and a web designer. He has recently founded Mantra School of languages in Grudziadz, Poland. He also runs the semantic web project "Web mark project WebMark^{WM}" and the e-learning portal Powtarzanie.pl. His WebMark^{WM} project was a finalist in the second semantic web business plan organised in Vienna in 2008. He is the writer of most of the Business English teaching materials used at Powtarzanie.pl.

F10 (9.45-10.30) (Room tbc) Jeremy Day: Results-focused ESP

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Cambridge University Press

Summary

How can we train our students to handle key professional situations in English effectively even in situations which demand a higher level of English than the students actually have? What aspects of language should we focus on? How do we make sure students internalise and then use the target language? Using examples from Cambridge English for Nursing, I'll give practical advice on identifying, teaching and reinforcing the functional and situational language students need to use English effectively and confidently at work.

Biodata

Jeremy Day is Series Editor of Cambridge English for ., a new series of short ESP courses from Cambridge University Press. The series currently contains courses on Engineering, the Media, Job-hunting and Nursing. Jeremy has also written two Legal English teacher's books for Cambridge University Press. He currently teaches a range of general, business and legal English courses in Warsaw, Poland. He has trained ESP teachers in several countries, and has his own blog, Specific English (<http://specific-english.blogspot.com/>), for ESP teachers.

F11 (9.45-10.30) (Room tbc) Simona Mitocaru: Effective business English teaching between CT and TEL

Presentation type Workshop: 45 minutes
Audience type: Inexperienced

Summary

Finding appropriate pedagogical approaches to teaching Business English to undergraduate students has always constituted a challenge for instructors. Since many universities have adopted and implemented technology based approaches to teaching, there seems to be a growing tendency among educators to disregard traditional pedagogy. The presentation attempts to determine the extent to which students benefit more (in terms of student engagement, learning, effective class participation and achievement) from technology-enhanced learning (TEL) or the traditional chalk and talk (CT) method in business English classes.

Biodata

Simona Mitocaru has been teaching Business English at "Alexandru Ioan Cuza" University in Iasi, Romania, for ten years. She has a special interest in ESP and EAP teaching.

F12 (9.45-10.30) (Room tbc) Jason Chan and Neeta Shetty: How to motivate Asian English learners

Presentation type Workshop: 45 minutes
Audience type: Mixed

Summary

The purpose of the proposed workshop is to raise the participants' awareness of differences in classroom behaviour of Asian (Chinese and Indian in particular) and German English learners. The workshop would also try to explain the reasons for which these differences exist, i.e. Cultural upbringing and educational system. Different motivation techniques would also be presented and discussed to help workshop participants in dealing with various Asian learning styles. The information present during the workshop would be derived from the presenters' own experiences with adult Asian English learners, in addition to feedback and input from workshop participants. Workshop participants are expected to actively engage in role-plays and brainstorming to devise plans and strategies in situations involving unfamiliar Asian learning attitudes.

Biodata

Jason has been engaged in the field of TEFL for the past five years. Currently he is responsible for the in-house English program at Media Saturn Holding Ltd in Ingolstadt. Prior to his current position he was a freelance trainer in the Franconian region. He is a holder of CELTA, LCCI DTBE, and Postgraduate Certificates in Professional Studies in Education.

Neeta Shetty is a native English speaker and experienced professional trainer, born in London and since 1999 has lived and worked in both Germany and Portugal.

Session G (11.10-11.55)

G1 (11.10-11.55) (Room tbc) Philip Gienandt: Teaching Business English with Interactive Online-Videos and Web2.0 – where methodology meets practice

Presentation type General: 30 minutes
Audience type: Mixed

Summary

With changing media consumption and the increasing need for an efficient work environment, today's vocational training needs to integrate new technologies and flexible models of teaching and learning

In order to keep up with these changes and to improve qualification in Business English (as well other languages), LinguaTV has combined proven teaching methods with new technology and professional audio-visual learning content such as authentic scenes and modular video lectures.

Although designed as an online self-study course, LinguaTV offers learning content which is an ideal supplement to traditional classrooms and helps to shape the future presence training, creating a blended learning environment with many benefits to teachers and learners.

The presentation will show the practical usage of selected proven teaching methods such as the "Audio-Visual Method", "Immersive Learning", "Social Learning" and "Game Based Learning" and its application to teaching Business English online with a reflection of its strengths and limitations.

Biodata

Philip Gienandt is managing director of LinguaTV in Berlin, a producer of online video lectures and other interactive elearning content for modern language learning and intercultural training. Prior to co-founding to LinguaTV, Philip successfully built up businesses in online entertainment and worked in several managerial positions in international business and intercultural affairs in Germany, France and USA. He holds a diploma in International Management Science from University of Mannheim/Germany and received his MBA from City University of New York/USA. LinguaTV received the World Summit Award 2009 for the world's best eContent in the category "elearning and education".

G2 (11.10-11.55) (Room tbc) Dorothy Sommer: What insight does research on reading provide for the teaching of reading?

Presentation type General: 45 minutes
Audience type: Mixed

Summary

In this presentation, I would like to demonstrate how the knowledge about different approaches to developing students' reading skills and strategies can help teachers become better facilitators for their students. The businessperson seeking international contacts needs to develop reading strategies and inferencing ability in order to process business-related vocabulary and topics, however, also needs to enhance his/her understanding of English through the respective culture. In international business, intercultural awareness and socio-cultural background knowledge are a must and this can also be learned through extensive reading.

Finally, I will show you a simple library setup for extensive reading that is motivating and promotes autonomous learning in your students.

Biodata

Dorothy Sommer is a freelance teacher for young learners and business English in the Berlin-Brandenburg area in Germany. She holds a BA in German and Business from Florida State University, USA and completed the RSA/Cambridge CELTA in 1995 at the Bell Language School, Geneva, Switzerland at the start of her teaching career. Dorothy was awarded an MA ELT from the University of Reading, UK in June 2008. She is a long-time member of IATEFL, BESIG, YLTSIG, ETAS and ELTABB and has been ELTABB events coordinator since January 2007. In her free time, she enjoys playing the guitar and tennis, as well as swimming and canoeing in nearby lakes.

G3 (11.10-11.55) (Room tbc) Ejup Ramadani: From words to sentences

Presentation type General: 45 minutes
Audience type: Mixed

Summary

Every foreign language is a challenge for all, a challenge for the teacher, a challenge for the textbook writer and, above all, for the learners. Teachers find it necessary put a lot of energy and thinking in maximizing their performances. This includes searching constantly for new methods and ways to make the foreign language easier for the learners. In addition, this makes learning not only easier but even attractive and interesting.

There is no doubt that the most challenging and difficult phase while learning a language is moving slowly from knowing a few words to being able to use them. In my presentation I will explain my experience with my students giving examples of my preparation, implementation and feedback with the results.

Biodata

I worked in administration for many years and started teaching by accident when I got hooked and started to love it. I became more and more aware that teaching demands a lot of professional and personal efforts. I teach students from 14-18 and enjoy it very much.

In 2003 I was in the States as one of five English teachers from Kosovo who were part of an International Visitors program sponsored by the State Department. I have taken part in almost every regional workshop or seminar which has to do with ELT since 2000.

G4 (11.10-11.55) (Room tbc) Jane Clifton and Nick Munby: 'The weight of Spanish clients in this department is higher...'

Presentation type Workshop: 45 minutes
Audience type: Mixed

Summary

This session looks at writing skills training for non-native speakers of English in the professions, with specific reference to training lawyers. These trainees are increasingly required to write and draft in English; they are often engaged in international 'cross-border' projects or regularly liaise with colleagues based in other

countries.

Our session reports on the challenges of providing intensive writing skills seminars for this target audience. There are the classic issues related to methodology, materials design and course format, plus some interesting 'political' and cultural factors.

We invite session attendees to share in the subsequent discussion of solutions to the challenges.

Biodata

Jane Clifton has worked in English language corporate training for over twenty-five years. Formerly Group Pedagogical Director of Linguarama, Jane has extensive experience of training in the corporate sector. She now runs Business Writing International (BWI) (www.businesswritinginternational.co.uk)

a London-based company providing writing skills training to law firms, and other professional services firms. Jane delivers intensive writing skills courses to both native and non-native speakers of English.

Nick Munby specialises in business skills training, particularly writing skills, for non-native speakers of English. His writing skills training experience includes delivering seminars to lawyers, tax consultants, management consultants and auditors in Belgium, Germany, The Netherlands and the UK.

G5 (11.10-11.55) (Room tbc) Dr Dosya Dubravsska and Olga Vanivska: Effective Communication

Presentation type Workshop: 45 minutes

Audience type: Inexperienced

Summary

Having good communicative skills is important if you want to make a good impression on the people you meet or do business. The main points to discuss or perform are: guiding principles for communication, the structure of communicative process, phases of communication, verbal and non-verbal communication and what is considered polite or impolite in English-speaking cultures. Role play and some psychological techniques will help you demonstrate and develop your ability to effectively communicate.

Biodata

Associated professor of English Department (Lviv Commercial Academy, Ukraine), Candidate Degree in Psychology. Deliver classes in Business English theory and practice of translation for students of International Economic Relations; introduce innovative methods in teaching English through workshops, develop programmes, assist in organizing scientific Conferences. Scholarship Winner of BESIG 2007. Had a presentation "Leaders aren't born; they are made through hard work" at BESIG conference Bonn, 2009.

G6 (11.10-11.55) (Room tbc) Ania Kolbuszewska: Get it right the first time round: quality assurance as a vehicle for growth

Presentation type General: 45 minutes

Audience type: Mixed

Summary

Quality is a much bandied-about concept which may mean different things to different people. Therefore, is it possible to not only define but also measure quality (or excellence) in a language teaching institution? This presentation looks at aspects of quality in service industry, with particular attention to the process of development at individual staff level as well as institutional level, which can be fostered by a quality assurance scheme such as the EAQUALS (European Association for Quality Language Services) inspection scheme. It also examines potential benefits of the quality assurance scheme to all external and internal stakeholders of a language teaching institution: clients, sponsors, agents, as well as management and staff.

Biodata

Ania Kolbuszewska has been involved in English language teaching and training for over 20 years. Throughout her career she has worked as a teacher, trainer, academic manager and school director. She is a CELTA and DELTA trainer and has worked as a trainer for Bell, International House, Pilgrims and many other language providers, training English, German and Spanish / French teachers. More recently she has also been training academic managers as well as providing business and academic consultancy for various institutions. An EAQUALS inspector since 2000, in the past 4 years she has been involved in training new EAQUALS inspectors. She is the author of the "EAQUALS Self-help Guide to Teacher Development". Since April 2009 she has been Chair of EAQUALS Inspections Sub-committee.

G7 (11.10-11.55) (Room tbc) Joanna Trzmielewska: Blended Learning for Business

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Macmillan English Campus

Summary

Blended learning programmes have been increasing in popularity in recent years. They promise to reduce teachers' workloads and better address students' needs by fitting around their busy schedules. They also aim to save money, enhance the provider's competitiveness, and attract greater student numbers. Macmillan English Campus shares the belief that learning can be greatly enhanced by an effective blend of face-to-face teaching and online support materials. The presentation looks at how to use a blended learning programme with business students. It shows how the learning process can be tailored both to students in full-time work and those with a need for Business English material. Examples will include new Business English video activities, as well as grammar exercises placing the language in a business context. It looks at how students' progress can be monitored and reported, and how a customised plan targeting their individual strengths and weaknesses can easily be delivered.

Biodata

Joanna Trzmielewska studied Teaching English as a Foreign Language at college and English Literature at university in her native Poland. Subsequently, she taught English for five years in England, Spain and Poland before moving to England in 2008. She has been part of the Sales and Training teams at Macmillan English Campus since August 2008.

G8 (11.10-11.55) (Room tbc) James Magrane: International Express – you've used the books, now use the video

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: Oxford University Press

Summary

When OUP decided to add a series of videos to sit alongside the successful multi-level course, International Express, it was my brief to produce them. In this talk I will discuss how editorial and video production worked together, the kind of material we decided to shoot to retain the flavour of the course, how we make a film both intrinsically interesting and useful for class exploitation and how video can compliment the original print material. I will be showing clips from all four levels along with examples of the interactive exercises for self-study and teaching resources for classroom use.

Biodata

James Magrane was born in Germany and grew up on various British army bases around the world. After graduating from Edinburgh University, he taught Business and General English in Copenhagen and in Barcelona. Returning to the UK, he studied for an MA in scriptwriting at film school in Leeds and wrote the script for a low-budget British film, called Monk Dawson. He joined OUP as a Script Editor in 1997 and worked as an Associate Producer, before becoming the Video Producer for OUP's ELT Division in 2006.

G9 (11.10-11.55) (Room tbc) Mark Rendell and Huan Japes: What can the Cert IBET do for you?

Presentation type: Commercial: 45 minutes
Audience type: Mixed
On behalf of: English UK and Trinity College London

Summary

A year on from the launch of the new English UK/Trinity College London Certificate in International Business English Training (Cert IBET) we review the progress to date and examine how the new qualification is helping to meet the professional needs of business English trainers in a variety of international contexts. Drawing on data collected from a recent survey of course participants and feedback from course providers, Mark and Huan will measure the contribution of the qualification towards addressing the CPD needs of trainers of professional English and assess how participants' confidence, skills and careers have been enhanced as a result of the course. The session will also explore the potential development of a qualification for more experienced business English training practitioners.

Biodata

Mark has enjoyed an EFL career in Poland, Saudi Arabia and China. He is now Deputy Chief Executive for English UK, the UK's national association for accredited English language teaching providers. Mark is responsible for the association's provision of conferences, qualifications and training activities. English UK is a partner in the Cert IBET qualification with Trinity and also runs a successful annual conference for business English trainers in association with the sub-group, Business

English UK. (www.englishuk.com)

G10 (11.10-11.55) (Room tbc) Mark Ibbotson: The nuts and bolts of technical English

Presentation type Commercial: 45 minutes
Audience type: Mixed
On behalf of: Cambridge University Press

Summary

Teaching technical English to engineers and technicians can be daunting. Not only is the language of engineering specialized, it also spans many specific fields (mechanical, electrical, civil, aeronautical, ...). But help is at hand. Drawing on examples from the new Professional English In Use: Engineering, Cambridge English for Engineering, and my own background in civil engineering, I'll discuss why technical English isn't as tricky as it seems. We'll explore the language nuts and bolts at the heart of technical English - the core vocabulary and communication skills needed by engineers from all specialist fields. And I'll show how - using the right syllabus, and with the right support - this area of ESP is accessible to non-specialist teachers.

Biodata

Having taught business and technical English to in-work learners in France for a number of years, Mark Ibbotson is now a freelance writer. He is co-author of the Business Start-up series, and author of Cambridge English for Engineering and Professional English In Use: Engineering (all titles CUP).

G11 (11.10-11.55) (Room tbc) Edward Russell: Blended Learning: using screencasts

Presentation type General: 45 minutes
Audience type: Mixed

Summary

This presentation on The Blended Learning Programme includes a brief report on the use of screencasting, a screen capture technology, to develop the English and writing skills of course participants. I will report on the usefulness of this technology as well as some of the drawbacks. I will also share an improved course structure based on feedback from my initial foray.

Biodata

teacher in London, Bratislava and West Virginia for 3 years before moving to Bangkok with the British Council. Since then been in Bulgaria.
Mixed experience of teaching and teacher training and now corporate training manager in Sofia. Keen on using ICT in teaching.

Session H (12.15-13.15)

H1 (12.15-13.15) (Room tbc) Alun Phillips: Beefing up your BE course

Presentation type Workshop: 60 minutes
Audience type: Mixed

Summary

In terms of content, Business English materials have come a long way since the days of 'Where's the paper clip?' but could still benefit from more challenging business input.

This workshop will look at how we can exploit authentic materials and non-BE management training activities in an effort to provide participants with thought-provoking and motivating business content.

Biodata

I work in N.E. Italy and have 20 years' experience of organizing and running in-company training for clients such as Benetton and Geox.

I am currently working on a grammar book for an Italian ELT publisher.

My specific professional interests are intercultural training, course evaluation and materials writing, especially using authentic sources.

H2 (12.15-13.15) (Room tbc) Judith Mader: Teaching and assessing presentation skills using the Common European Framework of Reference

Presentation type Workshop: 60 minutes
Audience type: Inexperienced

Summary

Students at universities are often asked to give presentations as part of their assessment for a course. Presentations represent one of the interfaces between skills and language and lead to questions such as: Are we teaching skills or language? How can the presentations be made as authentic as possible? How can they be graded fairly? Should content be graded? Are students obliged to use presentation software? Does it matter if they use slides someone else has prepared? Is it okay to learn a presentation off by heart? How much practice should they get in class? How can we give feedback? How much can we help them? Where do we find material?

I will show how these and other issues have been dealt with using the Common European Framework of Reference as a guideline at the Frankfurt School of Finance and Management and answer questions about teaching and assessing presentation skills.

Biodata

Judith Mader is Head of Languages at the Frankfurt School of Finance and Management. She comes from the North of England, has degrees from the Universities of Sussex and Birmingham and has lived in Germany for many years. She has worked in many areas of ELT, including full-time as a test developer for telc - The European Language Certificates. She is particularly interested in testing and assessment and is a committee member of TEASIG (Testing, Evaluation and Assessment). She also follows closely the development of English as an International Language/Lingua Franca and has grave doubts about the usefulness of

teaching grammar.

H3 (12.15-13.15) (Room tbc) Zahra Lalani: Cultural awareness in the classroom

Presentation type Workshop: 60 minutes
Audience type: Mixed
Audience size: 25
On behalf of: British Council, Cairo

Summary

Individualist or collectivist? Monochronic or synchronic? Low or high context? Being successful in today's global marketplace demands not only English language proficiency, but a cultural understanding of those you are doing business with. The purpose of this interactive workshop is to raise awareness of how knowledge of different cultural styles can inform business skills teaching, thus enabling students to communicate more effectively across cultures.

Biodata

Zahra Lalani is the Business English and Professional Skills Co-ordinator for the British Council in Cairo. She began her career in Hamburg, Germany, where she enjoyed designing and teaching in-company courses to students ranging from production managers to hedge fund managers. She has also worked on short-term projects at the University of Southampton, England and the British Council Casablanca, Morocco. Zahra holds the LCCI Cert TEB and is currently trying to improve her golf and tennis swings whilst studying for the Distance Delta.

H4 (12.15-13.15) (Room tbc) Barry Tomalin: Training teachers to work across cultures

Presentation type Workshop: 60 minutes
Audience type: Mixed

Summary

Increasingly, business English trainers are involved in training personnel from different cultures to work together. Intercultural training for management is a specialised skillset which demands techniques and approaches complementary to but different from language teaching. Business English teachers who master these skills not only increase their value to their students but are also able to access new markets. This presentation explains the synergies and differences between language training and cultural training, identifies the skills needed for successful intercultural working and demonstrates some of the activities that promote it, including the use of critical incident methodology using video.

Biodata

Barry Tomalin is Director of Cultural Training at International House, London and Director of the IH Business Cultural Trainer's Certificate. He is also visiting lecturer in intercultural communication at the University of Westminster. He is co-author of 'Cultural Awareness' (OUP 1995), 'The World's Business Cultures and How to Unlock Them' (Thorogood 2007) and 'International English for Call Centres (Macmillan, India 2009) and 'Diverse Europe at Work', a major video-led EU Leonardo funded project for resolving conflicts at work between personnel from different cultural backgrounds.

H5 (12.15-13.15) (Room tbc) Sharon Kim and Susan Caesar: Expanding negotiation skills

Presentation type Workshop: 60 minutes
Audience type: Mixed
Audience size. 30

Summary:

The presenters will highlight components of a negotiations workshop used successfully at the University of Pennsylvania English Language Programs, demonstrating how negotiation skills apply to multiple domains, and how negotiation tasks can be expanded and adapted to various CEF language levels. The workshop begins with a reading that leads into a discussion about negotiations-components, characteristics, key terms. Next, the participants work on two negotiating tasks: the first, a well-known teaching tool from the Kellogg School of Business, and the second, a more complex negotiating task designed by a UK-based aid organization. Attendees analyze the take-aways from these tasks. Activities can be tailored to various language levels. At lower levels, participants practice question formation and agreeing/disagreeing. At advanced levels, language foci include hypothetical conditionals, hedging and negotiation gambits. At all levels, the negotiating tasks encourage problem-solving, deal-making and cross-cultural sensitivity. Outcomes include improvement in targeted language skills and a larger negotiation toolbox.

Biodata

Sharon Kim oversees the business programs at the University of Pennsylvania English Language Programs. Prior to her ESL stint, she worked for an investment firm in Philadelphia, the Ministry of Finance and Economy in Korea, and non-profit organizations in India and the Philippines. She holds a MPA in finance from Columbia University.

Susan Caesar, Language Specialist, University of Pennsylvania, teaches business English and coordinates international business communication programs. She was a visiting professor at Korea University (Seoul) where she served as English language consultant to the Korean Electric and Power Company, and English Language Specialist to the Minister of Labor. She holds a certificate in Teaching English for Business Communication from Penn's Wharton School of Business.

H6 (12.15-13.15) (Room tbc) Keith Harding: Purpose-oriented learning: A fresh look at the P in ESP

Presentation type Workshop: 60 minutes
Audience type: Mixed
On behalf of: Oxford University Press

Summary

ESP and Business English are not always areas of specialized focus and are often an integral part of many 'general' English programmes, for both adult and younger learners. Purpose-oriented learning offers a new and refreshing dynamic to the way we teach English, helping us to re-examine and revitalize many of the basic engines of ELT, such as: needs analysis and course design; the role of vocabulary, grammar, and function; classroom materials, skills, and activities; and assessment and evaluation. This workshop is therefore relevant to specialist teachers and general English teachers alike. In this workshop we will look at a number of useful classroom

activities relevant to many such courses.

Biodata

Keith Harding was born in London and educated at St Albans School, and at King's College Cambridge. He completed a Ph.D. in History at the University of Sussex in 1983, before beginning his career in EFL.

He worked in language schools in Brighton and International House, London, before joining St Giles International where worked as a teacher, teacher trainer (CELTA), Director of Studies, and, from 1994 to 2008, as Principal. He completed his RSA Diploma in 1985, and has taught all levels and aspects of EFL. He is now a British Council inspector of UK schools.

For Oxford University Press he has written *Going International* (1998), and co-authored *High Season* (1994), and *International Express Intermediate* (new edition, 2005). He is co-author of *Tourism 1,2 and 3*. He is presently writing the new advanced level of *International Express*.

H7 (12.15-13.15) (Room tbc) Fiona Dunlop: FAQs when designing and running business English courses

Presentation type Workshop: 60 minutes
Audience type: Mixed
Audience size: 40

Summary

Academic managers and teachers are often asked to design and run Business English courses to groups of students with mixed needs, interests and abilities. This workshop covers course design, on-going needs analysis and dealing with mixed needs in a group situation and providing ideas/ activities which are beneficial to the whole group.

Biodata

Fiona Dunlop is Director of Studies at Wimbledon School of English, London (one of the oldest ELT schools in the UK).

Fiona has been involved in many aspects of ELT over the past 15 years, including Teacher Training, Business English and Academic Management. She spent several years at International House Cairo and Rio/Sao Paulo before returning to London in 1997. She currently gives talks and provides training on many aspects of ELT such as course design, training new teachers, academic quality and motivating long stay students. She also runs intensive courses for the EUK/Trinity Certificate in Business English Training at Wimbledon School of English.

H8 (12.15-13.15) (Room tbc) John Hughes: Achieving outcomes and demonstrating results

Presentation type Workshop: 60 minutes
Audience type: Mixed
On behalf of: Oxford University Press

Summary

Business and business people tend to like easily defined outcomes with results that are measurable and obtainable in relatively short spaces of time. It isn't surprising therefore that they approach their business English lessons with a similar view. However teachers know that outcomes in language learning can be difficult to define

and tangible results may take months to achieve.

In this workshop we'll explore this 'conflict of interests'. We'll consider whether outcomes can truly be achieved in the space of one lesson by watching and assessing video extracts of teachers at work in business English lessons. We'll also assess how outcomes change over levels and there will be plenty of practical tips on how to demonstrate achieved outcomes through the use of tangible results. By the end of the session we'll have attempted to find a compromise approach that will satisfy the urgent needs of the learner with the realism of the teacher.

Biodata

John Hughes has been an ELT teacher, teacher trainer and author for over 15 years. He's worked in Austria, Poland, Italy, Malta, the UK and the USA as well as training teachers and presenting at conferences all over the world. He has also managed two language school departments specialising in Business English and ESP. He has written a number of Business English books and most recently has been a co-author on the Business Result series (Oxford University Press). This included writing and producing a series of Business English teacher training DVDs to accompany the course.

H9 (12.15-13.15) (Room tbc) Cancelled/TBA

Presentation type

Audience type:

Summary:

Biodata

**H10 (12.15-13.15) (Room tbc) Deborah Capras and Meg Engelmann:
Business basics with Business Spotlight**

Presentation type Workshop: 60 minutes

Audience type: Inexperienced

On behalf of: Spotlight Verlag

Summary

Have you just begun teaching business English? Would you like to improve your classroom repertoire and exchange teaching ideas with other trainers? Join Deborah Capras and Meg Engelmann of Business Spotlight for this one-hour workshop on activities for building vocabulary, improving business communication skills and raising intercultural awareness. We will be focusing on best teaching practices for today's business English learners and highlighting the Business Spotlight product palette.

Business Spotlight: a bi-monthly magazine for international business

Business Spotlight plus: our workbook

Business Spotlight Audio: 70 minutes of exercises, interviews and news

Business Spotlight Online: interactive exercises, blogs, news items - and a teachers' zone.

Business Spotlight Podcasts: a free weekly podcast with a business focus

Business Spotlight Newsletter: a free weekly newsletter with a quiz

Business Spotlight Essential Series: booklets on interviews, meetings, e-mails etc.

Participants are asked to bring along a favourite classroom activity to share with the group.

Biodata

Deborah Capras is deputy editor at Business Spotlight and author of Business Spotlight plus. She is a qualified business English trainer and experienced teacher trainer.

Meg Engelmann is the author of the trainers' supplement Business Spotlight in the Classroom. She is also a qualified business English trainer and experienced teacher trainer.

**H11 (12.15-13.15) (Room tbc) Panel discussion:
How will they be learning? How will we be teaching?
Panel members: Eric Baber, Vicki Hollett,
Cleve Miller, Ian McMaster, Petra Pointner,
Shiv Rajendran, Byron Russell
Chair: Cindy Hauert**

Presentation type Panel: 60 minutes
Audience type: Mixed

Summary

A panel discussion with publishers, authors and experts, this session will address the issues of a new pedagogy following the explosion of available technology-based materials. It is no longer a question of "what if..." - the future is here! What exactly will these innovations mean for our students? Does learning with technology mean a different way of learning? Does it imply a different way of teaching--not only new materials, but a new pedagogy? Will face-to-face hours with our students dwindle, and if so, what exactly will replace those hours? These are just a few of the questions we must confront and the answers are not to be taken lightly; our professional standing is at stake! Come and participate in the debate on the changing face of TEFL in business.

Biodata

Eric Baber

Eric is the Innovations Director at Cambridge University Press. This role includes exploring new technologies potentially of interest to the Press; fostering innovation within the organisation; and seeking out and establishing relationships and partnerships with related or complementary organisations.

Previously I have been a tutor on a number of e-learning related courses for the Open University, the Institute of Education and The Consultants-E, for whom I also wrote an online course in Teaching Business English. I am furthermore co-founder and Director of NetLearn Languages, an online-only language school.

Vicki Hollett

Vicki Hollett is a freelance Business English teacher who has written many top selling business and technical English courses, including two first prize winners in the English Speaking Union competition. A graduate of Reading and Essex universities, she has worked in Japan, Algeria and the UK and delivered hundreds of workshops for Business English teachers in Europe, Asia and South America. In her past, Vicki has also trained teachers for the LCCI's Diploma in English for Business and conducted Business English teacher training syllabus development work for Cambridge ESOL. As well as

Business English, her special interests are pragmatics and sociolinguistics. British by birth, she now lives in Philadelphia, USA where she is learning to speak 'merican.

Ian McMaster

Ian McMaster is editor-in-chief of the bi-monthly business English magazine *Business Spotlight* (www.business-spotlight.de). He was born in Newcastle, England in 1959 and studied economics at Cambridge University and the London School of Economics. He joined Spotlight Verlag in 1992, and was editor-in-chief of the monthly English magazine *Spotlight* from 1995-2003, and from 2006-2009. Ian was the founding editor of *Business Spotlight* in 2001. He is a qualified business English teacher and is joint coordinator of the worldwide business English teachers' organisation, BESIG (www.besig.org).

Cleve Miller

Cleve Miller has over 20 years experience designing, managing and teaching business English programs in both Europe and the Americas. Currently he leads the English360 project, in partnership with Cambridge University Press.

Petra Pointner

Dr. Petra Pointner is Head of English at the Language Centre of RWTH Aachen University where she mainly teaches Academic and Business English as well as exam preparation courses. She also works as a freelance consultant on online and textbook materials for publishers such as Pearson Longman and Cornelsen. As an oral examiner she is involved in the Upper Main Suite Cambridge ESOL exams held in North Rhine-Westphalia. In the past years she has become increasingly passionate about using new technology in the language classroom.

Shiv Rajendran

Shiv co-founded Languagelab.com in 2005. Since then Languagelab has invested more than \$2m in R&D for learning in virtual worlds, conducting tests with hundreds of students from dozens of countries. Shiv has a Masters degree in Digital Culture & Technology, a background using technology for a variety of purposes, and is a life long gamer.

Byron Russell

An ELT publishing professional, Byron is managing director of Woodstock Publishing Partnership, a company which specialises in business development and editorial support services for educational publishers. Clients range from major publishing houses such as Macmillan and Oxford University Press to small, innovative new enterprises such as Languagelab. Before starting the company in 2000 he spent more years than he cares to remember in commercial publishing, working with Pearson, Berlitz and OUP. He is also director of the recently-formed Pete Sharma Associates, which runs hands-on training programmes for teachers engaging with new technologies and pedagogy.

Chair: Cindy Hauert

Cindy Hauert was born in the United States and grew up in Denver, Colorado. After completing a B.A., she joined an executive training programme at Macy's in New York City and became a buyer for the cosmetics department. This business experience, in more ways than one, proved to be very useful later on in her Business English teaching career.

She returned to university in 1980 and after receiving her M.A. in English went to Paris, where she tutored future English teachers at the Sorbonne as well as teaching in-company classes.

In Switzerland since 1987, she teaches Business English in-company as a freelancer. She also has a LCCI CertTEB, and is the BESIG Co-ordinator and Treasurer of the English Teachers' Association of Switzerland.

H12 (12.15-13.15) (Room tbc) Dr Harvey Utech: Is there a future for ESL texts?

Presentation type Workshop: 60 minutes
Audience type: Experienced

Summary

As digital options grow, there is less need for traditional paper-bound texts. Yet as a walk through the exhibitors' tables at this conference and others will demonstrate, their number continues to proliferate. The thesis of this workshop is that publishers need to change their current business models to allow us teachers to structure our own texts through more flexible copyrighting, print-on-demand, and incorporation of online dictionary services. Failure to do this will likely jeopardize the future of the textbook publishing business.

An alternative model that we can all begin to use involves using key internet sites to systematically share and refine syllabi, lesson plans, texts, audio and video podcasts, and slides. Examples will be shown, as will the URLs of sites we teachers can use to systematically and cooperatively upload, download and improve our classes, independent of printed textbooks.

Your views on the subject, pro and con, will be solicited.

Biodata

After a career in information technology, sales, and marketing at such companies as EDS and Nike in the US, Dr. Utech (ScD--Massachusetts Institute of Technology; MBA--The American University) has been teaching at two international universities (IUG-Bruchsal and Schiller IU-Heidelberg) in Germany since 2003. The subjects he has taught are both technical (database management, data mining and knowledge management) and business-oriented (accounting, finance, entrepreneurship, management of innovation, project management, and international communications). In between, Harvey teaches technical and business English at Hochschule Heidelberg, and the two DHBWs (Dualhochschule-Baden Wuerttemberg) in Mosbach and Mannheim.

* BESIG 2009 Scholarship winner