



# 2012 Summer Symposium

16 June 2012

Paris, France

In association with  
TESOL France  
&  
Télécom ParisTech





# Table of Contents

Acknowledgements	Page 3
The UCLan IBC Best Presentation Award	Page 3
Exhibitors and Sponsors	Page 5
Directions from CDG Airport	Page 6
Directions from Orly Airport	Page 7
Directions from the train stations	Page 7
Map and directions to the venue	Page 8
Handy addresses in the area	Page 8
Metro Map	Page 9
Plenary speaker: David Crystal	Page 10
Symposium Schedule	Pages 11-12
Map of the venue	Page 13
Restaurants in the area	Page 14
Useful French phrases	Page 14
Speaker bios and abstracts	Page 15
Poster bios and abstracts	Page 25

# Acknowledgements

**IATEFL BESIG would like to thank the following people and organizations for their help and support.**

## **The BESIG Committee**

Marjorie Rosenberg (Coordinator)  
Cornelia Kreis-Meyer (Events coordinator)  
Andrzej Stesik (Events coordinator)  
Julia Waldner (Newsletter editor)  
Bethany Cagnol (Treasurer)  
Ákos Gerold (Development Coordinator)  
Carl Dowse (Web Coordinator)  
Duncan Baker (Administration)

## **IATEFL for its continuous support of our endeavors**

Louise Atkins  
Eric Baber  
Eleanor Broadbridge  
Glenda Smart

## **The Local TESOL France Committee, for advertising, supporting and organizing this symposium**

Bethany Cagnol (president & event coordinator)  
Gillian Evans (stands)  
Eric Halvorsen (catering)  
Debbie West (posters & helpers)  
Laurence Whiteside (treasurer)  
Ros Wright (logistics)

## **Télécom ParisTech for providing us with the opportunity to hold our event on the premises**

Vera-Françoise Dickman  
Lela Losq

## **Venue Tech Assistants**

James Benenson  
Estelle Henri  
Amjad Kharij  
Gary Pierre-Louis  
Nazha Essakkaki

## **The Online Team**

Clare Hart  
Mike Hogan  
Anne Hodgson  
Jennifer Verschoor  
Mercedes Viola  
Andi White

## **TESOL France Helpers**

Dyvia Brochier  
Colleen Brown  
Federico Espinosa  
Brad Patterson  
Christina Rebuffet-Broadus

## **The UCLan Best Speaker Award**

The University of Central Lancashire  
Michael Thomas (coordinator)  
Delia Jackson (judge)  
David Leeming (judge)  
Lela Losq (judge)  
Ros Wright (judge)

## **David Crystal**

for his invaluable contribution as our plenary speaker.

## **UCLan IBC Best Presentation Award**

The University of Central Lancashire (UCLan) is proud to sponsor the Best Presentation Award at the BESIG Summer Symposium 2012. The award has been established to encourage the development of good practice in relation to teaching, materials development and research in the area of international business communication (IBC). The "UCLan IBC Best Presentation Award" recognises the best first-time presenter at an IATEFL BESIG conference according to the following criteria:

- ☀ The content of the presentation (e.g., originality and significance of the theme)
- ☀ The quality of the presentation (e.g., design, structure and layout)
- ☀ The delivery of the presentation (e.g., clarity, persuasiveness, Q&A session)

The award will be made during the closing panel where a certificate and GBP 200 prize will be presented to the winner (or winners in the case of a team presentation).



## Be connected with the leading business English providers in the UK



**Business English UK is the UK's national association representing the leading English language training organisations specialising in business and professional English training in the UK.**

We offer you:

- A 'one-stop-shop' for quality business and professional English training courses accredited by Accreditation UK.
- Familiarisation / FAM trips to visit our member centres to gain first hand experience of training resources in the UK.
- Workshops and seminars on the latest developments in business English training in the UK.
- Free consultation on establishing successful business partnerships with member centres.
- Joint, multi-centre bids for large government or corporate training projects.

Visit [ww.businessenglishuk.org.uk](http://ww.businessenglishuk.org.uk) for more information or follow us on Tweeter @BusingsEUK

# Exhibitors and Sponsors

## Exhibitors



## Sponsors

Technical equipment  
and simulcast



Best speaker prize



Pens



A special interest group of English UK

Pens



Printed programmes



Note pads



# General BESIG Symposium Information

**Speakers, poster presenters and stand representatives [must register online](#).**

**Not registering may result in your talk being cancelled on the day.**

**Delegates:** Register by May 25th if you want to receive a printed badge.

**Register here:** <http://secure.iatefl.org/events/event.php?id=45>

## Venue address

Telecom ParisTech is located at  
46 rue Barrault, 75013 Paris

## By air

*Charles de Gaulle Airport (CDG) and Orly Airport (ORY)* both have national, European and international flights to and from a wide range of destinations, including low cost airlines EasyJet and Jet2. Orly Airport is closer to the venue than CDG.

There are cash machines at the airports should you need to withdraw Euros.

## *Beauvais Airport (BVA)*

Ryanair Ryanair flies into Beauvais Airport (BVA), which is 80 km outside the city. The Beauvais Airport Bus (an 80-minute ride) brings travelers into Paris and drops passengers at the Porte Maillot metro station (LINE 1, see the metro map in this preliminary program). Taking this same bus from Porte Maillot is required in order to return to Beauvais airport.

## Directions into Paris from CDG Airport

### Taxis

If you wish to take a taxi, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices. Once at the airport taxi rank, wait in line. Cost of getting into Paris: around 50EUR (Yikes! We know).

### Public Transportation to

### Central Paris from CDG Airport

The RER is a regional train network with stops at major Metro hubs in Paris. <http://ratp.fr/>

After you've retrieved your bags and/or gone through customs, look for a "Gare" sign with a train symbol. (CDG airport has two RER stations: one for Terminals 1 and 3, and the other at Terminal 2. The terminals are connected by a free CDGVAL shuttle train.)

Once at the RER station (at least a 15mn walk), you can buy tickets in two ways:

1) In the ticket office, where the clerks accept payment by cash or credit card.

2) From an "Île de France" ticket vending machine, which may or may not be compatible with foreign credit cards. (You'll have a better chance of success if you're using a European "smart" credit card with an embedded chip.) Clerks (reluctantly) and machines will use English.

Buy a ticket to "Paris Central allez-simple. (one way)." For a round trip, simply purchase two. A one-way ticket should cost you about 9.00EUR.

Once you have your ticket, follow the "Paris par Train" signs to the platforms. In the station, you will have to validate your ticket and go through the metal turn-style machines. Important: keep your ticket on you at all times! You will need it to get out of the RER train system.

Go down the escalator marked "Paris par Train." When you've descended the escalator, check the electronic signboard above for train departure times and platform numbers. Lights on the overhead signs indicate the stations where the train will stop. Some are direct (if you get lucky). Trains normally depart every 10 to 20 minutes.

All trains going into Paris stop at the same stations in Central Paris. If you are staying at a hotel near the venue, you want to take the train to the station: "Denfert-Rochereau"

It should take about 20-30 minutes to get into town. Use this time in the train to see if your cell phone works, and enjoy the music some musicians play for the tourists, etc. If possible, sit on the right-hand side of the train because: as you approach Paris, take a look to your right. You might catch a glimpse of the beautiful Sacre Coeur on the hill.

The station before "Denfert-Rochereau" is Port Royale (so you know when to get ready to get off)

Get off at "Denfert-Rochereau". On the platform, follow the signs for Metro Line 6. Line 6 is a green circle with a 6 in the middle. You will have to go through another pair of turn-style doors, and re-validate your ticket to get out of the train system and into the Metro system.

If you are headed to the neighborhood of the venue, take Line 6 Direction: Nation. Once on the metro, go three stops until you get to Station: Corvisart

To exit, follow the blue SORTIE signs (see: *map of the neighborhood and directions to the venue*).

NB: If there are strikes scheduled for the weekend of the conference, you will be notified via our website.

## **Directions into Paris from Orly Airport**

### *Taxis*

If you wish to take a taxi, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices. Once at the airport taxi rank, wait in line. Cost of getting into Paris: around 30EUR.

After you've retrieved your bags look for a "OrlyVal" signs. The automated Orlyval shuttle trains connect Orly Airport's Sud (south) and Ouest (west) terminals to the Antony station of the RER B line, where you must transfer to an RER train into the heart of Paris. A ticket for the entire journey costs around €9,00. The ticket is valid on the Orlyval train, the RER, and the Métro.

Buy your ticket at the RATP's Orlyval/Orlybus booth in the terminal, then go up the escalator to the elevated shuttle station. Keep the ticket with you throughout the journey.

The OrlyVal will stop at the Antony RER B Station. Take the RER B, direction Paris (to double check you are going in the right direction, verify that the electronic boards above your RER platform highlight the main Paris stations such as Chatelet, St. Michel, and Denfert-Rochereau.)

The RER train ride into Paris takes about 20 minutes

Get off at "Denfert-Rochereau". On the platform, follow the signs for Metro Line 6. Line 6 is a green circle with a 6 in the middle. You will have to go through another pair of turn-style doors, and re-validate your ticket

to get out of the train system and into the Metro system.

If you are headed to the neighborhood of the venue, take Line 6 Direction: *Nation*. Once on the metro, go three stops until you get to station: *Corvisart*

To exit, follow the blue SORTIE signs (see map of the neighborhood and directions to the venue).

### **By Train**

Below are directions to the venue from all major train stations in Paris.

### *Taxis*

If you wish to take a taxi from your train station, follow the taxi signs. DO NOT accept taxi offers from random drivers who ask you if you want a taxi. They will charge you made-up-on-the-spot prices.

### *From Gare de Nord Train Station (Eurostar and Thalys)*

Take the underground LINE 4 direction Porte d'Orleans. Change at Denfert Rochereau Station. Take underground LINE 6 direction Nation. Corvisart station is three stops from Denfert Rochereau

### *From Gare St-Lazare Station*

Take the underground LINE 12 direction Marie d'Issy. Change at Montparnasse Bienvenue. Take underground LINE 6 direction Nation. Corvisart station is six stops from Montparnasse Bienvenue

### *From Gare de Lyon Train Station*

Take the underground LINE 1 direction Chateau de Vincennes Change at Nation station. Take underground LINE 6 direction Charles de Gaulle Etoile. Corvisart station is ten stations from Nation

### *From Gare d'Austerlitz Train Station*

Take the underground LINE 5 direction Place d'Italie. Change at Place d'Italie station. Take underground LINE 6 direction Charles de Gaulle Etoile. Corvisart station is one station from Place d'Italie

### **Nearest Metro and RER stops**

<http://ratp.fr>

Line 6: Corvisart (10mn walk)

Line 6: Glaciere (15mn walk)

Line 7: Tolbiac (20mn walk)

RER B: Cite Universite (25mn walk)

### **Public Transportation: Bus**

62 (Stop: Vergniaud)

21 (Stop: Daviel)

67 (Stop: Bobillot)

### **Nearest Velib bike stations**

1) 27 and 36 rue de la Butte aux Cailles

2) 46 Boulevard Auguste Blanqui

3) 20 Rue Wurtz

### **Car Parks**

*Park Alizés*

10 Rue Wurtz

01 45 65 03 99

*Grand Garage Parking Moulin des Prés Sté*

62 Rue Moulin des Prés

01 45 89 50 55

### Walking to the venue from Corvisart Metro Station

The walk from the metro station, Corvisart, to the venue, Telecom ParisTech, is about 10 minutes.

As you exit the metro, follow the large blue SORTIE ("exit" in French) signs. Go down the stairs. Exit through the

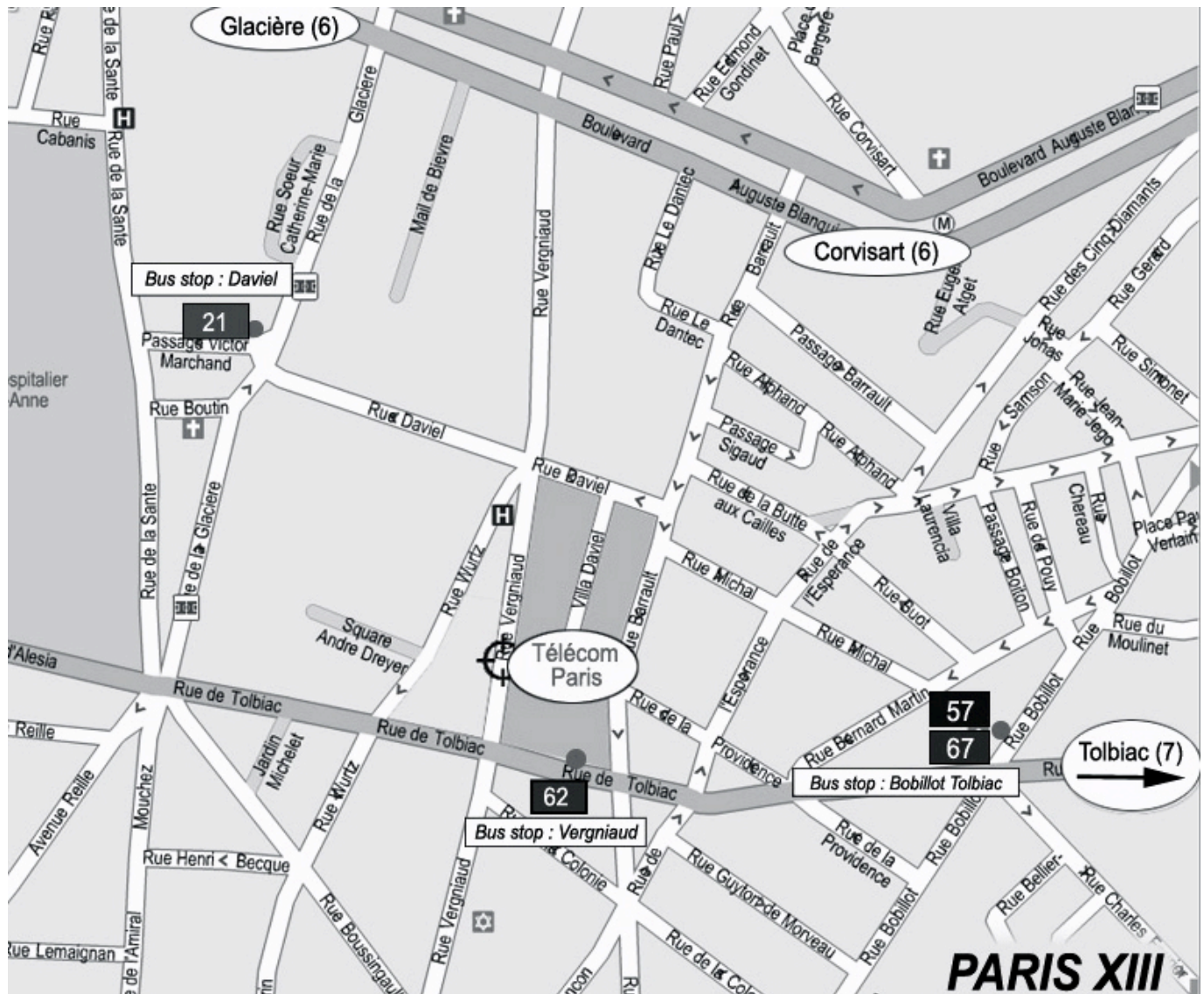
metal doors. While still in this small outdoor station, exit to the left (Sign: SORTIE Bd Auguste Blanqui, Cote des Nos Impairs).

The street you are currently facing is Boulevard Auguste Blanqui. Cross this Boulevard Auguste Blanqui. Veer

right, walking down hill, along this Boulevard.

Continue, walking down hill to the first intersection of Rue Barrault (on your left).

Take this Rue Barrault and walk up hill until you reach the venue (No. 46) Telecom ParisTech is on your right.



### Accommodation

A list of the hotels closest to the venue: <http://www.tesol-france.org/BOBHotels.php>

A more comprehensible listing: Booking.com in the 13th "Place d'Italie" District of Paris. use this link: <http://bit.ly/LwpM9q>

There are different price ranges. If you do not manage to book a hotel walking distance to the venue, rest assured, the metro system is an excellent way to get around the city, should you need to use it.

### Meals

Coffee will be served at specified times during the symposium. There will be a reception Saturday evening. Lunch on Saturday will take place outside the venue. There is a variety of restaurants, cafes and shops in the area.

SERVICE	ADDRESS	SHOP NAME
Paper products, note cards,	226 rue de Tolbiac	Librairie Papeterie
Pharmacy / Chemist	229 rue de Tolbiac	Pharmacie La Butte aux Cailles
Cash machine	224 rue de Tolbiac	CIC
Telephone accessories	221 rue de Tolbiac	Image Photo Express
Photocopier	219 rue de Tolbiac	
Post Office	216 rue de Tolbiac	Bureau de Poste

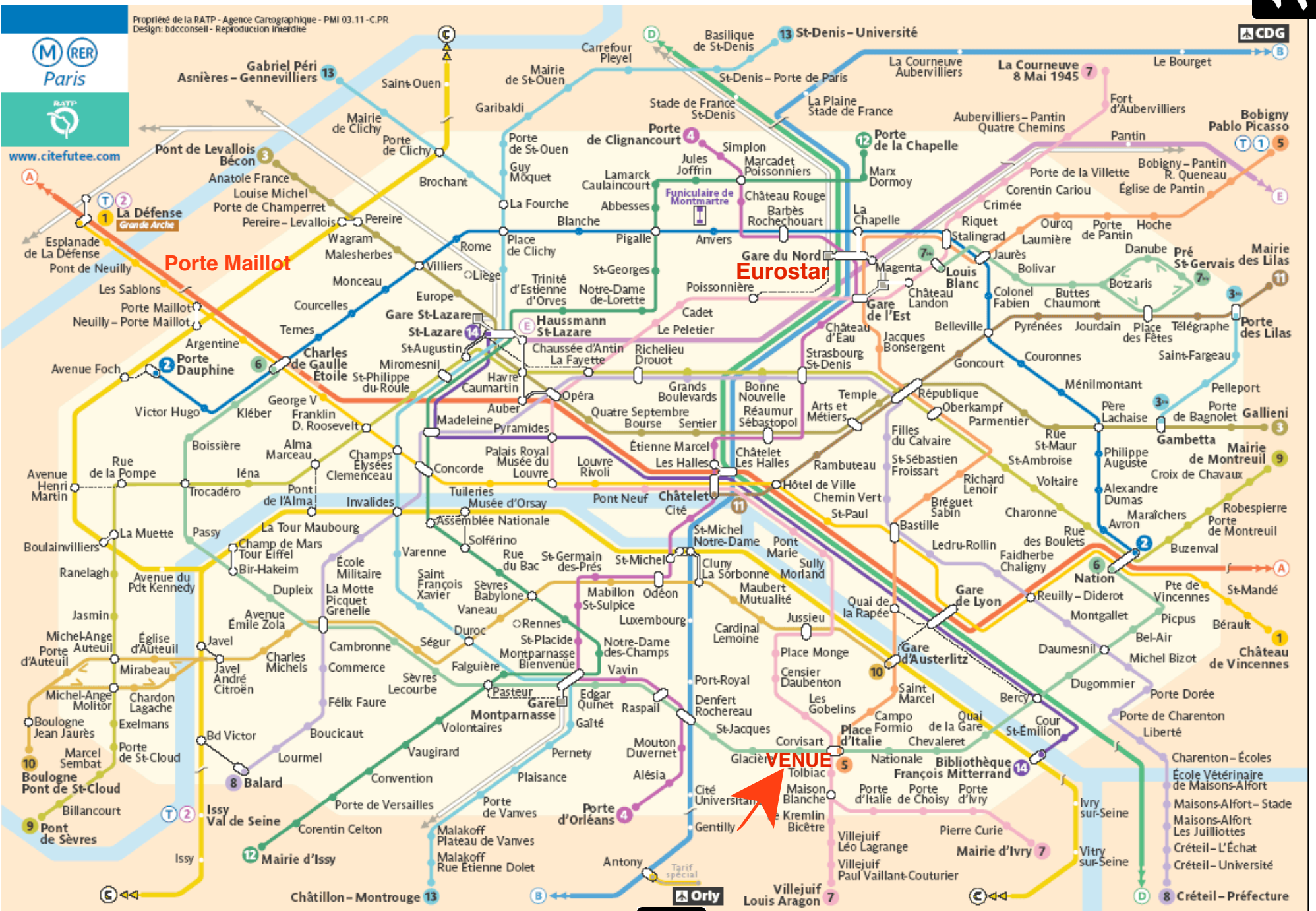




Propriété de la RATP - Agence Cartographique - PMI 03.11 - C.PR  
Design: bdconseil - Reproduction interdite



www.citefutee.com



Porte Maillot

Eurostar

VENUE





## Plenary speaker: David Crystal

### *Language and the Internet*

What influence is the Internet having on language, and what is happening to language as it comes to be used on the Internet? There is a great deal of misleading popular mythology, which needs to be replaced by precise linguistic description. The talk presents the view that the Internet is in some respects a linguistic revolution, introducing new opportunities for communication, but that its influence on individual languages has so far been quite limited.



Professor David Crystal is one of the world's foremost authorities on language. An internationally renowned writer, editor, lecturer, and broadcaster, he received an OBE in 1995 for his services to the English language. He has authored and edited over 100 books, including *The Cambridge Encyclopedia of Language*, *The Stories of English*, and *Language and the Internet*. *Internet Linguistics: A Student Guide* and *The Story of English in 100 Words* were published in 2011.



# Summer Symposium Schedule June 16th 2012

Registration opens at 8:15am in the lobby. Coffee will be served until 9:30


ROOMS AND TIMES	THEVENIN	B310	OPALE	B316	E200
<b>Session A</b> 9:30-10:15	A1 <b>Alison Hail</b> <i>Business English Coaching or Teaching - Any Difference?</i>	A2 <b>Deborah Capras &amp; Ian McMaster</b> <i>The Vocabulary Challenge: Bilingual or Monolingual?</i>	A3 <b>Geoff Tranter</b> <i>Hitting the Nail on the Head! – Individualizing/ Personalizing Technical English</i>	A4* <b>Dolmae Wright</b> <i>Integrating Authentic Materials in the Classroom</i>	A5 <b>Barry Tomalin</b> <i>Teaching International Culture in Business The FRAMEWORK APPROACH (c)</i>
<b>15-minute room change</b>					
<b>Session B</b> 10:30–11:00	B1* <b>Andrew Wickham</b> <i>Rapid Learning, Fast ESL, MacTrainers: The future of European business language training?</i>	B2 <b>Pete Sharma</b> <i>App-tivities for Business English</i>	B3* <b>Natalie Gorohova</b> <i>Focusing Your Teaching: Coaching techniques for Business English teachers</i>	B4 <b>Marjorie Rosenberg</b> <i>Interest Rates Improve with English for Banking and Finance</i>	B5 <b>Stephanie Ashford &amp; Dr Tom Smith</b> <i>Developing Language Skills Through Business Simulations</i>
<b>11:00-11:30 Coffee break and exhibition in the Lobby</b>					
<b>Session C</b> 11:30–12:00	C1 <b>Valentina Dodge</b> <i>Do You Do WIFI?</i>	C2* <b>Eric Halvorsen</b> <i>Task-based Language Teaching for One-to-one Business English Contexts</i>	C3 <b>Mike Hogan &amp; Bethany Cagnol</b> <i>Managing Your Brand as a Trainer</i>	C4 <b>Karen Richardson</b> <i>'Real' Articles, Real(ly good) Lessons</i>	
<b>12:00–13:30</b>	<b>Lunch</b> There are several restaurants and bakeries in the area.				

\*First-time BESIG speaker



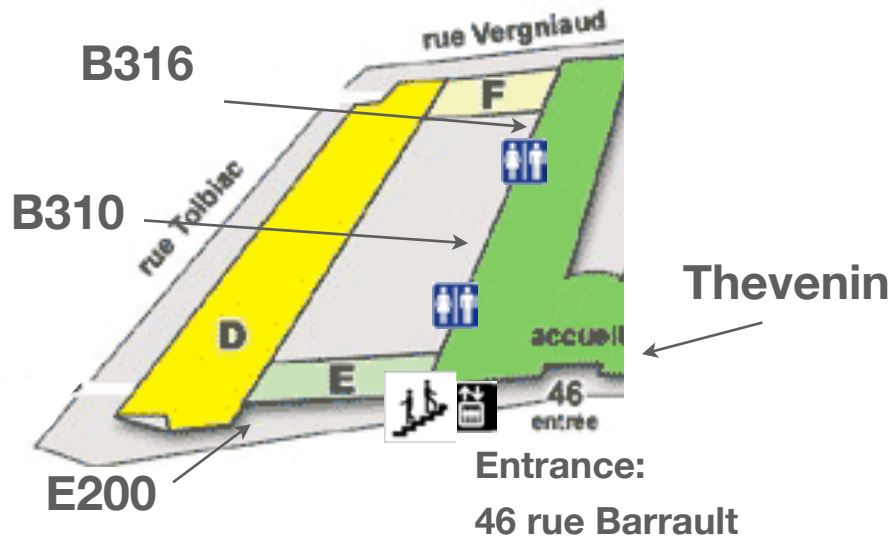
# Summer Symposium Schedule

The lunch break ends at 13:30.

ROOMS AND TIMES	THEVENIN	B310	OPALE	B316	E200
<b>Session D</b> 13:30–14:15	D1 <b>Adrian Pilbeam</b> <i>Activities to Help Learners Improve Their Intercultural Communication Skills</i>	D2 <b>Chia Suan Chong</b> <i>Myths and Controversies in BE Teaching</i>	D3 <b>Carol Bausor</b> <i>Time Management Tips for Tied-up Teachers</i>	D4 <b>Claire Hart</b> <i>Authentic Learning Materials</i>	D5 <b>Martin Lisboa</b> <i>Teaching Business Theory in a Business English Context</i>
<b>15-minute room change</b>					
<b>Session E</b> 14:30–15:00	E1 <b>Roy Bicknell</b> <i>The Exponential Factor: A dynamic model for engaging students in learning</i>	E2 <b>Evan Frendo</b> <i>Using Corpora in Materials Development</i>	E3* <b>Luke Thompson &amp; Andy Johnson</b> <i>Creating Contextual Narrative-Based Course Material for Young Business English Learners</i>	E4 <b>Louis Rogers</b> <i>Approaches to Writing in ESP</i>	
<b>15:00–15:30 Coffee break and exhibition in the Lobby</b>					
<b>Session F</b> 15:30–16:00	F1 <b>Michelle Hunter</b> <i>ELT &amp; Coaching? Where's the Connection?</i>	F2 <b>Ros Wright</b> <i>A Case of the 'Dudders' or Nursing English for Beginners</i>	F3* <b>Laurence Whiteside</b> <i>Teach with Your Head in the Cloud</i>	F4* <b>Elizabeth Tomlinson &amp; Joan Ryan</b> <i>Top Tips: How to make the most of those video clips</i>	
<b>15-minute room change</b>					
<b>Session G</b> 16:15–16:45	G1 <b>Nick Robinson</b> <i>What's the Next Step in My Career as a Business English Teacher? Get Published!</i>	G2 <b>Suzanna Miles</b> <i>Using Scenario Planning in the Business English Classroom</i>	G3* <b>Divya Brochier &amp; Brad Patterson</b> <i>Using Edward de Bono's Six Thinking Hats to Boost Conversation Classes</i>	G4* <b>Vicky Loras</b> <i>Word of the Week and Other Ideas for Business English Classes</i>	
<b>15-minute room change</b>					
<b>Plenary</b> 17.00 – 18.30	<b>David Crystal: <i>Language and the Internet</i></b> Thevenin Amphitheater				
<b>18:30 – 19:00</b>	<b>BESIG Presentation &amp; Prize Draw</b>				
<b>19.00 – 20.00</b>	<b>Cocktail Dîatoire</b>				

\*First time BESIG speaker

# Map of the Venue



**OPALE**  
(downstairs)

## Certificate in International Business English Training

Seventy hours completely online, ten modules over ten weeks leading to this professional qualification from English UK and Trinity College London.

# Cert IBET



info@theconsultants-e.com

Jointly validated & managed by English UK & Trinity College London

[www.theconsultants-e.com](http://www.theconsultants-e.com)



Those of you wishing to continue your Parisian experience are encouraged to wine and dine at the following restaurants in the area. Bon appetit!

RESTAURANT	ADDRESS	CUISINE	PRICE
l'Arome Antique	55 rue Barrault 75013 Paris Tel: 01 45 88 42 34	Pizzeria including takeout	€10-€15
*Le Circus	204 Rue de Tolbiac 75013 Paris Tel: 01 53 80 20 04	Wide range of traditional French cuisine.	€18-€35
A la Bonne Cave	11 rue de l'Espérance 75013 Paris Tel: 01 45 80 82 48	Traditional French	€18-€30
* Auberge de la Butte	8 rue de la Butte-aux-Cailles 75013 Paris Tel: 01 45 80 32 47	Traditional French (reservations recommended)	€18-€25
* La Montagne d'Or	211 rue de Tolbiac 75013 Paris Tel : 01 45 88 31 92	Chinese	€20
Chez Papa	27 rue de la Colonie, 75013 Paris Tel: 01 45 88 30 98	Traditional French regional cuisine and enormous salads	€22 with wine
L'Auberge Berbère	39 rue Daviel 75013 Paris Tel: 01 45 80 68 52	Moroccan cuisine from the Berbere region	€22 to €35
Café Fusion	12, Rue de la Butte aux Cailles 75013 Paris Tel : 01 45 80 12 02	Fusion	€35 with wine
Café du Commerce	39 rue des Cinq Diamants 75013 Paris Tel: 01 53 62 91 04	Traditional French cuisine and curry!	€28 with wine
Chez Gladines	30 rue des Cinq Diamants 75013 Paris Tel: 01 45 80 70 10	Cuisine from the Basque country	€23
Les Cailloux	56 rue des Cinq Diamants 75013 Paris Tel: 01 45 80 15 08	Italian	€30
* La Pentola	198 bis, rue de Tolbiac 75013 Paris. 01 45 88 88 83	Pizzeria including takeout	€13-€20
Tandem	10, Rue de la Butte aux Cailles 75013 Paris Tel : 01 45 80 38 69	Wine bar (specialist in organic wines)	€35
Chez Paul	22 rue de la Butte aux Cailles 75013 Paris Tel: 01 45 89 22 11	Traditional French haute cuisine	€40 with wine

\* Also open on Sunday

### *Parlez vous français?*

A table for two (four).	Une table pour deux (quatre).
Could I have the menu?	Est-ce que je peux avoir la carte?
I am a vegetarian.	Je suis végétarien(ne).
Do you have...?	Est-ce que vous avez...?
One/Two of these, please.	Deux comme ça, s'il vous plaît.
For starters, I'd like...	Comme entrée, je prendrai...
For the main dish...	Comme plat...

For dessert...	Comme dessert...
More bread, please.	Encore du pain, s'il vous plaît.
That was delicious.	C'était délicieux.
The bill, please.	L'addition, s'il vous plaît.
Is service included?	Est-ce que le service est compris?
There's a mistake in this bill, I think.	Il y a une erreur dans l'addition, je crois.
Where are the toilets?	Où sont les toilettes?

# Speaker Abstracts and Bios

in alphabetical order

<p><b>Session B5</b> <b>10:30-11:00</b> <b>Room: E200</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (30 min including questions)</p> <p><i>On behalf of:</i> Self-published book</p>	<p><b>Stephanie Ashford &amp; Dr. Tom Smith: <i>Developing Language Skills through Business Simulations</i></b></p> <p>Business simulations that seek to integrate content, language and skills tend to feature elaborately constructed scenarios, extensive background reading and feverish number crunching. StartUp Enterprise offers a leaner and nimbler alternative.</p> <p>This is a simulation that we have developed and refined over a number of years, and have now published in the form of a teacher's guide containing materials for photocopying.</p> <p>In this session we will introduce the simulation and the teacher's guide, and demonstrate three key techniques to help you maximise language learning with the minimum of resources.</p> <p><b>Stephanie Ashford</b> (BA Hons, MSc TESP) is Director of Business English at the Baden-Württemberg Cooperative State University in Villingen-Schwenningen, Germany. She is also an experienced ELT materials writer, and has just embarked on a doctorate in higher education management.</p> <p><b>Tom Smith</b> (MA, DPhil) is a business English trainer based in southern Germany, where he teaches in higher education. He also writes coursebooks and other materials for vocational and higher education, and is co-director of Executive English (<a href="http://www.executive-english.biz">www.executive-english.biz</a>), a language training and consulting organization.</p>
<p><b>Session D3</b> <b>13:30-14:15</b> <b>Room: OPALE</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Carol Bausor: <i>Time Management Tips for Tied-up Teachers</i></b></p> <p>Do you have the feeling that you are spending too much time ... just staying in the same place? Preparing lessons for one week, and then the next, and once again. You know that you teach great Business English lessons, but are you just spinning your wheels and spending a lot of energy just staying in the same place?</p> <p>This workshop recognizes that : i) time really is our most precious asset and ii) life is too short to spend preparing lessons. The takeaways from this workshop will be:</p> <ul style="list-style-type: none"> <li>• How to focus,</li> <li>• Avoid procrastination,</li> <li>• Take less time to prepare your lessons,</li> <li>• More time to devote to your personal plan for advancing in life.</li> </ul> <p><b>Carol Bausor</b> is a manager of a training company (a more than full-time job), wife, mother of three and keen traveller. Therefore, she's more than qualified to speak about the art of time management. She is a keen Business English trainer and is particularly interested in what stops French language learners from being effective in English.</p>
<p><b>Session E1</b> <b>14:30-15:00</b> <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p>	<p><b>Roy Bicknell: <i>The Exponential Factor: A dynamic model for engaging students in learning</i></b></p> <p>In recent years I have been exploring approaches which stimulate student reflection. Raising classroom awareness engages students and enables them to become more autonomous learners. One way of doing this is to open up new learning perspectives. This is what the Exponential Factor does.</p> <p>How does this principle work? We foreground key concepts which underpin our programmes and integrate them as active elements for the classroom. We are creating a dynamic model which can drive the development of a single session or an entire programme.</p> <p>A recent model I used with product developers is based on the concept of Talking Time. Teacher-student interaction thus becomes an explicit element which changes the classroom dynamic. We will discuss how this shaped the development of the programme. We will also look at the broader didactical implications of using similar models. Looking for new ideas on our practice? Come to my talk!</p> <p><b>Roy Bicknell</b> is based in Amsterdam and teaches Business English and Intercultural communication at Horizon Interlingua. His BE specialities include financial services, advisory and human resources. Roy writes for Business Issues, and is especially interested in unorthodox learning strategies and classroom activities which can be used in different learning environments.</p>

<p><b>Session G3*</b> <b>16:15-16:45</b> <b>Room: OPALÉ</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (30 minutes, including questions)</p>	<p><b>Divya Brochier &amp; Brad Patterson: <i>Using Edward de Bono's Six Thinking Hats to Boost Conversation Classes</i></b></p> <p>Have you ever dreaded teaching a Business English student who “just wants to talk”? Felt mildly guilty about the fact that the student hadn't made any measurable progress the year before combined with resignation at the fact that he/she may not make progress in the time to come? Have you longed to solve this by giving more structure to “just talk” yet know that with some students a structured English language lesson is just not something either of you can stick to? We'd like to share with you a fun technique we found to classroom discussion: <i>Six Thinking Hats</i> by Edward de Bono, a thinking tool that combines parallel thinking with efficient problem solving; and in our case with an ESL twist. We can't guarantee that it will make your students brilliant but it did bring new life to our conversation classes that were stagnating.</p> <p><b>Divya Brochier</b> is a lecturer of English at ENSAE Paris Tech and Ecole Centrale de Paris. She is also an avid language learner. Divya's research interests lie in classroom processes and dynamics and she has recently begun her doctoral research in the area of teacher motivation.</p> <p><b>Brad Patterson</b> has been a language teacher for over a decade and is a passionate language enthusiast himself. These days, he freelances as an EFL teacher in Paris, consults international companies as a Chinese interpreter, and also acts as a community manager for a number of organizations online.</p>
<p><b>Session A2</b> <b>9:30-10:15</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p> <p><i>On behalf of:</i> Spotlight Verlag/ Business Spotlight</p>	<p><b>Deborah Capras &amp; Ian McMaster: <i>The Vocabulary Challenge: Bilingual or monolingual?</i></b></p> <p>What is your approach to teaching business vocabulary? Do you help your students to become more effective communicators by translating or defining the words and expressions they need? In this workshop, we will explore the advantages of both methods. We will also be reporting on research in this area and showcasing Business Spotlight International, a new business English magazine developed as a result of this research.</p> <p>Launched in April 2012, Business Spotlight International is a bi-monthly digital magazine for business English. It is based on the award-winning and highly recommended concept of the original Business Spotlight magazine for German-speaking learners, published since 2001. Business Spotlight International combines quality journalism and business insight with structured learning support and advice. Popular sections include Business Skills, Intercultural Communication, Global Business, Careers, Management and Technology. The digital magazine also features regular sections on Legal English, Financial English and other areas of English for Specific Purposes. A workbook is available with each issue.</p> <p>Workshop participants will have the opportunity to evaluate business English teaching activities designed specifically to be used with the articles in the new digital magazine.</p> <p><b>Deborah Capras</b> is deputy editor at Business Spotlight and is responsible for the digital products. She is a qualified trainer.</p> <p><b>Ian McMaster</b> is editor-in-chief at Business Spotlight (<a href="http://www.business-spotlight.com">www.business-spotlight.com</a>) and was joint coordinator of IATEFL-BESIG from 2006–2009.</p>
<p><b>Session C1</b> <b>11:30-12:00</b> <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> English for Professionals and the use of technology</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i> English360</p>	<p><b>Valentina Dodge: <i>Do You Do WIFI?</i></b></p> <p>Take any group of business English learners and you'll find a variety of techno comfort zones, look again and notice the array of devices in their pockets, blink and focus on the individuals. Notice any common features? Learners always talk about themselves and share workplace experiences with such enthusiasm. This workshop will look at that “WIFI” part of our learning programmes. You don't need a wireless connection in your classroom to know that “WIFI” also means What I Find Interesting Is....</p> <p>Using the blended learning platform, English360, as a basis for custom course design, this workshop will provide practical suggestions on using learners':</p> <ul style="list-style-type: none"> <li>• Bios and goals to spark and consolidate increased ownership of learning,</li> <li>• Company profiles, documents to create personalised engaging tasks and activities designed for them about them,</li> <li>• Own mistakes to create bespoke review tasks that focus on their needs, language development and helping them moving forward.</li> </ul> <p>Come along to share your ideas on the importance of “the me, the I, and the us” in your blended learning programmes.</p> <p><b>Valentina Dodge</b> is Learning Manager for English360 where she oversees content, pedagogy, teaching, and academic matters for English360. She works closely with educators and school owners on a global scale to help them provide personalised English learning programmes to meet their student and customer needs. She collaborates with and supports English language teachers all over the world to help them publish and share lesson and courses for blended or online delivery.</p>



<p><b>Session E2</b> <b>14:30-15:00</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> English for Professionals and the use of technology</p> <p><i>Presentation style:</i> Workshop (30 minutes, including questions)</p>	<p><b>Evan Frendo: <i>Using Corpora in Materials Development</i></b></p> <p>Most of us are aware of the excellent corpus analysis tools now available to business English teachers, tools which help us analyze the language our learners need, and use that analysis to inform how and what we teach. Many of us, however, never really move beyond this awareness to take full advantage of these tools – it simply takes too much time or effort. In this session I would like to describe my own experience in this area, and demonstrate some simple techniques for producing corpus based materials which I have found useful in my own teaching.</p> <p><b>Evan Frendo</b> is a freelance trainer, teacher trainer and author based in Berlin. A frequent speaker at conferences, he also travels widely in Europe and Asia, either to run courses or to work as a consultant. He has written a number of books over the years, including <i>How to Teach Business English</i> (Longman, 2005), and most recently four books for the new Pearson Vocational English series. He writes the regular research review in BESIG Issues, and also runs an active blog, <i>English for the Workplace</i>, which explores issues relating to ESP and business English teaching.</p>
<p><b>Session B3*</b> <b>10:30-11:00</b> <b>Room: OPALE</b></p> <p><i>Presentation type:</i> Discussions on the trends, evolution and future directions of Professional English</p> <p><i>Presentation style:</i> Workshop (30 min including questions)</p>	<p><b>Natalie Gorohova: <i>Focusing Your Teaching: Coaching techniques for Business English teachers</i></b></p> <p>Natalie is a Business English trainer and a certified coach, specialising in Presentation Skills coaching. In this session Natalie will demonstrate how professional coaching techniques can make your Business English and Presentation Skills classes more focused and effective. The same framework could be applied to other Professional Skills programmes, such as Negotiation, Communication or Business Writing courses.</p> <p>You will learn how using a Coaching Contract can improve the needs analysis stage and help set better training goals. You will learn why breaking down skills into micro sub-skills can benefit your clients and make your job easier. You will learn very simple but effective tools how to raise your clients' awareness of the learning process, and to help them prioritise their learning objectives. Lastly, you will learn to apply coaching evaluation tools to measure your trainees' progress in acquiring each sub-skill. The result of applying these coaching skills in your teaching practice would be increased motivation, clarity and effectiveness, along with happier clients who do come back.</p> <p><b>Natalie Gorohova</b> is a professional Business English teacher from Riga, Latvia, working with such companies as L'Oreal, Audi, Adidas, Statoil, McDonald's, Cemex, Unilever, and many others. Natalie is a certified European Coaching Federation coach and an MBA, who uses Business Coaching techniques in her language teaching. Natalie received a British Council teacher trainer certification in 2011, and her mission is to train language teachers all over the Baltic States to use Unplugged Teaching and Language Coaching in their classrooms.</p>
<p><b>Session A1</b> <b>9:30-10:15</b> <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> Relationships between Professional English and other disciplines</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Alison Hail: <i>Business English Coaching or Teaching - Any Difference?</i></b></p> <p>Coaching is trendy. At least it seems so from the number of Business English teachers in UK and Europe who now claim to offer "English coaching". Is this just marketing or is there a widespread misunderstanding of what professional coaching is?</p> <p>This workshop will answer these questions, look at the methodological differences between professional coaching and language teaching, and suggest some coaching ideas for participants to use in Business English, ESP and adult courses. Case-studies, stories and examples of both Business English teaching and Executive Coaching will be used to illustrate. Participants will have an opportunity to practise using the ideas and discuss how they could adapt them in their own work.</p> <p><b>Alison Hail</b>, with over 30 years' experience, is an international communication specialist, executive coach, trainer and author of <i>The S-Factor Coaching Handbook</i>. MD and founder of Oxford Professional Consulting, she works with UK and international companies, helping leaders get better business results through changing their communication. She started her career in TEFL working around the world, later specialising in Business English for 12 years. She has trained 500 teachers in coaching skills because they see the potential in the classroom and in education management. She has a languages MA, Applied English Linguistics MA, PGCE in TEFL, and three coaching qualifications.</p>

\*First-time BESIG speaker

<p><b>Session C2*</b> <b>11:30-12:00</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p>	<p><b>Eric Halvorsen: <i>Task-based Language Teaching for One-to-one Business English Contexts</i></b> Task-based Language Teaching (TBLT) has become central to Business English teaching and pedagogy. The tenets of this approach (a focus on meaning, non-linguistic outcomes and the students' real-world language needs) seem to be a perfect match for one-to-one courses with professionals. However, in the one-to-one classroom, the lesson plan frameworks suggested in TBLT literature (designed for group settings and student-student interaction) quickly lose their "taskness". In this talk, we'll look at practical ways to adapt TBLT frameworks to the teacher-student pair while at the same time staying true to the principles of tasks. Different one-to-one TBLT frameworks will be suggested and discussed. Participants will leave the talk with practical ideas for using this student-centered, meaning-focused approach in their one-to-one lessons. Practical ideas for small groups of BE learners will also be shared.</p> <p><b>Eric Halvorsen</b> is Head of English Language Training at a French telecommunications firm. Eric has been in ELT for eight years and has taught in Mexico and France. He holds an M.A. in TESL/TEFL from the University of Birmingham and is a member of the TESOL France Executive Committee.</p>
<p><b>Session D4</b> <b>13:30-14:15</b> <b>Room: B316</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Claire Hart: <i>Authentic Learning Materials</i></b> What are authentic materials? How can we make the best use of them in our courses? This is a hands-on, participatory workshop which will focus on how to adapt authentic documents from the workplace in order to produce relevant and interesting learning materials for our learners. The focus will be primarily on creating materials for Technical English, however, the same principles apply to just about every area of English for professional purposes.</p> <p>I will present the experiences of authentic materials creation I have gained while teaching Technical English in helicopter factories, construction companies and IT firms. Participants will have the opportunity to discuss and respond to the issues I raise and will be challenged to generate ideas for materials development based on a selection of documents I will provide.</p> <p><b>Claire Hart</b> has been teaching English since 2005. She currently works as a freelance in-company and online English trainer for several companies in Southern Germany. She specialises in Technical English, English for logistics and tailor-made general Business English courses.</p> <p>Claire shares lesson ideas on her blog: Business English Lesson Plans: <a href="http://www.businessenglishlessonplans.wordpress.com">www.businessenglishlessonplans.wordpress.com</a>. She has delivered a number of successful teacher training workshops at conferences across Europe and at teachers' associations in Germany on a range of topics from technology in the classroom to Technical English. She is a member of the BESIG Online Team (BOT).</p>
<p><b>Session C3</b> <b>11:30-12:00</b> <b>Room: OPALE</b></p> <p><i>Presentation type:</i> Discussions on the trends, evolution and future directions of Professional English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p>	<p><b>Mike Hogan &amp; Bethany Cagnol: <i>Managing Your Brand as a Trainer</i></b> The ELT industry has seen an influx of trainers who decide to strike out on their own and go freelance. Luckily, Business English trainers have an edge being that they have already been exposed to the principles of brand management, marketing, negotiating, etc. via their own students. But what happens when they have to follow those principles themselves in order to develop their own brand of training? In this talk, the speakers will provide insight into how attendees can further professionalize themselves as trainers, create and maintain an online presence and better communicate and promote their services in today's changing ELT market.</p> <p><b>Mike Hogan</b> has a strategic business development role at a nationwide training provider in Germany, where he develops and implements new concepts for corporate clients. He gives communication skills training and coaching in 1-1s and small groups, is a Business English author and on the BESIG Online Team.</p> <p><b>Bethany Cagnol</b> has an MA in TEFL, is the president of TESOL France, Treasurer of IATEFL BESIG and on the IATEFL Conference Committee. Bethany teaches at several institutions in Paris, mainly those in the higher education, adult business and ESP sectors. She owns two freelance companies for language training, materials design and project management. She is also this year's BESIG Summer Symposium organizer.</p>

\*First-time BESIG speaker

<p><b>Session F1</b> <b>15:30-16:00</b> <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> Discussions on the trends, evolution and future directions of Professional English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p>	<p><b>Michelle Hunter: <i>ELT &amp; Coaching? Where's the connection?</i></b> "Coaching...helps direct communication and the ability to challenge in a non-confrontational way with clarity and purpose."</p> <p>As teachers, coaching skills can help us improve our lesson delivery, interact more clearly with students, facilitate learner autonomy in the classroom – and beyond. As teaching professionals, we can benefit from the personal clarity and increased confidence working with a trained coach brings. As freelancers, the knock-on effect for our businesses is improved customer relations, more of the kind of work we want and ultimately, increased turnover.</p> <p>In this short talk, I will share my personal experience of coaching and how it's impacted my teaching, my business and me personally. This is currently a "hot topic" – Mark Powell facilitates a 1-2-1 coaching workshop; Alison Hail talked about Coaching vs.1:1 teaching in Dubrovnik last year. Indeed, industry uses coaching for management teams as a standard tool today – so why not for professional teachers too?</p> <p><b>Michelle Hunter</b> has been a teacher of EFL in Southern Germany for 13 years. She is a qualified Business Trainer, a recently certified Business &amp; Personal Coach and a licensed freelance trainer of the renowned UK-based women's development programme, Springboard. Career and personal development is her passion. Each of us has a wealth of talent and potential - a lot of it often still waiting to be uncovered. Her aim is to facilitate a degree of mobility in her clients, be it speaking a better level of English or achieving a long-desired goal. She wants to share what she's learned in the area of personal development with whoever is curious to listen! For more information: <a href="http://www.keeptraining.de">www.keeptraining.de</a></p>
<p><b>Session D5</b> <b>13:30-14:15</b> <b>Room: E200</b></p> <p><i>Presentation type:</i> Relationships between Professional English and other disciplines</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Martin Lisboa: <i>Teaching Business Theory in a Business English Context</i></b> Where does Business English stop and Business Studies start? Can a Business English teacher teach content from a Business Studies course? Is teaching students how to communicate persuasively using 'benefits not features' an example of a business communications theory, and as such the preserve of marketing communications experts, or can we consider it as our own, as an example of business language? This workshop will explore the answers to these questions and argue that the barriers are blurring and that we as a profession can and should move purposely into this territory. The position taken here is that the Business English profession has a body of knowledge and expertise that can indeed inform the study of Business. A mutual learning process where each 'side' learns from each other. The points made are illustrated with material from the newly published Business English course <i>Business Advantage</i> (pub. Cambridge University Press).</p> <p><b>Martin Lisboa's</b> interests span EAP, Business ELT, Business Studies and doing Business. He has an MBA from the OU Business School and has worked in Mexico, the UK and Italy. Most recently he was Business English teacher at Fondazione Campus/University of Pisa and previous to that set up his own executive language training centre in London, was Senior Lecturer at London Metropolitan University and Assistant Director (Marketing) at the British Council, Milan. He is co-author of a new Business English course, <i>Business Advantage</i>, (pub. Cambridge University Press, Jan 2012). He is currently finishing off the Advanced level of <i>Business Advantage</i> (due out Sept 2012).</p>
<p><b>Session G4*</b> <b>16:15-16:45</b> <b>Room: B316</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (30 minutes, including questions)</p>	<p><b>Vicky Loras: <i>Word of the Week and Other Ideas for Business English Classes</i></b> My workshop will focus mainly on an activity that has proved very successful in my Business English classes - Word of the Week, which is an idea that we weave into several other kinds of activities. The teachers present will be actively involved to find these words and expressions and participate in the activities. I will also mention some other ideas that I use with my students and which help them a lot in their everyday business tasks.</p> <p><b>Vicky Loras</b> is an English teacher from Toronto, Canada. For ten years, she and her sisters (Eugenia and Christine) owned an English School in Greece, The Loras English Academy, but she has now moved with her eldest sister to Switzerland, where she continues to work as an English teacher, teaching mainly adults. She believes in teaching as an ongoing learning process, both for the benefit of the students and the teacher.</p>

\*First-time BESIG speaker

<p><b>Session G2</b>  <b>16:15-16:45</b>  <b>Room: B310</b></p> <p><i>Presentation type:</i>  Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p>	<p><b>Suzanna Miles: <i>Using Scenario Planning in the Business English Classroom</i></b></p> <p>Scenario planning is used by many companies as a way to secure success in the marketplace of the future. By identifying the key trends and principle drivers of growth over a period of time, strategies are put in place to build on successful past performance and policies are implemented to face the challenges of the future. Future planning also involves pinpointing or imagining potential risks and creating measures to minimize their impact on business operations. This talk will focus on how the scenario approach has been used successfully in teaching Business English and English for International Tourism Management to both undergraduates and postgraduate students. Using authentic case studies from the world of tourism and business as a starting point, students are introduced to a range of language and skills that make for exciting and creative learning. Practical ideas for classroom-based tasks, including report writing and oral presentations, will be given.</p> <p><b>Suzanna Miles</b> has been teaching ESP to undergraduate and masters students in the Department of Management at Venice University since 1995. She is also the founder of Proenglish, a small language centre providing one-to-one training in professional English skills and tailor-made programmes for Italians working in both the public and private sectors. She is constantly searching for ways to bring new ideas and stimuli into the classroom. She is particularly interested in creating teaching materials that meet the real needs of the language learner in a professional context.</p>
<p><b>Session D1</b>  <b>13:30-14:15</b>  <b>Room: Thevenin</b></p> <p><i>Presentation type:</i>  Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Adrian Pilbeam: <i>Activities to Help Learners Improve their Intercultural Communication Skills</i></b></p> <p>In a lot of business English classes, learners are encouraged to talk about culture rather than to get involved in it and really feel the impact culture can have when we communicate with people from other cultures. In this interactive workshop, the audience members will participate in a series of activities. These will include short role plays and simulations, discussion of cases, examples of different communication styles, and some brainstorming exercises. Participants will go away with some practical activities, as well as ideas and tips for other interactive activities that focus on intercultural communication. The session will be of particular interest to teachers working with business and professional people as well as those who work with pre-experience learners, such as students in higher education (business schools, <i>grandes écoles</i>, faculties of business and management).</p> <p><b>Adrian Pilbeam</b> is the founder of LTS Training and Consulting in Bath, UK. He has worked for over 25 years in the fields of business English, communication and intercultural training for corporate clients in Europe and further afield. Adrian has written and co-written more than 12 books in the business English field, including most recently <i>Working Across Cultures</i> (Pearson Longman 2010), as well as numerous articles. In 2005, he conceived and launched 'Developing intercultural training skills', a trainer training course for trainers from different backgrounds who are interested in developing their knowledge and skills in the intercultural training field.</p>
<p><b>Session C4</b>  <b>11:30-12:00</b>  <b>Room: B316</b></p> <p><i>Presentation type:</i>  Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i>  Macmillan's Onestopenglish</p>	<p><b>Karen Richardson: <i>'Real' Articles, Real(ly good) Lessons</i></b></p> <p>Finding professional and branch-specific articles that you'd like to use in your classes is relatively simple; turning them into interesting, rounded, worthwhile lessons takes a bit more time and effort. This talk aims to give you some tips and tricks on how to make the process quicker and easier and the end result professional-looking. We'll also take a quick peek at some ready-made lesson plans and look at where and how they can be found. You'll go away with material which you'll be able to use on Monday without any preparation – after all, you are giving up your Saturday to be here. This talk is supported by Macmillan's Onestopenglish <a href="http://www.onestopenglish.com">www.onestopenglish.com</a>.</p> <p><b>Karen Richardson</b> is a teacher, teacher trainer, materials writer, editor, book advisor, conference organiser and all-round (slightly exhausted but very enthusiastic) multi-tasker based very near Stuttgart in southern Germany.</p>

<p><b>Session G1</b> 16:15-16:45 <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> Relationships between Professional English and other disciplines</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i> Nick Robinson ELT Author Representation</p>	<p><b>Nick Robinson: <i>What's the Next Step in My Career as a Business English Teacher?</i></b> <b><i>Get published!</i></b></p> <p>What does it take to become an ELT author these days? Why would you even want to? What's it actually like to write a book? What types of product are publishers looking for? How do you choose a publisher and sell your idea to them? How do you write a proposal? How do you know who to send it to? Will they even read it? Do you need an agent – someone to help you get published? What does an agent actually do? What can you do to improve your chances? How should you promote yourself? Can your blog or Twitter account help? Or is it better to just forget all of this and self-publish? We've only got 30 minutes, but these are just some of the questions I'll attempt to answer in this session, which is aimed at anyone who's interested in how this whole publishing thing works.</p> <p><b>Nick Robinson</b> owns and runs ELT Author Representation, an agency he set up to help great teachers become great authors. His goal is to get teachers published. He's worked in ELT publishing since 2004, as a Marketer, Editor and Brand Manager at Cambridge University Press and as Publishing Manager of English360, the award-winning online learning platform. He's also written numerous books for CUP, including <i>Cambridge English for Marketing</i>. Before all that, he taught in Barcelona, specialising in Business English and ESP. You can find him online at <a href="http://nickrobinsonELT.com">nickrobinsonELT.com</a> and on Twitter at @nmkrobinson.</p>
<p><b>Session E4</b> 14:30-15:00 <b>Room: B316</b></p> <p><i>Presentation type:</i> Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i> Oxford University Press</p>	<p><b>Louis Rogers: <i>Approaches to Writing in ESP</i></b></p> <p>Since the rise of the communicative approach writing has probably been the skill given the least time in classroom. So how can we bring writing back to the classroom in an engaging and productive manner? There are commonly claimed to be three main approaches to teaching writing; product, process and genre. This talk looks at the strengths and weaknesses of the three approaches and suggests an approach which uses the best elements of all three.</p> <p><b>Louis Rogers</b> has spent much of his recent TEFL career working in various fields of ESP, in particular Business English and EAP. After spending a number of years teaching around Europe he returned to the UK to complete a Masters in ELT. For the last six years he has been teaching at the University of Reading. Recently, he has combined his experience of EAP and Business English to write two levels of the OUP course <i>Skills for Business Studies</i> that accompanies <i>Business Result</i>.</p>
<p><b>Session B4</b> 10:30-11:00 <b>Room: B316</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (30 min including questions)</p> <p><i>On behalf of:</i> Pearson</p>	<p><b>Marjorie Rosenberg: <i>Interest Rates Improve with English for Banking and Finance</i></b></p> <p>Students with specific needs look for courses where they can learn what can be used in their jobs. In addition to the specific vocabulary and practical applications of grammar, they want to deal with topics and activities of interest to them which will also provide them with language they can directly transfer to the workplace.</p> <p>This workshop will provide practical tips and ideas for trainers who work with both pre-work and in-work banking and finance groups. Based on the new English for Banking and Finance 2 (Pearson), participants will have the chance to try out activities and find out how to make their classes lively and interesting for students in this field. They will also be introduced to the comprehensive teaching notes which supply trainers with background information and additional teaching ideas for mixed ability groups as well as extra self-study testing material.</p> <p><b>Marjorie Rosenberg</b> teaches general and business English at the University of Graz and trains employees at a regional bank. Marjorie is the author of <i>English for Banking and Finance 2</i> as well as the online Teacher's Notes and tests (Pearson), <i>In Business</i>, two of the <i>Business Advantage Personal Study Books</i> and materials for Professional English Online (Cambridge University Press). Other publications include worksheets for the teachers' books for <i>In Company</i> (Macmillan) and textbooks for professional high schools in Austria. She has also recently revised <i>Pass Cambridge BEC Vantage Student and Teachers' Book</i> (Heinle Cengage ELT). Marjorie is currently the coordinator of the Business English Special Interest Group (BESIG) of IATEFL.</p>

<p><b>Session B2</b> <b>10:30-11:00</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> English for Professionals and the use of technology</p> <p><i>Presentation style:</i> Workshop (30 min including questions)</p>	<p><b>Pete Sharma: <i>App-tivities for Business English</i></b></p> <p>Today's business English student may well own a mobile, Smartphone and a tablet pc. Today's business English teacher might use m-learning (mobile learning) in the class, or offer advice in a learner training session on the best apps to use after post course. But which apps are best for the business English student?</p> <p>This session will provide a concise overview of essential apps for business English students. It will provide practical teaching ideas for use in-class, as well as ideas for students to incorporate into their self study. And you don't need an iPad to attend.</p> <p><b>Pete Sharma</b> is a Director of Pete Sharma Associates Ltd, a consultancy and training organisation: <a href="http://www.psa.eu.com">www.psa.eu.com</a> He worked for many years in business English and is currently a lecturer in EAP (English for Academic Purposes). Pete is a well-known presenter at IATEFL and BESIG conferences. As an author, Pete has co-written several books in the business English field as well as in the area of new technology and language learning. Pete, with Barney Barrett, writes the Learning Technologies page for BESIG Issues and he is also a committee member of the IATEFL Learning Technologies SIG.</p>
<p><b>Session D2</b> <b>13:30-14:15</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> Discussions on the trends, evolution and future directions of Professional English</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p> <p><i>On behalf of:</i> International House London</p>	<p><b>Chia Suan Chong: <i>Myths and Controversies in BE Teaching</i></b></p> <p>'The use of L1 in the classroom is an absolute no-no'. 'BE teachers should be teaching English, and not business'. 'Native speaker teachers are better than non-native speaker teachers'. These are some of the statements that often provoke a strong reaction within BE teachers and trainers. And these are some of the myths prevalent in BE teaching and training that perhaps need re-examining and debunking. Drawing on recent dialogue in our field, this workshop aims to throw up several beliefs that we might have taken for granted, maxims that we have followed since the start of the communicative era of language teaching, and hopes to encourage debate and questioning of the relevance and applicability of them in the BE classroom of the future.</p> <p><b>Chia Suan Chong</b> is a graduate in Communication Studies and has an MA in Applied Linguistics and ELT from King's College London. Currently running Business and General English classes, in addition to teacher training (CELTA) courses, at International House London, Chia is often seen at conferences speaking about ELF, Dogme, Systemic Functional Grammar, and Intercultural Pragmatics. She speaks English and Mandarin as her first language, and Japanese, Italian and Spanish as her second. Active on Twitter, Chia loves a good debate and blogs regularly at <a href="http://chiasuanchong.wordpress.com">chiasuanchong.wordpress.com</a>.</p>
<p><b>Session E3*</b> <b>14:30-15:00</b> <b>Room: OPALE</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i> The London School of English</p>	<p><b>Luke Thompson &amp; Andy Johnson: <i>Creating Contextual Narrative-Based Course Material for Young Business English Learners</i></b></p> <p>In this presentation we aim to share our approach to writing materials for our Young Business English course (students aged 18-28). We find that younger professionals sometimes struggle in tasks as they lack experience. This means they might not realise the value of some lesson content or fail to identify the way language changes depending on the situation. They need detailed examples and contexts through which to focus on the impact of language.</p> <p>For this reason we have developed lesson materials based around case studies with characters and narratives which provide 15+ hours of class time. These simulations include a number of different language and skills points, along with a strong focus on soft skills. We have found that these lessons make our Young Business English courses motivating and realistic as they mirror genuine business contexts.</p> <p>In our talk we intend to explain what our narrative-based materials involve, highlight their strengths and possible shortcomings and give some insight on how we wrote these materials.</p> <p><b>Luke Thompson</b> is a trainer at the London School of English and recently won the Macmillan Dictionary Award for Best Blog 2011 for his website, "Luke's English Podcast".</p> <p><b>Andy Johnson</b> is Courses Manager at The London School of English. He is a prolific materials writer for both the school and Cambridge Exams.</p> <p>Both Andy and Luke are DELTA qualified, have extensive experience of teaching business English and EAP overseas and in London. They have a special interest in blended learning, ICT and material development.</p>

\*First-time BESIG speaker

<p><b>Session A5</b>  <b>9:30-10:15</b>  <b>Room: E200</b></p> <p><i>Presentation type:</i>  New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p> <p><i>On behalf of:</i>  International House, London</p>	<p><b>Barry Tomalin: <i>Teaching International Culture in Business: The FRAMEWORK APPROACH (c)</i></b></p> <p>They say, give a person fish and they will eat but give them a rod and they will learn to feed themselves. The FRAMEWORK APPROACH (c) to cultural training shows business students how to feed themselves. Three basic frameworks show where to look for business cultural information and how to apply what they learn to the markets they deal with. Based on cultural theory, this is a genuine breakthrough approach to the teaching of culture in business. It offers a methodology to students and students that will provide a firm basis for research and for organising training seminars. This workshop introduces the FRAMEWORK APPROACH (c) and shows how to use it in training seminars.</p> <p><b>Barry Tomalin</b> is Director of Cultural Training at International House and Director of the IH Business Cultural Trainer's Certificate at IH London and ILC Paris. He is Visiting Lecturer at the University of East Anglia, London Academy of Diplomacy and author of several books, including <i>The World's Business Cultures and how to Unlock Them</i> (Thorogood Publishing 2010) and <i>International Culture: The FRAMEWORK APPROACH</i>. (Privately published 2012).</p>
<p><b>Session F4*</b>  <b>15:30-16:00</b>  <b>Room: B316</b></p> <p><i>Presentation type:</i>  Teaching tips for teachers of Business English</p> <p><i>Presentation style:</i> Workshop (30 minutes, including questions)</p>	<p><b>Elizabeth Tomlinson &amp; Joan Ryan: <i>Top Tips: How to make the most of those video clips</i></b></p> <p>Using video material in our Business English lessons can be great, but where do we find the time to hunt down a suitable clip, let alone prepare a decent lesson? Where can we get the material without slogging over a hot laptop all evening?</p> <p>In this practical workshop we intend to tackle these questions, looking at:</p> <ul style="list-style-type: none"> <li>• the benefits of using video technology in class,</li> <li>• what types of video material are available to BE trainers,</li> <li>• new and innovative ways of using short video clips in the business English classroom,</li> <li>• how video material can be adapted to different learner levels and needs.</li> </ul> <p>Participants will get the chance to exchange ideas and actively contribute through group work. Drawing on actual examples, we hope to share with participants a range of video resources and techniques to maximise their potential as a learning resource.</p> <p><b>Elizabeth Tomlinson</b>, originally from the North of England, has taught English for eight years in Spain, Hungary and Germany. She now works for i-lang GmbH, specialising in ESP, Technical and Business English. After completing the Trinity Diploma in 2008, she has also been responsible for teacher training and development.</p> <p><b>Joan Ryan</b> is an English trainer with i-lang GmbH, Germany and has been teaching English since 2002. She has lived and worked in Japan, the Netherlands, Belgium, Italy, France and Switzerland. She is particularly interested in the use of new technologies in the classroom, learner autonomy and professional development.</p>
<p><b>Session A3</b>  <b>9:30-10:15</b>  <b>Room: OPALE</b></p> <p><i>Presentation type:</i>  New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p> <p><i>On behalf of:</i>  Mondiale-Testing GmbH</p>	<p><b>Geoff Tranter: <i>Hitting the Nail on the Head! – Individualizing/Personalizing Technical English</i></b></p> <p>One of the most difficult aspects of Technical English is the degree of specialization that is required to meet the needs of a very varied target group. Not only do learners tend to come from widely differing areas of technology, Technical English classes are often mixed-ability groups with a wide range of competence levels (and interests) in respect of the four skills. Furthermore there may well be great differences in workplace experience, ranging from technical college students all the way to professionals with years of experience both inside a company and in the field. Such factors place a significant load on teaching materials and especially on TE language testing, if the resulting qualifications are to be relevant for all the various stake-holders. How can this be done? The workshop aims to show how with the aid of online materials a bridge can be built to provide appropriate solutions.</p> <p><b>Geoff Tranter</b> has been working in further education in Britain and Germany for many years. During this period he has been heavily involved in all aspects of vocational and non-vocational language testing - including syllabus design with particular reference to the CEFR, examiner training, test materials development, etc. From 2003 to 2008 he was Team Leader for telc GmbH. He is now a free-lance consultant for German Ministries of Education, regional associations of German Further Education Colleges, and quite recently the German Civil Aviation Authority. His latest project is the development of an online Technical English test together with Mondiale-Testing.</p>

\*First-time BESIG speaker

<p><b>Session B1</b> <b>10:30-11:00</b> <b>Room: Thevenin</b></p> <p><i>Presentation type:</i> Discussions on the trends, evolution and future directions of Professional English</p> <p><i>Presentation style:</i> Workshop (30 min including questions)</p>	<p><b>Andrew Wickham: <i>Rapid Learning, Fast ESL, MacTrainers: The future of European business language training?</i></b></p> <p>The French business language training industry has experienced sweeping changes over the last ten years : industrialization and globalisation of the language training set ups of large companies, tough competition from rapidly growing offshore distance training platforms, a low-cost blended learning revolution and a growing demand for individualised, customised training and ESP content. The traditional model of business language training is facing daunting challenges and French language training providers are finding it hard to adjust. Are these changes specific to France or, as has often been the case in the past, does the evolution of the French market herald the future for the language training industry in the rest of Europe? What can business language trainers do to adapt to these challenges and prepare for the future?</p> <p><b>Andrew Wickham</b> is a consultant in professional language training based in Paris. A former trainer and director of studies, he ran his own school from 1989 to 2003, providing high-end business language training services to French multinationals. Between 2004 and 2006, he designed, built and managed an industrialised blended learning system for the senior management of Renault in France. In 2009, he co-authored and published with Joss Frimond a ground-breaking study of the French market: <i>The French Language Training Market in the Era of Globalisation</i>, an extensive update of which was published in February 2012.</p>
<p><b>Session F3*</b> <b>15:30-16:00</b> <b>Room: OPALE</b></p> <p><i>Presentation type:</i> English for Professionals and the use of technology</p> <p><i>Presentation style:</i> Workshop (30 minutes, including questions)</p>	<p><b>Laurence Whiteside: <i>Teach with Your Head in the Cloud</i></b></p> <p>While more and more institutions invest in multimedia labs and virtual learning environments, many of us still don't have access to them. During this workshop, I'll show you how to combine cross-platform cloud storage media like Dropbox and Google Docs with free virtual classrooms to create simple yet effective online resources for your students for free.</p> <p><b>Laurence Whiteside</b> has taught English in Spain, the UK and now France. He currently teaches Business English to students of Economics and Finance in a university near Paris, and is an active member of TESOL France.</p>
<p><b>Session A4*</b> <b>9:30-10:15</b> <b>Room: B316</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Workshop (45 min including questions)</p>	<p><b>Dolmae Wright: <i>Integrating Authentic Materials in the Classroom</i></b></p> <p>There is a lot of debate centered on authentic materials. However, what can be said is that authentic materials engage students, spark interests and bring classrooms to life. This workshop will demonstrate how CNN's Marketplace Africa can be used in business English classrooms. A wide range of activities catered to Intermediate and Advance students will be demonstrated and participants will be asked to engage in the tasks in order to have a better of idea of how these materials are used. The activities will take into account particularly speaking, listening and writing skills. There will also be lots of opportunities to build vocabulary skills. Participants will benefit from numerous teaching tips and ideas on using authentic materials in the classroom.</p> <p><b>Dolmae Wright</b> is currently a distance MATESOL student studying with the University of London, Institute of Education. She has taught ESL in Morocco and Oman. She is interested in materials development, particularly how permanent supplementary authentic materials can be integrated and adapted into the classroom.</p>
<p><b>Session F3</b> <b>15:30-16:00</b> <b>Room: B310</b></p> <p><i>Presentation type:</i> New materials and innovative ways on how teachers can use them</p> <p><i>Presentation style:</i> Talk (30 minutes, including questions)</p> <p><i>On behalf of:</i> Pearson (Paris office) Dawn Slaughter</p>	<p><b>Ros Wright: <i>A Case of the 'Dudders' or Nursing English for Beginners</i></b></p> <p>Bedpans and dentures, pain maps and flow sheets, ABCs and ECGs, responsible nursing is NOT simply a series of routine procedures. Neither is nursing about treating the patient purely on a physical level. Nursing is a holistic process that also takes into consideration the psychological, socio-cultural, environmental and politico-economic impacts on the patient, their symptoms and their treatment. Emphasis placed on the therapeutic nature of nursing means our learners, more than any other, have a very real need to communicate effectively from day one. Theorists from the field of medical communications highlight the need for comprehensible pronunciation, active listening skills, non-verbal communication and the ability to bridge professional and lay language. The presenter demonstrates how, by incorporating authentic content and a grammar syllabus while replicating current nursing methodologies, trainers can provide nurses with the essential tools for effective communication in English, even at low levels.</p> <p>Ros Wright, twice President of TESOL France, has focused on English for medical purposes (EMP) in Paris since 1998. She is co-author of several EMP titles including Vocational English for <i>Nurses 1&amp;2</i> (Pearson) and now offers specialised EMP teacher training courses together with Virginia Allum and Marie McCullagh.</p>



# Poster Abstracts and Bios

*in alphabetical order*

<p><i>Poster type:</i> Relationships between Professional English and other disciplines</p>	<p><b>Liga Belicka, Tatjana Frolova &amp; Ruta Svetina: 16 Hours of English for IT students: Challenge and Solution</b></p> <p>The aim of the poster presentation is to share the approach that has been applied in teaching English for Computing – a 16-hour course at the University of Latvia for IT students. The course was supposed to provide first-year students with both basic academic communication skills as well as tools for dealing with the respective professional terminology in English. In the poster the authors have intended to describe the project students had to develop by employing a diversity of resources as well as interviews they conducted, filmed and edited. Besides the detailed information on the project components the authors have also intended to share the successes and areas for improvement they found during and after the course.</p> <p><b>Liga Belicka, Tatjana Frolova and Ruta Svetina</b> are all experienced ESP lecturers at the Language Centre of the University of Latvia and have had extensive experience as freelancers. The key areas the presenters specialize in are English for Business, Economics and IT.</p>
<p><i>Poster type:</i> New materials and innovative ways on how teachers can use them</p>	<p><b>Saltanat Meiramova: Advancing English as a Foreign Language Teachers' Proficiency Through Internet 'LessonWriter'</b></p> <p>This poster describes how the engagement of English as a Foreign Language teachers with the Internet 'LessonWriter' can play an important role in their advancing proficiency. Internet 'LessonWriter' can create a comprehensive literacy lesson plan and useful teaching materials from any academic content in minutes.</p> <p>This poster also focuses on the impact of Internet 'LessonWriter' on the role of the teacher responsible for creating an appropriate learning environment, and how the Internet 'LessonWriter' meets students' learning needs and interests.</p> <p>The author argues that if the teacher adapts or creates teaching materials by using Internet 'LessonWriter', these materials will address all four main competences necessary for developing: listening, speaking, reading, writing. These authentic materials will also improve the discourse awareness of students in multidisciplinary classrooms.</p> <p>Finally, the poster describes improvement strategies for enhancing listening, speaking, reading, writing skills with the help of graphic organizers, visual representations that reflect lesson structures.</p> <p><b>Saltanat Meiramova</b> is an associate professor in TEFL. She runs occasional teacher training workshops related to Language Teaching and Learning methodology. She has been teaching TEFL for over fifteen years at Gumilyov Eurasian National University in Kazakhstan. She is a holder of JFDP scholarship in Linguistics, USA (2010) and a member of CATEC (2007), CESS (2009), AILA (2010) and IATEFL (2011). Her main interests include TEFL/TESL, EAP/ESP and Applied Linguistics. She has published articles in CIS, Turkey, India, Argentina and some textbooks in English. Her recent textbook for International Law students was published by LAMBERT Academic Publishing (2010). She can be reached at: saltanat.m@mail.ru</p>



# IATEFL BESIG 25<sup>th</sup> Annual Conference

16 – 18 November 2012

SpOrt Stuttgart, Germany

**BESIG** →

[www.besig.org](http://www.besig.org)

IATEFL BESIG are pleased to announce that the 2012 Annual conference will be held in Stuttgart, the state capital of Baden-Württemberg, Germany.



[www.iatefl.org](http://www.iatefl.org)



Situated in the heart of Europe, easily accessible by air, road or rail, Stuttgart offers a vibrant and culturally diverse mix of old and new. Nestled in a valley surrounded by vineyards, the city has plenty to offer: castles and palaces, gardens and squares, art, theatre, restaurants, shopping, and world-famous automobile museums.

SpOrt Stuttgart is conveniently located in the Neckar Park, alongside the new Mercedes Benz Museum and the VFB Stuttgart stadium. It is only two stops from Stuttgart main station and offers plenty of free parking. SpOrt Stuttgart promises to be the perfect venue for the IATEFL BESIG conference, the most important global event for business English.

We look forward to seeing you all there!

## Important dates

Call for papers opens: 26 March 2012

Call for papers ends: 1 June 2012

Early bird registration begins: 1 July 2012

Normal registration: 1 September – 26 October 2012



## Venue

SpOrt Stuttgart  
Fritz-Walter-Weg 19  
Stuttgart  
Germany

**SpOrt**  
Stuttgart

