

2015 IATEFL BESIG Budapest Summer Symposium Schedule

Saturday 20 June

8.30 Registration opens

09.00 – 10.30 Opening announcements and plenary

Plenary Session

Title: Beyond the stereotypes: Native and non-native teachers in ESP

Speaker : Jeremy Day

Summary:

It's no longer acceptable to discriminate against people based on their race or their sex. But is it OK to discriminate against English teachers based on their nationality? This delicate question revolves around issues like language proficiency (are non-natives good enough?), teaching style (are natives too touchy-feely?), empathy with learners (don't non-natives understand learners' needs better?), and marketing (can we argue with a client who demands a native speaker teacher?). In my presentation, I'll argue that these issues are about stereotypes, not individual teachers. I'll use the context of English for Specific Purposes (ESP) to confront the stereotypes and to see what, if anything, we can learn from them. I'll argue that discrimination based on nationality is wrong, and that we can all play a part in ending it. And I'll show how ESP teachers and writers can lead the way.

Biographical information:

Jeremy Day is a freelance teacher, writer and editor based in Warsaw, Poland. He specialises in business English and ESP. He was Series Editor of *Cambridge English for ...*, a series of short ESP courses. His twelve teacher's books include *International Legal English*, *Flightpath Aviation English* and *Dynamic Presentations*. He has been a writer/editor on two winners of IATEFL BESIG's David Riley Award for Innovation: *English360* (2010) and *Newsmart* (2014). He is currently working as a writer on several major online courses.

10.30 – 11.00 Coffee break

11.00 – 11.45 Sessions A (45 min)

Session A1

Title: "Niche Marketing in Marketing Communications"

Speaker: Erica Williams

Presentation type: English for marketing

Presentation style: Talk

Audience: Mixed

On behalf of: Fachhochschule (University of Applied Sciences) Düsseldorf, Germany

Summary:

Back in 1987, Hutchinson and Waters identified a reason for the emergence of a trend towards ESP as the demands of a 'brave new world' which initiated the demand for an international language to address the specific needs of technology and commerce. Almost 30 years on, many Business English providers continue to fail to meet these needs as they operate as generalists - small fish in an enormous pond. Providers should consider niche marketing and becoming specialists - big fish in a small pond. This presentation will outline arguments for niche marketing with specific reference to the marketing

communications industry including on-going development of the English qualification for the degree in Communications and Media Management in the Business Studies faculty at the Fachhochschule (University of Applied Sciences) in Düsseldorf and the development of Business English corporate training for WPP and Omnicom, the two largest global holding companies in marketing communications.

Biographical information:

Erica Williams is responsible for Business English in the Business Studies department at the Fachhochschule in Düsseldorf and author of 'Presentations in English: Find Your Voice' (Macmillan).

Session A2

Title: “ESP one:one – balancing ESP concerns with one:one methodology”

Speaker: Rachel Appleby

Presentation type: Methodology

Presentation style: Talk

Audience: Mixed

On behalf of: Oxford University Press

Summary:

Although many of us teach one:one, some teachers fight shy of ESP, and ESP one:one in particular: teaching clients whose area of speciality we know nothing about can be a worrying prospect, and it can be frustrating working with their materials when we're unfamiliar with the subject matter.

On the surface it seems somewhat daunting, but in my experience, this sort of teaching has been some of the most rewarding I've ever done: it's fun, exciting and energizing, and I've usually learnt at least as much, if not more, than what I've taught (for better or for worse!).

In this talk, we'll look at how to get over the initial worries that both client and teacher might have, discuss how to find out what we can expect, and investigate ways of addressing the client's needs and expectations by focusing on three real examples.

I invite you to take the plunge!

Biographical information:

Rachel works freelance, as a teacher, trainer and materials writer. She teaches Business English and one:one, and has taught on the BA and MA programmes at ELTE University in Budapest. She is also a CELTA and LCCI BE trainer.

She is co-author of OUP's Business one:one series (Advanced, Intermediate+, Pre-Intermediate). She also co-authored the third editions of OUP's International Express Pre-Intermediate and Upper-Intermediate (2014). Most recently, she has been writing for OUP's brand new 6-level series Navigate (2015).

If you listen carefully when you're in Budapest, you might also hear Rachel's voice on the tram and metro network!

Session A3

Title: Wise words for ESP and business English: “it's common knowledge”

Speaker: Deborah Capras

Presentation type: Methodology

Presentation style: Talk

Audience: Inexperienced teachers

Summary:

When you start teaching English for Specific Purposes (ESP), don't throw the baby out with the bathwater. Developing and delivering an ESP course from scratch is a daunting task, but there's no need to go back to the drawing board. While learners of ESP require specialist vocabulary for their specific fields and functions, they always need the basics too: a tailored combination of general

English, business English, core business skills and intercultural competence. This talk will summarize the basics, outline ESP lesson activities with authentic materials as well as highlight essential vocabulary-learning strategies for your ESP students. This presentation is aimed at trainers who have little or no experience in ESP course design and will offer practical tips and valuable guidance to get you started.

Biographical information:

Deborah Capras is a freelance author, editor, trainer and digital learning specialist with over 20 years' experience in corporate training and ELT publishing. She was the deputy editor of Business Spotlight for 7 years, where she was responsible for the concept for Skill Up!, a series of ESP vocabulary guides. Her book, Small Talk, was recently published by Collins. She writes a blog on wise words for the workplace and corporate training at www.wise-words.com

Session A4

Title: What do companies need?

Speaker: Csaba Kálmán

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

In my talk, I would like to present the results of an interview study conducted with 18 HR managers of organisations employing over 250 people in Hungary from a wide range of industries. The findings yield valuable insights into current Hungarian corporate language education practices, HR managers' views on why organisations provide on-site language development programmes for their personnel, what motivates employees to participate in these programmes, and how HR managers see the motivating influence of the language teacher in a corporate setting.

Biographical information:

Csaba holds an MA in English Language and Literature from Eötvös University of Budapest. He has extensive experience as a language teacher of adult learners of English in corporate settings. He specialises in ESP with special focus on the language of the energy industry, presentations and negotiations. He also advises companies on drawing up and implementing their language education policies, and supervises their on-site language courses. Currently, he is completing his PhD in Language Pedagogy at Eötvös University, Budapest. His main field of interest is the teacher's role in motivating adult language learners of English in a corporate environment.

Session A5

Title: Vocabulary acquisition through extensive reading in the BE classroom

Speaker: Maribel Ortega

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

Extensive reading is defined as reading that exposes learners to large quantities of material within their linguistic competence. There is compelling evidence that extensive reading can have a significant impact on learners' foreign language development. An important part of this is the acquisition of new vocabulary, which in turn has a positive impact on fluency and general language proficiency.

In my presentation I will explain how I introduced extensive reading into two business English classes and the effects that this extra activity done outside of the classroom had on my students' attitude to English. I will also present the classroom activities and projects they did and how their vocabulary was affected by all this.

Biographical information:

Maribel Ortega is a business English and communications skills trainer based in Munich with a special focus on the pharmaceutical industry. She is actively involved in MELTA and is the newsletter's editor.

Session A6

Title: Exercise bank for business English

Speaker: András Petz

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

In the early stages of my career as an English teacher, I often gave up to forty lessons a week. This was too much for me to deal with on a regular basis. I had to optimize so that my preparation time was sufficient for my lessons. First I was trying to supplement the study books from random sources, using coursebooks, exercises that I've prepared for earlier classes.

Later I tried to set up a system where the content is structured. It was imperative that I find suitable materials in a very short time. As computers became more common, I organized everything in digital format. Now I store many of these materials on the Internet. I started to share them with my fellow teachers.

Now, I am ready to share it with you, as well. Come and see what I have to offer without bearing excessive expenses for this knowledge.

Biographical information:

András has nearly 20 years of experience in teaching legal and financial English. He is the director of ANGLOFON CENTRAL EASTERN EUROPE, a leading legal English teaching centre, and lecturer at Eötvös Lóránd University, one of the most prestigious institutions of the CEE region. András is the secretary of EULETA (European Legal English Teachers's Association) and founding member of Quali-Trans Associations, an association for legal translators, interpreters and terminologists.

11.45 – 12.00 Break

12.00 – 12.45 Sessions B (45 min)

Session B1

Title: Using corpora to design materials for the automotive industry

Speaker: Evan Frenedo

Presentation type: Materials

Presentation style: Talk

Audience: Mixed

Summary:

I was recently asked to produce a series of worksheets to supplement a well known coursebook. The client wanted the worksheets to focus on the automotive industry. In this session I would like to show you how I used corpora to identify key lexis and speed up the process of creating worksheets that reflected the language the learners would need to learn.

Biographical information:

Evan Frendo is a freelance trainer, teacher trainer and author based in Berlin. He has been active in Business English and ESP since 1993, mostly in the corporate sector. A frequent speaker at conferences, he also travels regularly in Europe and Asia to run courses or to work as a consultant. He has written numerous in-house courses for multinationals, and has also published several books, including the well known How to teach Business English (Pearson, 2005). He is currently working on elearning materials for corporate clients, samples of which can be seen at www.businessenglishguru.com.

Session B2

Title: The Neglected Skill of Mediation - What, How and Why from an EfBP/ESP Perspective

Speaker: Geoff Tranter

Presentation type: Methodology

Presentation style: Talk

Audience: Mixed

Summary:

In addition to the major skills of Speaking, Writing, Reading, Listening and Interaction, the CEFR also includes a section on Mediation offering details of the various forms in which mediation can take place. On the other hand, this has had very little influence on teaching and testing, apart from secondary education where, particularly in Germany, mediation is a skill that is explicitly mentioned in the language curricula of the various federal states. In view of the increasing globalization of business and the simultaneous decline in the willingness of the corporate world to use professional translators/interpreters (sometimes relying on the Google Translator with often comic effect), there seems to be a need for non-linguists to be trained in mediation skills. This talk will look at possible reasons for the present situation in the training environment and look at ways of incorporating mediation more effectively in the language classroom and in language testing.

Biographical information:

Geoff has been working in further and higher education for many years and has been heavily involved in both vocational and non-vocational language teaching. He has extensive experience in all aspects of language training with particular reference to the CEFR. In 2001 he developed a series of workshops introducing teachers to the CEFR.

He regularly attends international conferences with workshops on various aspects of language training and testing and is at present involved in a series of training seminars to implement the principles of the CEFR in the classroom. In cooperation with MONDIALE-Testing he offers monthly webinars on teaching ESP.

Session B3

Title: Teaching B.E. & ESP with 21st Century Methods & Tools

Speakers: Julianna Dudás , Zsuzsanna Illyés Gárdosné, and Annamária Gellai

Presentation type: English for ICT

Presentation style: Talk

Audience: Mixed

On behalf of: I.L.I. International Languages Institute Ltd.

Summary:

In our fast, technology-driven world it is a challenge for language teachers how to motivate their learners, how to take learning beyond the classroom walls. We will show you how we at I.L.I. have met these challenges.

I.L.I. trainers have been awarded with Erasmus+ Mobility KA1 EU grants to attend ICT&EFL courses in the EU. The presenters will show some of the exciting methods, tools, etc. they have learned on these ICT courses, e.g. new concepts of augmented reality, creative uses of tablets & ipads in business

E. training, etc. We will show some FREE web 2.0 applications we have been using successfully in our B.E. & ESP trainings, e.g. Quizlet, which is used very successfully in education worldwide as well as how Google sites can be used in blended learning or online B.E. courses in a motivating & fun way, incorporating interactive & multimedia tools & materials.

Participants will receive access to I.L.I.'s Quizlet database of over 1000 B.E. & ESP phrases in a great variety of fields inc. business communication: meetings, negotiations, presentations, HR, logistics, safety, production, etc.

Biographical information:

Julianna Dudás (M.A. in English & Russian, LCCI Cert TEB), has been involved in B.E. & ESP teaching & training for 25 years. She has worked in 20 countries training English teachers of business & general English. She is the professional director of her school I.L.I. where she has launched and lead many exciting national & international projects in B.E., ESP training as well teacher training. She has organised the LCCI Cert TEB and the Trinity Cert IBET B.E. teacher training courses that Mark Powell runs at their school since 1999.

Zsuzsanna Illyés Gárdosné (B.A. in English, LCCI Cert TEB), has been a B.E. teacher & trainer for 15 years. She runs trainings & B.E. courses for professionals in the banking sector. Her main professional focus & interest is in developing interactive materials for F2F & blended learning courses, which make the learning process of her students more exciting, challenging, effective and memorable.

Annamária Gellai (M.A. in English&Hungarian), has been a B.E. & general E. teacher for 20 years. She teaches professionals in the pharmaceutical, production, logistics, etc. industries. She effectively uses & develops I.L.I.'s ESP & B.E. quizlet database. Her main professional focus & interest is in applying new 21st century methods & tools for ESP teaching, creative uses of mobile technology, using online multimedia & interactive materials in order to make the learning process of her students more effective, interesting and memorable.

All 3 presenters are involved in I.L.I.'s EU-funded Erasmus+ Mobility KA1 teacher training project, Julianna being its project manager.

Session B4

Title: Spoken Business English, systemic functional linguistics and power games

Speaker: Rob Szabó

Presentation type: Methodology

Presentation style: Talk

Audience: Experienced teachers

Summary:

Business communication is fraught with asymmetrical power relationships, suspicion, deception, rivalry and both naked and masked aggression. In this presentation I will discuss the use of Systemic Functional Linguistics analysis to delve into spoken English production within in-company meetings simulations. I will also go on to explain how this technique can be used by trainers to equip their students with greater self-awareness and more nuanced communication strategies.

Biographical information:

Rob Szabó specialises in facilitating clear and effective communication between individuals, departments and companies. He has just completed his Master's degree in Education with a specialisation in Applied Linguistics. His research interests lie in the areas of sociolinguistics, intercultural communication and job mobility. Rob lives in Düsseldorf, Germany, where he works as a Business English trainer for Marcus Evans Linguarama. He has worked in language training in Poland, Portugal and Germany with government departments, universities and private companies.

Session B5

Title: Seamless stitching — Learn how to write with coherence and cohesion in 90 minutes

Speaker: Ákos Gerold

Presentation type: Methodology

Presentation style: Workshop

Audience: Mixed

Summary:

Writing with coherence and cohesion in a foreign language is often a challenge to professionals. This challenge can result in reports, proposals, emails or any longer piece of text they have to produce being difficult to follow. In turn, their writing may put a strain on the reader, at best, and lead to miscommunication, at worst.

This hands-on workshop will demonstrate how to teach business English learners to link sentences and ideas effectively into an easy-to-read paragraph or a longer piece of text in ninety minutes.

To achieve this goal, the speaker has come up with a structured and yet adaptive approach that uses the learners' own language input as a starting point for a joint journey of discovery.

Come along to discover how to help your learners stitch together their thoughts seamlessly.

Biographical information:

Ákos Gerold is a university EFL instructor and a freelance Business English and intercultural trainer based in Serbia. He holds a BA in English Language and Literature and an MA in English Philology and is interested in the practical applicability of everything he learns. Being a self-confessed CPD junkie, Ákos is always on the lookout for new skills to add to his portfolio, especially in the fields of soft skills and, as of recently, in applied psychology. Ákos is fluent in English, German, Hungarian and Serbian. He has worked with clients from the Balkans, Italy, Germany, Canada and Brazil.

Session B6

Title: From Business 2 Fun Corporate English

Speakers: Jasmina Latinovic and Tatjana Stanimirovic

Presentation type: Materials

Presentation style: Workshop

Audience: Mixed

Summary:

Business English students are not always willing to participate in tiring grammar, vocabulary and listening activities. Therefore teachers need to be prepared to offer something that will make them liven up, laugh and have fun after a dreadful day at work. The workshop will provide you with number of practical activities that will help you "wake your business students up". It is full of hands-on materials, ideas, useful apps and websites to use during your lessons. So let's be creative, active and interactive!

Biographical information:

Jasmina has been teaching English to adults and Business English students for the past 15 years in her hometown in Serbia. She works in a private language school as a teacher, a teacher trainer and the director of studies.

Tatjana is a Business English teacher and a teacher trainer who has 12 years of experience in teaching in both private and state schools.

While teaching at the same school they have a chance to collaborate and exchange experience and practical skills. Their interest in English language, blended learning and professional development has resulted in many workshops and training sessions in their country.

12.45 – 14.00 lunch break

14.00 – 14.45 sessions C (45 min)

Session C1

Title: Doing The Hub – Working towards an improvisational classroom

Speaker: Roy Bicknell

Presentation type: Methodology

Presentation style: Workshop

Audience: Mixed

Summary:

This is the next step in an ongoing workshop series on improvisation, in which I seek to broaden the didactical palette in classroom practice. I use John Cage's axiom 'Begin Anywhere' as a guiding-principle as we explore new improvisational approaches and discuss how they can foster student engagement and collaboration.

One such approach is 'The Hub' which I've been developing to introduce an improvisational component in lessons. Two activities which illustrate this are 'Concentric Circles' which allows students to prioritise both professional content and spontaneous language production, and 'Two-Ways', which allows students during group work to alternate between discussing professional content and exploring relevant language.

The workshop concludes with a Q&A on using the deliberate randomness which 'guides' these improvisations, and how this can lead to new didactical perspectives for the Business English and ESP classroom.

Biographical information:

Roy Bicknell is a Business English and Intercultural Communication trainer, based in Amsterdam. Roy heads up the BESIG Editorial Team and is on the IATEFL Publications Committee. He also writes for the BESIG newsletter, Business Issues. Like most educators, Roy is curious and very approachable. If you want to talk to him in Budapest, just go ahead.

Session C2

Title: Interest rates improve with English for Banking and Finance

Speaker: Marjorie Rosenberg

Presentation type: English for finance

Presentation style: Workshop

Audience: Mixed

Summary:

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.

This workshop will provide practical tips and ideas for trainers who work with both pre-work and in-work banking and finance groups. Activities will be based on the book English for Banking and Finance 2 (Pearson) and participants will have the chance to try them out to find out how to make their classes lively and interesting for students in this field. They will also gain ideas for creating materials on their own and have the chance to discuss adaptation of ideas to their teaching situations.

Biographical information:

Marjorie Rosenberg teaches general and business English at the University of Graz and trains employees and managers at a regional bank. Marjorie is the author of English for Banking and Finance 2 (Pearson), In Business, two levels of the Business Advantage Personal Study Books (Cambridge University Press) and wrote a bank of activities for the CUP website Professional English Online. Other publications include textbooks for professional high schools in Austria as well as Spotlight on Learning Styles (Delta Publishing) and a number of articles on methodology and business English. Marjorie was the coordinator of the Business English Special Interest Group (BESIG) of IATEFL until January 2015. She is currently the IATEFL President.

Session C3

Title: The 10 best BESIG Homework tasks to inspire your students

Speaker: Bren Brennan

Presentation type: Materials

Presentation style: Workshop

Audience: Mixed

Summary:

A practical workshop detailing successful homework tasks to use with Business English for special purposes students. The tasks are generalised so that they can be adapted for anyone from economists to gynaecologists.

This workshop will give teachers creative tools to adapt to their own teaching needs, enhancing homework assignments, so that their students feel motivated to prepare in advance for their next English class.

Attendees will also be invited to contribute to the tasks based on their own teaching experience.

Biographical information:

Bren Brennan started teaching in 2005 at Saint George International, London. In 2006, he moved to Budapest and taught business English at Dover Nyelviskola. In 2009, he moved to Berlin and continued BE teaching in the Volkshochschule, in-company and at Siemens Business School. In 2011, he gained the Trinity DipTESOL with SGI London. In 2012, Bren moved to San Sebastian to teach business English at Mondragon University. He has always taught lessons via SKYPE to business individuals around the world. He has also maintained strong ties with SGI and continues to write EFL content for students and teacher training.

Session C4

Title: Using transcripts of authentic workplace talk in business English teaching

Speaker: Dr Clarice S. C. Chan

Presentation type: Methodology

Presentation style: Talk

Audience: Mixed

Summary:

In the past few years, ideas for exploiting authentic workplace talk in business English teaching have been proposed as a way of helping learners with spoken business communication. One idea advocated by business English researchers is to use transcripts of authentic workplace talk when teaching spoken business genres. While this use of authentic workplace talk is considered helpful for learners, what is important to ascertain is learners' perceptions, which can help practitioners decide whether and how the idea should be implemented. In this presentation, I report the findings from two questionnaire surveys, revealing the reactions of two different groups of learners to learning from transcripts of workplace talk. I discuss the difficulties encountered by the learners and give suggestions to practitioners for tackling these and related issues.

Biographical information:

Clarice S. C. Chan is co-editor, with Evan Frendo, of TESOL's New Ways in Teaching Business English (2014). In 2007, she received the BESIG Award for the Development of Business English Teaching Materials. Her interests in business English include research-informed pedagogy, materials development, materials evaluation and learner autonomy.

Session C5

Title: Peace of mind in the comedy of errors: trainer motivation and student performance

Speaker: Manuela Hock

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

Emotions play a major part in our day-to-day interaction, yet more often than not they are not taken into account, especially when it comes to error management. Our learners' progress seems to have hit a snag. This talk will provide some psychological food for thought about how to cope with teacher/trainer as well as student frustration in such a way as to create a relaxed learning environment. Overcoming mental blocks does not only enhance student performance but it enables teachers/trainers to stay cool, calm and collected in the face of these challenges.

Biographical information:

Manuela Hock is a CELTA-qualified trainer of General and Business English as well as ESP. A graduate of Eberhard-Karls-University Tübingen, she has over 14 years of experience in adult education. She runs in-company courses for tool manufacturers and the automotive industry. She also teaches Technical English at Furtwangen University of Applied Sciences. As Head of Foreign Languages at a language school in southwestern Germany, she is responsible for in-house teacher training.

Session C6

Title: Teaching Business English in the New Digital Age

Speaker: Dr Olga Ogurtsova

Presentation type: Methodology

Presentation style: Talk

Audience: Inexperienced teachers

Summary:

In the new digital age the development of information communication technologies has created new technological possibilities for further increase in the efficiency of Business English teaching to future economists as well as the development of the new educational paradigm known as "Skills for the XXI century" where it is argued that the special attention should be given to the development of learning and innovation skills; information, media and technology skills; life and career skills.

In such conditions it has become possible to further transform Business English teaching. The analysis of the latest advances in computer assisted language learning, web-based educational applications, artificial intelligence, gamification of learning has shown that it has become possible to create a special learning management system, in the form of Intelligent/ Smart Business English Learning Platform, and use it as a basis for Business English teaching as a part of a formal University curriculum in the new digital age.

Biographical information:

Olga Ogurtsova (date of birth 27.101979) is an associate professor (Faculty of Linguistics) and a coordinator of Ukrainian French academic programs at National Technical University of Ukraine "Kyiv Polytechnic Institute" (NTUU "KPI").

She obtained a Specialist (equivalent of Master1) degree in Translation (English and French languages) at NTUU "KPI". Since September 2001 she works at NTUU "KPI", where she teaches Business English, conducts research on pedagogical sciences and coordinates educational programs with universities of France.

Her PhD (2011) dealt with teaching Business English through the use of Internet resources to students of Economics at higher educational institutions.

14.45 – 15.15 coffee break

15.15 – 16.00 – sessions D

Session D1

Title: Turning Points and Decisions in the Business English Classroom

Speaker: Mary Sousa

Presentation type: Methodology

Presentation style: Talk

Audience: Mixed

Summary:

My students started the lesson by saying they're dealing with lots of problems at work these days-- should I have adjusted my lesson plan for this?" „A student balked when I wanted to practice by phoning him on my mobile from out in the hall.”

When is it wise to bin the lesson plan, and what things can upset it? If students are unexpectedly enthusiastic about discussing a topic, the teacher can let them go, but monitor their talk, take notes, or record students unobtrusively and use the information in other lessons. The plan itself is more likely to succeed if we whiteboard the lesson points, then ask students for consensus.

Participants will be invited to reflect on and share their own lessons gone astray, and thereby improve their ability to make better on the fly decisions during business English lessons, decisions that will boost impact and benefits to students as well.

Biographical information:

Mary Sousa has a wealth of experience in the teaching of foreign languages, especially English to Hungarian speakers. She has been teaching language skills to students for more than 40 years and is a confident, perceptive teacher who can converse with Hungarian (as well as German) native speakers in their own language while helping them develop the entire gamut of their English skills. She has an excellent grasp of current pedagogical techniques as well as a solid grounding in traditional language instruction.

Session D2

Title: Stories in Business English

Speaker: Andrew Wright

Presentation type: Stories in Business English

Presentation style: Workshop

Audience: Mixed

On behalf of: I.L.I. International Languages Institute Ltd.

Summary:

The CEO at Nokia warned his employees of the problems to come by telling them a story about a man standing on a burning platform! Stories and story telling are as central to business as they are to the rest of society.

In this session, I will go through the different ways in which stories are used in business and I will suggest various ways in which they can be used in language teaching.

Sample texts and related activities will be made available to participants.

Biographical information:

Andrew Wright is a teacher, an author, a teacher trainer, and a story teller. As a teacher he has worked with students of all ages and abilities. He is currently teaching business English in Budapest. As an author he has published with Oxford University Press, Cambridge University Press and Helbling Languages. Some his best known books are, 'Games for Language Learning' and 'Five Minute Activities', which he wrote with Penny Ur, (both by CUP). As a storyteller and teacher trainer he has worked in over forty countries.

For more information on Andrew's work go to: www.andrewarticlesandstories.wordpress.com

Session D3

Title: Pedagogy or tech? Bringing technology into low-tech environments

Speaker: Paul Walsh

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

1. Presenting the problem

- Is the technological tail wagging the pedagogical dog?
- Many of us work in low-resource environments where teaching with technology is 'challenging' – what can be done about this?
- My own ESP work environment/s: classrooms are centralized, desks are in rows and wi-fi connection is poor.

2. Exploring the problem

- What is it about technology that our learners love?
- Can we emulate this in the classroom?
- What is the fundamental experience which drives learner's engagement with technology e.g. instant messaging?
- ANSWER: there is a 'flow', spontaneity, and information is hidden - like presents at Christmas!
EXAMPLE: We hold our breath when we open our email inbox

3. Addressing the problem

- Can we bring the learner's fundamental experience of technological engagement into the classroom?
- Is our resource-poor environment such an obstacle after all?
- Examples of activities: Paper Websites and Paper Twitter

Biographical information:

Paul has been teaching EFL for 9 years and currently works in Berlin, Germany, where he teaches ESP

at Technische Hochschule Wildau.

He started his teaching career in Eastern and South-Eastern Europe, which has influenced his approach to English language teaching.

He started the website decentralisedteachingandlearning.com where he explores decentralised teaching. He defines this as 'devolving power down to the learner in order to optimise learning'.

Session D4

Title: Creativity is a Business Skill

Speaker: Csilla Jaray-Benn

Presentation type: Methodology

Presentation style: Workshop

Audience: Mixed

Summary:

Recent methods of assessing training course results are focused on measuring the Return On Expectations (ROE) rather than ROI, which is difficult to evaluate after a short course. Business English trainers find themselves in different corporate contexts, so they need to be ready to meet a wide range of field-related expectations, or be able to respond to 'higher-order expectations'. The number one expectation today is organisational creativity: enabling individuals to spark and implement innovative processes at an organisational level. Creativity and innovation are two of the underlying needs that drive today's corporate world.

This workshop will demonstrate different hands-on techniques of how to enhance interactive creativity through language related activities drawing on the latest motivational research and concrete, personal case studies adaptable to individual and organisational expectations in various contexts. These techniques provide learners with a skillset to embark on the journey of risk-taking, open-minded, curiosity-driven paths of change.

Biographical information:

Csilla Jaray-Benn started teaching business English in Budapest in the 1990s. Today, she lives in France and is founder and owner of Business English Services, professional training organisation and language services. She holds two MA degrees in English and French language and literature, as well as a French DEA in theatre arts. She teaches communication skills at a graduate business school, business English for corporate clients and general English for teens. She is interested in building learner autonomy through developing learners' self-images, one-to-one dynamics, Collaborative Creative Learning® supported by technology and in specific ways French learners learn English. She has been Regional Coordinator and since recently, Co-Vice President of TESOL France.

Session D5

Title: You're Hired! Finding And Successfully Navigating The Job Application Process

Speaker: Dr Linda Gerena

Presentation type: English for HR

Presentation style: Workshop

Audience: Mixed

Summary:

This presentation will focus on seeking employment and applying for career positions in English. It will concentrate on the language of job descriptions, how to read job advertisements, and how to apply for jobs using both oral and written English skills. Participants will be introduced to specific vocabulary words, phrases, and word families necessary to apply for employment in both USA and British English. Other important aspects of job applications, including sample CVs, letters of interest, arranging for an interview, and interviewing strategies will be demonstrated to assist participants to

successfully navigate the hiring process in English. Interviewing skills will be practiced using sample questions that might be asked during a face-to-face or telephone interview. A brief PowerPoint presentation will illustrate vocabulary and related application materials, and a sample interview video clip will exemplify interviewing skills. The remainder of time will be used to practice oral and written application skills.

Biographical information:

Dr. Linda Gerena is an Associate Professor at York College, City University of New York. She teaches courses on second language acquisition and effective practices in language instruction. A recipient of a 2012 Fulbright Scholar Award, Dr. Gerena conducted research on bilingual education in Madrid Spain. As a US State Department English Language Specialist, she has provided professional development for bilingual teachers in Castilla La Mancha and Extremadura, Spain. Dr. Gerena continues to provide professional development as an English language expert in Extremadura, Spain. Dr. Gerena has delivered keynote addresses and language presentations internationally for over 30 years.

Session D6

Title: English at work: A case study of engineering graduates

Speakers: Aysem Otkur and Dr. Hale Kızılcık

Presentation type: English for engineers

Presentation style: Talk

Audience: Mixed

Summary:

This presentation reports the findings of a program evaluation study investigating the effectiveness of the English education provided at an English-medium technical university in Turkey as perceived by the two key stakeholders, the graduates of the Faculty of Engineering who have pursued an academic career and those who work in the sector. The data was collected from 15 academicians and 15 businesspeople through semi-structured interviews. The participants were asked to reflect on how successful the English education they received in the university was in preparing them to meet the language demands in their chosen field. The data was analysed using Huberman and Miles' qualitative data analysis methodology. In this presentation, the presenters will share some insights from these two key stakeholders regarding their expectations from tertiary level language education, and compare and contrast the two groups' needs and expectations. They will also suggest action to address these needs and expectations.

Biographical information:

Aysem Otkur is an English instructor at the Department of Modern Languages at the Middle East Technical University, Ankara, Turkey. She is also the assistant director at the School of Foreign Languages, and the Advisor to the Academic Writing Centre. Her research interests are critical thinking and academic discourse.

Dr. Hale Kızılcık is an English instructor and the coordinator of the Research and Development Unit at the Department of Modern Languages at Middle East Technical University, Ankara, Turkey. She worked as a teacher educator in the Faculty of Education. Her areas of interest are assessment and ELT methodology.

16.00 – 16.15 – break

16.15 – 17.00 sessions E

Session E1

Title: Soft Skills for Medicine and Beyond: Breaking Bad News

Speaker: Ros Wright

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

Not unlike other fields, what medical professionals really need is to develop soft skills in English, notably when breaking bad news.

Bad news refers to anything considered ‘unfavourable medical information’ and as such is always ‘in the eye of the beholder’ (Baile et al, 2000). Clinicians might be required to carry out the complex task of breaking bad news several times a week. Compounding this is the fact that, if delivered poorly, the experience remains with the patient long after the initial shock of the news itself. Compound this further with the need to deliver such information effectively in a language that is not your own.

Using examples from a course for future NHS employees, the presenter will demonstrate Baile’s SPIKES model for breaking bad news, adapted for the medical English classroom. She will also consider the possible wider application of the SPIKES model into other ESP contexts.

Biographical information:

Ros Wright has specialized in Medical English since 1998. Her titles include Good Practice (Cambridge University Press); winner of the inaugural IATEFL-BESIG David Riley Award for Innovation for ESP. Ros is currently General Secretary for the European Association for Language Teachers in Healthcare (EALTHY).

Session E2

Title: Building Project Management, Brick by Brick

Speaker: Nathan Arthur

Presentation type: English for engineers

Presentation style: Talk

Audience: Mixed

Summary:

Pre-work learners are not only in dire need of greater learner independence, but also lack group project management experience that is known to diminish the cultural shock experienced during their first months in an office environment.

Collaborative construction activities can play an important role in the teaching of valuable project management and team-building skills both in the workplace and the language classroom. Whether it is erecting a tower out of sugar cubes to demonstrate different leadership styles or forming a structure with spaghetti and string to illustrate the leveraging of group synergy, building both a team and an edifice in this experiential manner allows the trainee to develop lasting workplace skills.

This talk introduces an experiential construction classroom activity based on the “Iron triangle” project management success criteria: time, cost and quality. This compromise between deadlines, expense and risk provides trainees with a more realistic experience of a modern-day business project.

Biographical information:

Nathan Arthur is a debate coach and ESL teacher at Télécom ParisTech, France. After studying business, he worked as a headhunter in London before becoming a freelance trainer specialising in management and intercultural skills. After writing several intercultural-awareness course book manuals, he currently trains engineering students and researchers in Paris.

Session E3

Title: Using peer assessment for improving speaking and writing skills.

Speaker: Eoin Geraghty

Presentation type: Methodology

Presentation style: Workshop

Audience: Mixed

On behalf of: Digital Assess

Summary:

Peer assessment in the learning process improves the learning and application by students. The process of peer assessment has been demonstrated to improve a learner's metacognitive skills. Learners are able to see mistakes in their performance and can correct problems. They also learn better strategies from peers to complete tasks.

With the advance in technology, it is now possible to employ peer and group assessment to the teaching of the productive skills and the application of the 70:20:10 Learning and Development model commonly used in corporate training.

Using LiveAssess and CompareAssess in this workshop, Eoin will demonstrate how to digitally capture speaking and writing output from learners and apply peer assessment as part of the learning process.

Biographical information:

Eoin is the International Education and ELT Director for Digital Assess, a technology company supplying services to leading teaching institutions, publishers, and examination boards. Eoin has been involved in learning technologies for over ten years, working with organisations such as Cambridge English Language Assessment, Pearson and the British Council. Eoin was the Global Manager for Cambridge's YLE, Lower Main Suite and 'For Schools' examinations; Head of Customised Solutions for Pearson's PQI; and established the e-learning strategy for the British Council's English and Examinations Strategic Business Unit.

Session E4

Title: Project Based Learning in the 21st century business classroom

Speaker: Joanna Szoke

Presentation type: Methodology

Presentation style: Workshop

Audience: Mixed

Summary:

PBL is generally used with kids and teens to solve a real-world problem. Although coursebooks usually feature a problem solving case study unit, PBL is rarely used in business contexts. My experience is that by extracting the main topic of such a unit, making it more up-to-date, and putting it in a PBL context business students become more involved in an issue while simultaneously utilizing several skills. With the help of 21st century IT solutions, students can upload, share, and collaboratively work on their projects in the cloud.

In this workshop we'll be looking at different ways and methods to create comprehensive business projects for the 21st century classroom.

Biographical information:

Joanna Szoke has been teaching business, general and academic English for 8 years in Hungary and in England. She has a BA in American studies and Russian, and an MA in English Theoretical Linguistics. She finished her DELTA in 2013, with the third module focusing on teaching business English. Apart from her interest in methodology and the latest innovations in IT, she is a language enthusiast and a "jack-of-all-sports."

Session E5

Title: The Process versus Product Approach to Teaching Business Presentations

Speaker: Dr Jasmina Sazdovska

Presentation type: English for finance

Presentation style: Workshop

Audience: Mixed

Summary:

This is a practical workshop on presentation skills for the workplace including fields such as finance, HR, marketing, management and other areas of business. The workshop is based on extensive doctoral research into business presentations and delivers the findings in the form of practical activities that participants can apply in their ESP teaching or business communication skills training.

The main focus of the workshop is comparing two very different approaches to teaching presentation skills. The usual approach pays attention to the presentation as a final product by teaching the structure, language, techniques and delivery methods of presentations. The other approach, however, teaches the art of creating effective presentations by taking students and trainees through the complete process of preparation, delivery and follow-up. This process approach leads to more successful presentations because it is based on the analysis of the context, audience and aim of the talk.

Biographical information:

Jasmina Sazdovska is the Head of the Language Department at the International Business School in Budapest where she teaches mostly business English, business communication, presentation skills, meetings and negotiations. She specialises in business presentations and oral communication which was also the focus of her doctoral research completed in 2009 at the Eötvös Loránd University in Budapest. She has over 20 years' experience in teaching ESP at language schools, universities and high schools as well as conducting company trainings in business communication skills.

Session E6

Title: Developing letter writing skills

Speaker: András Petz

Presentation type: Other

Presentation style: Talk

Audience: Mixed

Summary:

One of the most cumbersome tasks for a business English teacher is to teach good letter writing skills. It requires good sources, lots of examples, and hours and hours of practice.

Is there a way to support letter writing skills development using digital means? Isn't it a task that typically requires high level of human resources? How can a computer do the work of a teacher? Are we, as teachers, interested in delegating our activities to the computer, even if it was possible? Will the computer take over our work one day? To what extent can the work of a teacher be substituted by a computer application?

Without knowing the answers, I would like to discuss some of these issues based on the experience we have gained in the last few years developing Internet-based learning materials. I would like to present aspects in our success of these endeavours and, maybe, exchange some ideas about the future prospects in this regard.

Biographical information:

András has nearly 20 years of experience in teaching legal and financial English. He is the director of ANGLOFON CENTRAL EASTERN EUROPE, a leading legal English teaching centre, and lecturer at Eötvös Lóránd University, one of the most prestigious institutions of the CEE region. András is the secretary of EULETA (European Legal English Teachers's Association) and founding member of Quali-Trans Associations, an association for legal translators, interpreters and terminologists.

17.00 – 17.45

- speed networking

- raffle

- closing the Symposium by Marjorie Rosenberg, IATEFL President