



20th Annual BESIG Conference



20th	Berlin	2007
19th	Milan	2006
18th	Monaco	2005
17th	Vienna	2004
16th	Rotterdam	2003
15th	London	2002
14th	Berne	2001
13th	Munich	2000
12th	Brighton	1999
11th	Budapest	1998
10th	Reutlingen	1997
9th	Potsdam	1996
8th	Graz	1995
7th	Wiesbaden	1994
6th	Hamburg	1993
5th	Munich	1992
4th	Dortmund	1991
3rd	Mannheim	1990
2nd	Dortmund	1989
1st	Bielefeld	1988



Cambridge University Press and Klett at BESIG 2007

Saturday
11.45 – 12.30 (B10)

Marie McCullagh and Ros Wright
*Supplementing the diet: developing
communication skills in specific
professional fields*

Saturday
13.30 – 14.15 (D3)

Guy Brook-Hart
*Business writing: Committed to
paper, committed to screen*

Saturday
13.30 – 14.15 (D6)

Brendan Wightman
Real skills in a virtual world

Saturday
16.30 – 17.15 (F5)

Bob Dignen
*Developing the 7 core skills –
a new challenge for ELT*

Sunday
10.30 – 11.15 (H5)

Nick Robinson
*Bridging the information gap:
content and vocabulary in the
ESP classroom*

CELEBRATING
20
YEARS OF
BESIG

Join us for a glass of wine during the Saturday afternoon break
16.00 – 16.30 at the Cambridge University Press / Klett stand



16th – 17th – 18th November 2007

20th Annual BESIG Conference



TECHNISCHE FACHHOCHSCHULE BERLIN
University of Applied Sciences

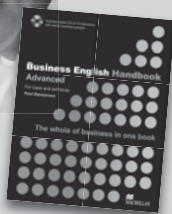
Delegate Information Pack



MACMILLAN Speakers at BESIG

Paul Emmerson

Saturday, 17th November
Session A1
10.45–11.30



The whole of business in one book

'The whole of business in one book'. That's my rather cheeky subtitle for Business English Handbook (Macmillan). Is it possible? Judge for yourself! On the way we'll think about how to bring texts to life in the classroom, and also explore the uses of mind maps.

**Business English Handbook
Advanced**
€ 22,50
ISBN 978-3-19-062576-5

John Allison

Saturday, 17th November
Session C1
12.30–13.15



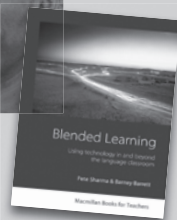
It's not just how you say it, it's what you say! Teaching people skills in EFL

This talk discusses how management content lends itself to exploitation in the English classroom. We look first at similarities and differences between management training and language training, we then examine some sample activities which combine teaching language and people skills. The session also gives some suggestions on how teachers can source suitable content and materials.

The Business Intermediate
€ 28,95
ISBN 978-3-19-032917-5

Pete Sharma

Sunday, 18th November
Session G2
9.30–10.15



New technology in business English: in search of the perfect blend

There has never been so much choice for the teacher integrating technology into a business English course: on-line activities, podcasts, courseware on CD-ROM, DVD-ROMs ... This presentation will provide a critical overview of key technologies currently used on business English courses, and attempt to answer the question: 'Is there a perfect blend?'

Blended Learning
€ 28,50
ISBN 978-3-19-082576-9

Table of Contents

Welcome Message	4
Acknowledgements	5
Three Day Schedule	8
Practical Information	9
Exhibitors, Advertisers & Sponsors	11
Alphabetical List of Speakers	12
Planery Session	14
Workshop Sessions	15
A Session	15
B Session	25
C Session	33
D Session	40
E Session	47
F Session	57
G Session	66
H Session	74
J Session	82
What is BESIG?	91
What is IATEFL?	92

needs analysis **collaborative** social software web platform
learning community podcasts **personalized** free for teachers
RSS/bloggng intercultural decentralized **performance-based**
blended learning wiki authentic **Business English** digital



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www.english360.com/besig

Welcome message from the BESIG Berlin Coordinator



A hearty welcome to the TFH, Technische Fachhochschule Berlin. It is a pleasure to greet you here at our campus in the vibrant capital of Berlin – the home of Knut the polar bear, the Brandenburg Gate, the German Reichstag, and Check-point Charlie – no doubt a city with a checkered past but one always buzzing as a cultural dynamo powering its way into the future.

By this time twenty years ago BESIG had already established itself as a fledgling organization experiencing the throes of finding and defining itself. Since the primary initiative for the establishment of BESIG came from IATEFL members

residing in Germany, it is not surprising that the initial annual meeting was launched in Germany, Bielefeld to be exact in 1988. Hosting ensuing annual conferences in German cities like Dortmund, Mannheim, Munich, Hamburg, Wiesbaden, Potsdam, and Reutlingen was perhaps a rational course for BESIG to pursue. However, through its annual conferences starting in 1994 in Graz, and particularly from 1998 onwards BESIG has carried their banner far afield to numerous attractive European venues like Budapest, Brighton, Berne, London, Rotterdam, Vienna, Monaco and last year to Milan. Clearly BESIG has successfully broken out of the mold by going international.

BESIG has come of age in these past twenty years by developing into a high-caliber professional teacher organization that now reaches far beyond Europe to the four corners of the world. That is why Berlin is a suitable venue for this 20th Annual BESIG Conference: By retuning their annual conference to Germany BESIG recognizes the significance of its roots in celebrating this special occasion. On the other hand – as the reunited city and reestablished capital of the reunified nation in the heart of a once gravely divided Europe, and now the hub of international business and diplomacy – Berlin provides a very suitable venue for this proud occasion in BESIG history.

Let us celebrate this historical conference together, let us revitalize ol' friendships and kindle new ones, let us share professional experience and bond through developing our professional skills. We as business English teachers can be proud of our vital professional organization and our own contributions to the internationalization of our local business communities.

Undoubtedly, a lot of work has gone into the preparation of this year's conference. There is a long list of people I will thank later on your behalf.

Your host, the TFH, and the BESIG Committee hope that we are successful in providing you with an insightful program and a memorable conference while here with us in Berlin.

Jackie Pocklington

Local Coordinator of the 20th Annual BESIG Conference

Professor of Business and Technical English
Technische Fachhochschule Berlin - FBI
University of Applied Sciences

The BESIG Committee would like to thank

- Jackie Pocklington for his enthusiasm, engagement and attention to detail
- the staff and students at the Technische Fachhochschule Berlin for hosting our 20th Annual Conference at this very special venue
- the publishers and sponsors for their materials and enthusiastic support
- Craig Dennett at the IATEFL office for writing numerous letters of invitation and for performing countless other administrative tasks without ever losing his sense of humour
- Glenda at IATEFL for her support
- our colleagues in the English Language Teachers Association of Berlin-Brandenburg (ELTAB-B) for their local knowledge and especially for arranging “Dinner with a Berliner”
- Daniela Dempewolf for going above and beyond the call of duty in the preparation of the conference programme.

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Scott Tokaryk

An approach to developing customized
ESP material and course
A8, room 412

Charles La Fond

Negotiate convincingly in English
E9, room 301

Carole Eilertson and Louise Kennedy

Topical pivoting: Moving students from
B2 to C1 with practice in dynamic topic
management
H9, room 425

*Join us for a drink at the Cornelsen
stand from 4pm on Saturday afternoon!*

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Willkommen in der Welt des Lernens

Cornelsen

Three Day Schedule

Friday, 16th November, 2007

16:00	Registration/refreshments	Grashof Building Foyer
18:30-19:30	Opening speeches, official welcome	Grashof Building Beuth-Saal
19:30-21:30	Catering and refreshments	Grashof Building Foyer

Saturday, 17th November, 2007

09:00-10:00	Plenary in the Beuth-Saal (auditorium) of the Grashof Building
10:00-10:45	Change of venue to the Gauss Building + Coffee Break on 5th floor there
10:45-11:30	A Session
11:45-12:30	B Session
12:45-13:30	Lunch Break 1 in the “Mensa” (dining hall) + C Session
13:30-14:15	Lunch Break 2 in the “Mensa” (dining hall) + D Session
14:30-16:00	E Session
16:00-16:30	Coffee Break on 5th floor
16:30-17:15	F Session
17:30-18:30	BESIG AGM room 501

Evening (post-AGM):

- Macmillan reception 18:30 - 20:00 in 501 after the AGM. Come and meet Paul Emmerson. Everyone is welcome.
- “Dinner with a Berliner” – join a table in a Berlin restaurant with other BESIG delegates – arranged by members of the English Language Teachers’ Association of Berlin-Brandenburg (ELTAB-B). Sign-up on the bulletin board in the foyer of the Grashof Building and the reception hall of the Gauss Building.

Sunday, 18th November, 2007

09:30-10:15	G Session
10:30-11:15	H Session
11:15-11:45	Coffee Break on 5th floor
11:45-13:15	J Session

Practical Information

Conference Venue

Technische Fachhochschule Berlin | Luxemburgerstrasse 10 | 13353 Berlin

Public Transportation Info | How to get to the Technische Fachhochschule?

The TFH is on the underground (U-Bahn) line number U9 which crosses the old West Berlin centre from north to south. It's six stations north of the main shopping street, Kurfürstendamm.

From Tegel airport by bus:

- Number TXL, direction of Mollstr./Prenzlauer Allee to the Hauptbahnhof
- Then number 147, direction U Leopoldplatz
- Get out at U9 Amrumer Straße

From Schönefeld airport:

- S45 (S-Bahn) to Neuköln station
- Ringbahn S45 to Westhafen station
- U9 to Amrumer Straße

When exiting the train look for directions to the “Technische Fachhochschule”, i.e. in the direction of the train. Then go up the stairs/escalator and veer left. There you come up to street level and continue straight along the building on your left. There you will find directions either to the Grashof building (Friday and Saturday morning) or the Gauss building (Saturday late morning and Sunday).

Note that at the time of print there is construction work taking place at the Amrumer Straße station. It should be completed by the time of our conference. However, if not there is regular bus shuttles in both directions (west to Westhafen and east to Ostloer Straße) marked “U9”. You may have to cross the street to reach the respective bus stops for these shuttle buses.

From the central station (Hauptbahnhof):

- 147, direction U Leopoldplatz
- Get out at U9 Amrumer Straße

Opening Speeches and Welcome Reception

Friday, 16th November

Delegates will be greeted by our hosts, TFH President Prof. Dr.-Ing. Reinhard Thuemer and local conference coordinator Dr. Jackie Pocklington, Professor of Business and Technical English.

Welcoming remarks and any necessary announcements will be made by IATEFL/BESIG co-coordinators Eric Baber and Ian McMaster.

Entertainment interludes will be provided by the Berlin-based barbershop quartet Latest Edition (<http://www.barbershop.de/de/mitglieder/index.html?MS;M45;q21>) and magician Andreas Axmann (<http://www.andreasaxmann.de/index1.htm>).

19:30-21:30 Food and beverages will be catered in the foyer of the Grashof Building.

Saturday, 17th November

The plenary will take place in the Beuth-Saal (auditorium) of the Grashof Building. We are delighted to welcome David Graddol who will be speaking on The future of 'English for Business' and 'The Business of English' (details appear on p. 14). Following the plenary, delegates should go to the 5th floor of the Gauss Building for morning coffee after which the workshop sessions will begin at 10:45. Delegates will also have a chance to visit the main Publishers' Exhibition, which will be open at this time.

Workshop Sessions

All workshop sessions on Saturday and Sunday will take place in the Gauss Building. Room numbers for each session are printed in this programme along with descriptions of the sessions and presenters' biographies. The main Publishers' Exhibition is also located on the 5th floor of the Gauss Building, where most of the sessions take place.

Coffee Breaks & Lunch

Saturday, 17th November:	10:00 to 10:45 and 16:00 to 16:30
Sunday, 18th November:	11:15 to 11:45
Lunch on Saturday, 17th November:	TFH "Mensa" (dining hall) in two seatings. Please check the schedule.

AGM Saturday

Following the Saturday workshop sessions, the BESIG AGM will take place in Room 501, Gauss Building. Drinks will be served.

Publishers' Exhibition

The main Publishers' Exhibition will take place in Rooms 542 and 554, Gauss Building.

Dinner with a Berliner

Saturday evening is open-ended for delegates to do as they may wish. Members of the English Language Teachers' Association of Berlin-Brandenburg will make a number of provisional dinner reservations at restaurants throughout the city of Berlin. Please check the sign-up sheets on the bulletin boards in the foyer of the Grashof Building or in the reception hall of the Gauss Building.

Please note: All TFH Buildings are non-smoking areas! Smokers are kindly requested to smoke outside.

Exhibitors, Advertisers & Sponsors

Bournemouth English Book Centre	www.bebc.co.uk
Business English UK	www.businessenglishuk.org.uk
Business Spotlight, Spotlight Verlag	www.business-spotlight.de
Cambridge ESOL	www.cambridgeesol.org
Cambridge University Press	www.cambridge.org/elt
The Consultants-E	www.theconsultants-e.com
Cornelsen Verlag	www.cornelsen.de
Delta Publishing	www.deltapublishing.co.uk
Educational Development International	www.ediplc.com
engine	www.engine-magazin.de
English360	www.english360.com
Garnet Education	www.garneteducation.com
Heinle ELT	elt.heinle.com
Hueber Verlag	www.hueber.de
International House London	www.ihlondon.com
The Institute of Continuing & TESOL Education	
The University of Queensland	www.ict.e.uq.edu.au
Ernst Klett Verlag	www.klett.de
Langenscheidt ELT GmbH	www.langenscheidt.de
The Language Key	www.languagekey.com
LCF (UK) Ltd	www.lcfclubs.com
LTS Training	www.lts-training.com
Lydbury English Centre	www.lydbury.co.uk
Macmillan Education	www.macmillanenglish.com
Marshall Cavendish ELT	www.mcelt.co.uk
Mondiale Testsysteme	www.mondiale-testsysteme.de
Oxford University Press	www.oup.com/elt
Pearson Education	www.pearsoned.com
Staehele Books	www.staehelibooks.de
Summertown Publishing	www.summertown.co.uk
York Associates	www.york-associates.co.uk

Alphabetical List of Speakers

Abbott, Paul	H8	Emmerson, Paul	A1
Ahmed, Azra	B11	Engelmann, Meg	J2
Allison, John	C1	Firth, Matt	D10/G3
Appleby, Rachel	E13	Flinders, Steve	H4
Ashford, Stephanie	E5	Förster, Lisa	F11
Azennoud, Abderrahman	G14	Fortey, Judith	C6
Baber, Eric	A10	Frendo, Evan	G7
Badger, Ian	D2	Gluchowski, Dörte	F11
Baker, Duncan	B4	Grabow-Woolmore, Sheila	F12
Baker, Rita	G6/H6	Hamilton, Nick	F3
Beder, Elke	D7	Hauert, Cindy	E1
Benn, Colin	G12	Hewitson, Andy	G1
Bramall-Stephany, Pauline	H10	Hollett, Vicki	F1
Brook-Hart, Guy	D3	Hrsak, Vera Krnajski	B13
Brown, Liam	A4	Hughes, John	E2
Bryant, Michael	C7	Ingilevich, Victor	E4
Bundy, Michael	C4	Jordan, Sharon	A5
Cagnol, Bethany	D4	Kandybovich, Svetlana	H12
Cakir, Cemal	E11	Kansky-Rozman, Zenja	C8
Camerer, Dr. Rudolf	J6	Kennedy, Louise	H9
Capras, Deborah	J2	Kent, Simon	B1
Cargyl, Alan	B5	Klimova, Dr. Blanka F.	F7
Cassidy, Maurice	C5	Koblizkova, Dr. Andrea	B14
Caulton, David	C9	Koester, Almut	E10
Chamberlain, James	H1	Köylü Yilmaz	H13
Claypole, Maurice	F4	Korneyeva, Dr. Zoya	E12
Cocarta, Dr. Luminita	A7	Kovalenko, Olga	H7
Cojocar, Dragos	A7	Kozhushko, Svitlana	A11
Comfort, Jeremy	A2/G4	Kufner, Sabina	F11
Cotton, David	B1	Kuttig, Khanh-Duc	G9
Cosenza, Luigi	B2	LaFond, Charles	E9
Crestani, Marianna	B9	Lloyd, Angela	E11
De Rycker, Dr. Teun	H3	Lupu, Dr. Olesia	A13/G10
Dignen, Bob	A2/C2/F5	Mader, Judith	E6
Dummett, Paul	G12	Mallon-Gerland, Sabrina	C3
Dwyer, Anne	B3	Mascull, Bill	G4
Eilert-Ebke, Gabriele	A2	McCullagh, Marie	B10
Eilertson, Carole	H9	McLean, Gerry	A9

McMaster, Ian	H2	Starkey, Deborah	D9/J3
Mehta, Peter	A14	Strong, Helen	F10
Mehta, Sandip	D8	Tarnopolski, Dr. Oleg	A11
Meic, Branka	E8/J7	Taylor, Ken	D5
Meier, Matthias	C6	Thompson, Nicola	H10
Mesh, Linda Joy	J14	Tilden-Machleidt, Cynthia	E3
Miles, Andrew	G5	Tokaryk, Scott	A8
Miller, Cleve	J4	Trappe, Tonya	D1
Mitocar, Simona	A13/G10	Turner, Rebecca	E2
Mossman, Andrew	D8	Turner-Lorenz, Susan	F14
Mukherjee, Soumen	F13	Vigier, Mary	C7
Munby, Nick	J10	Viola, Mercedes	F6
Newson, Dennis	J11	Viswanathan, Revathi	E14
Papageorgiou, Anna	H14	Waistell, Mark	F2
Phillips, Alun	G8	Wang, Sarah	C5
Phillips, Timothy	G13	Wangermann, Iris	H11
Pilbeam, Adrian	E7	Wightman, Brendan	D6
Piric, Danijela	E8/J7	Williams, Michael	C10
Placintar, Dr. Silvia-Emilia	B7	Wright, Ros	B10
Pledger, Pat	A12	Zhevaga, Valentina	A11
Przybylo, Kroger	J12		
Randall, Roger	J5		
Renshaw, Elizabeth	B8		
Robinson, Nick	H5		
Rogerson-Revell, Pamela	F8		
Rosenberg, Marjorie	A6/B6		
Russell, Byron	A3		
Sahin, Iclal	B12		
Saleem, Faiza	B11		
Sarigoz, Iskender Hakki	E11		
Schilling, Svenja J.	J13		
Schloeder, Nicola	H11		
Schneider, Christel	F9		
Schofield, James	J1		
Schubert, Petra B.	G9		
Schumacher, Suzanne	G11		
Sharma, Pete	G2		
Smith, Tom	E5		
Spiljak, Dr. Visnja	B13		
Stange, Peter	H3		

Plenary Session

(09:00-10:00 in the Beuth-Saal [auditorium] of the Grashof Building)



David Graddol: The future of 'English for Business' and 'The Business of English'

Summary

Recent developments in the status of English have transformed the business of teaching and learning the language. In this presentation I will discuss two major developments, each of which is likely to have a larger than expected impact on English for business and the business of English.

The first is the impact of the new orthodoxy in state education systems across the world, whereby English is taught at primary level as a basic skill, rather than as a foreign language in secondary schools. This is bringing in not just new approaches, but also new providers – not traditionally associated with language teaching, but familiar with selling goods and services to young children and their parents.

The second development is the increasing role of English as a lingua franca, which is changing the motives for learning English, the expectations of employers, and priorities in English curricula. 'Accuracy' has become less important for many employers than 'intelligibility', for example, and soft skills, such as intercultural communication skills, have become a central part of what employers look for in an employee's English skills.

Both these trends have already had a significant impact on ELT, but they will continue to shape its future over the next 10-15 years. I will explore the impact of these two trends in Europe and the rest of the world, and suggest what might lie in store in the next decade or so.

Biodata

David Graddol is a British applied linguist, well-known as a writer, broadcaster, researcher and consultant on issues relating to global English. After working for almost 25 years for the UK Open University, he is now the Managing Director of The English Company (UK) Ltd, a consultancy and publishing company, and is Managing Editor of linguistics books and journals for Equinox Publishing. David is a member of the editorial boards of several academic journals, including 'Language Problems and Language Planning' and 'Visual Communication' and is one of the new joint editors of the journal 'English Today'.

David Graddol has published widely on matters related to the English language. He researched and wrote 'The Future of English?' for the British Council in 1997. Published in British, Chinese and Japanese editions, this report helped establish a new agenda and framework for understanding the international development of English. David recently wrote a follow-up analysis of global trends in English language learning - 'English Next' - which was published by the British Council in February 2006. Both texts can be downloaded free of charge from the British Council website at:
www.britishcouncil.org/learning-research-englishnext.htm

Workshop Sessions

Example of how to read the workshop information below

WS = workshop

A10	-	507	Eric Baber:	Helping you help your learners: Using the Internet for Business English
WS code	-	room no.	WS speaker(s):	WS title

A Session

A1 - 101 Paul Emmerson: The whole of business in one book

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

Summary

‘The whole of business in one book’. That’s my rather cheeky sub-title for Business English Handbook (Macmillan). Is it possible? Judge for yourself! On the way we’ll think about how to bring texts to life in the classroom, and also explore the uses of mind maps.

Biodata

Paul Emmerson works as a writer, teacher and teacher trainer. He is the author of Business Builder, Business Grammar Builder, Email English and Business English Handbook (Macmillan) and Business English Frameworks and Five Minute Activities for Business English (CUP). He teaches at the International House Executive Centre, London, and has worked as a teacher trainer all over Europe. He has an MA in Applied Linguistics and is a regular presenter at international conferences.

A2 - 501 Jeremy Comfort, Gabriele Eilert-Ebke, Bob Dignen: Diversity: communicating internationally

Presentation type: Talk, 45 minutes

Audience type: Experienced

Summary

In response to a demand from the company Henkel, we have worked together with the client to develop an innovative seminar which is designed to prepare individuals for international transfers. The concept consists of three steps:

1. Pre-seminar international profile and feedback
2. Two-day seminar with a focus on key areas including managing conflict, handling feedback and influencing.
3. Follow-up coaching with the support of an online learning tool called Developing People Internationally.

We will present this concept and also feedback from the first two pilot programmes.

Biodata

Jeremy Comfort is a Director of York Associates. He specialises in intercultural training and international management development. He is the co-author (with Bob Dignen) of a new blended learning approach called Developing People Internationally (commissioned by Henkel and Konstanz University of Applied Science).

A3 - 505 Byron Russell: Blended Learning - a tasty smoothie or just a mess?

Presentation type: Talk, 45 minutes

Audience type: Mixed

On behalf of: Macmillan English Campus

Summary

Blended learning has been under the spotlight at a number of ELT conferences over the past few years. However, though there is a certain degree of consensus over the meaning of the term, many study directors are unsure of how (or whether) to implement blended learning within their own institutions.

Focussing on Macmillan English Campus, an established programme for such applications, the talk will look at some of the considerations to be taken into account when planning the introduction of blended learning programmes. It will then explore ways in which blended learning has actually been implemented in a number of situations, with particular emphasis on its use in management and professional training.

Biodata

Byron Russell has over twenty years of professional experience in ELT, both as teacher and in management positions within key ELT publishers. He has spoken widely at numerous international conferences. For the past three years he has been actively involved in the business development of Macmillan's English Campus programme.

A4 - 514 Liam Brown: From communicating information to communicating impressions: is business communication skills training ready to deliver?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Media theorists now speculate that in many ways, we are now much less concerned with communicating information to our partners and customers – where accuracy and precision of language is important. We are more concerned with communicating impressions – where visual style, design and impact have much more weight. Business communication training therefore needs to come to terms with this new role for documents from multiple media, while at the same time looking at the greater need for communicative skills associated with an oral-based discourse culture.

The talk suggests that the broader use of different media requires a broader palette of skills: different media require different voices, and different voices require different communicative strategies. Power-Point presentation design and writing for web pages are examples. If these observations are correct, who is ready? Some individuals perhaps, but what of trainers generally, and training providers? We will examine the key issues, follow the implications and see ways to address these changing needs.

Biodata

Liam Brown is the London-based Training and Development Manager for the English & Exams Division, British Council, responsible for the global Teaching Centre and Exams network. He specialises in areas relating to workplace communication and learning, and teacher performance management. He has worked for the British Council as teacher, trainer and manager in Spain, Saudi Arabia, Hong Kong & Singapore.

A5 - 521 Sharon Jordan: Cambridge ESOL Computer-based Business Language Assessment

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: University of Cambridge ESOL Examinations

Summary

This talk looks at the successful introduction in 2007 of two of Cambridge ESOL's newest computer-based tests: CB BEC Preliminary and CB BEC Vantage, and introduces Cambridge ESOL's very latest development: BULATS Online. Cambridge ESOL offers a range of computer-based language assessment products. Some, like CB BULATS, have been administered within companies and organisations world-wide for the past 10 years via CD ROM. Others, like CB BEC Preliminary and Vantage, have, since May 2007, been offered via Cambridge Assessment's specially designed Cambridge Connect internet delivery system. Most recently, Cambridge ESOL has developed 'BULATS Online', an online version of CB BULATS. BULATS Online closely mimics the existing CD ROM variant of the product in terms of its assessment methodology, adaptive algorithm and task types but utilises the advantages afforded by the online medium, offering additional enhancements in order to provide customers and candidates with a more user-friendly, modern product.

Biodata

Sharon Jordan is Examinations Co-ordinator for BULATS (Business Language Testing Service) at University of Cambridge ESOL Examinations (Cambridge ESOL), and works specifically on Computer-based BULATS and the new BULATS Online. She is also involved in the development of computer-based testing generally at Cambridge ESOL.

A6/B6 - 301

Marjorie Rosenberg: Business English from the start

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

Many of us are familiar with the problem of teaching beginners in what has been set up as a business English course. These courses often take place in adult education institutions or at companies where managers want their staff to learn English with a business focus right from the beginning. This interactive workshop will show you some ideas for getting beginners to communicate using business and office terminology while working on basic grammar and vocabulary. Participants will be able to try out the activities and take away materials which can be used in the classroom as well as discuss possibilities of adapting them to groups with specific needs.

Biodata

Marjorie Rosenberg teaches business English at Universities of Applied Sciences in Graz and in Kapfenberg as well as general English and presentations skills at the University of Graz. She spends several weeks a year working as an in-service teacher trainer throughout Europe. Her first book of photocopiable activities, *Communicative Business Activities* was published by öbvht in Vienna in 2001. Her newest book, *In Business*, part of the Cambridge Copy Collection series published by Cambridge University

Press, came out in December 2005. Currently she is working in an authoring team on an English textbook series for upper secondary business and technical schools.

A7 - 522 Luminita Cocarta and Dragos Cojocaru: Some cultural tips to use in teaching Business English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

As our students in Business English should function in English both in international negotiations and in socialising events, we tried to find a suitable linguistic and pragmatic pack to go with these subjects. The talk focuses on those elements that form a model of socialising (communication) after negotiation sessions, including:

- tourism,
- opera/melodrama performance,
- ethnic pubs etc.

We used the results of a project that our students were supposed to fulfil after covering the general theme of Negotiations. The project had to concentrate on the following situation: “You are to spend a weekend with your negotiation partner/counterpart. How do you see it?” Some projects were really interesting, especially those that brought Verdi, Mozart and Wagner into discussion. And this is what we would like to share with you.

Biodata

Luminita Cocarta is an Associate Professor in Applied Linguistics and Business Communication at “Al. I. Cuza” University, Iasi, Romania. She has published a few books in the above mentioned fields and participated in conferences and symposia in business communication, translation studies, language awareness and others. She has been teaching Business English since 1992 and her research interests include business communication and culture.

Dragos Cojocaru is a Lecturer at the Faculty of Letters, Department of Italian, “Al.I.Cuza” University, Iasi and a specialist in Italian Culture and civilization. His research interests include 19th- and 20th-century melodrama, as well as the phenomenon of plurilingualism and multiculturalism in business communication.

A8 - 412 Scott Tokaryk: An approach to developing customized ESP material and courses

Presentation type: Talk, 45 minutes
Audience type: Mixed
On behalf of: Cornelsen Verlag, Corporate Solutions

Summary

Have you ever taught a group of pharmacologists, stock brokers or plant operators? How did you decide which material to use? Did you feel that you could have better met the needs of your students? One of the greatest dilemmas for ESP trainers is finding and creating materials which perfectly suit the needs of their highly specialized learners. One approach is to employ a slightly adapted version of the Lasswell Formula on communication, “Who says what to whom in what channel and under which cultural conditions?”

My talk will present the background to this formula and, based on samples of our products, demonstrate a useful methodology for analyzing learners’ needs in order to develop ESP materials and courses.

Biodata

Scott Tokaryk has worked as a project manager at Cornelsen Verlag, Corporate Solutions since May 2007. Prior to joining Cornelsen, he was an ESP trainer at universities and private language schools in Germany and France. Throughout his teaching career, Scott found his degrees in chemistry, engineering and German (Applied Linguistics) to be a great benefit in understanding the needs of his students. In addition to teaching, Scott has participated actively in the creation of various web-based trainings and blended learning projects carried out at the TU Dresden and funded by the German Federal Ministry of Education and Research. Originally from Halifax, Canada, Scott has lived in Europe since 1997.

A9 - 432 Gerry McClean: Negotiated learning and the role of the introductory talk

Presentation type: Talk, 45 minutes
Audience type: Mixed

Summary

Learners and teachers often have conflicting agendas in relation to the course content, methodology or even the type of materials to be used in the classroom. The talk will focus on an ESP course offered to tax auditors and investigators from the German public service. I will explore macro- (needs analysis) and micro- (negotiated learning) constraints on the learning/teaching process.

Biodata

Gerry McClean is the director of the Sprachenzentrum West, Federal Language Office, Münster, Germany. He has taught in England, Germany and the Middle East. He has an M.A. in applied linguistics (specialism ESP).

A10 - 507 Eric Baber: Helping you help your learners: Using the Internet for Business English

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: Summertown Publishing

Summary

Most of us, including your learners, use the Internet now for work, entertainment and more. But are you as familiar with online learner-resources as you might be? If one of your students asks you how they can improve their business English using the Internet, are you comfortable pointing them in the right direction? In this talk we will cover a number of useful tips from the recently-published 50 Ways of Improving your Business English Using the Internet (Summertown). By the end of the session you will have encountered a number of online resources and technologies to pass on to your learners (and which you may find of interest as well for teacher development purposes).

Biodata

Eric Baber is a freelance educational technologist. He offers training courses in the use of information technology for educational purposes, is an Associate Lecturer on the Open University course in Innovations in E-Learning, and has published books for learners as well as teachers of EFL in the field of ICT and learning and teaching. He is furthermore writing for and co-managing a website for Cambridge University Press. He is currently joint coordinator of BESIG.

**A11 - 523 Dr. Oleg Tarnopolsky, Svitlana Kozhushko, and Valentina Zhevaga:
Blended Learning of Business English by university students of economics**

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Blended learning has become a buzz word in Business English teaching. But it has not been widely used as yet in university courses of Business English designed for students of business and economics. The talk focuses on this target audience studying Business English as a foreign language at Ukrainian universities. The talk gives guidelines for introducing blended learning into university courses of Business English. The approach is based on organic combination of the traditional classroom learning with students' independent work in the Internet that becomes the source both of information for classroom activities and of specific learning activities that students are engaged in out-of-class time. The coursebook Business Projects is shown as an especially favourable basis for organising blended learning of Business English by university students. It is this coursebook that is used as a starting point for developing the particular method of blended learning discussed in the talk.

Biodata

Oleg Tarnopolsky is Doctor of Pedagogy, Full Professor at Dnipropetrovsk University of Economics and Law where he chairs the Department of Applied Linguistics and Methods in Foreign Language Teaching and is the Vice-Rector. His research interests lie in the area of EFL and Business English teaching. His is the author of about 200 research publications published in Ukraine, Russia, the USA, the UK, France, Canada, Spain, the Czech Republic and China. He has also given more than 100 talks at professional conferences in Ukraine, Russia, the USA, the UK, France, Canada, Spain, Poland, Austria, the Netherlands, Monaco, Greece and a number of other countries. He is a Merited Educator of Ukraine and has twice received the Fulbright Award (USA).

Svitlana Kozhushko is Candidate of Philology and Associate Professor at Dnipropetrovsk University of Economics and Law where she chairs the Foreign Language Department. Her professional and research interests lie in the area of Business English teaching. She has published a great number of works on research results mostly in Ukraine but also in the UK and the USA and spoke at professional conferences in Ukraine, Russia and a number of European countries. She is a Merited Educator of Ukraine.

Valentina Zhevaga is Master of Psychology. She is the Director of Foreign Language Commercial School functioning under the auspices of Dnipropetrovsk University of Economics and Law. Her professional interests lie in the area of psychology of foreign language learning and teaching.

A12 - 425 Pat Pledger: 'People management' – what the personnel professionals need to know

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

In the last ten years the need for human resources people to be proficient in English for their daily work has increased with globalisation. Video-conferencing, HR conferences, trade fairs and the transfer of employees across borders (expatriation, off-shoring, outsourcing), aside from the general increase in international recruitment projects have all added to this factor. Likewise, executive search firms and recruitment agencies have a growing need for English in their regular work.

When training human resources professionals, what subjects should you target, what do they need and what about some ideas on the how to present it, resources to use and how to exploit the vocabulary? In this short workshop find out what is happening in the big wide world of people management.

Biodata

Pat Pledger from UK, spent 20 years in human resources management in London, before relocating to Germany and setting up as a business English trainer and consultant 16 years ago. Running her own busi-

ness from Hamburg, Pat works closely with many companies in northern Germany but her main interest and speciality is in human resources training in English.

Having watched human resources become more and more international over the last decade, and in an effort to fill a gap for her students, she had her first book 'English for Human Resources' published in 2005 in Germany, which is currently being published in UK in an international format.

**A13 - 321 Simona Mitocaru and Olesia Lupu: Communication skills in on-the-job training:
The case of the Romanian banking sector**

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

On-the-job language training is a relatively recent phenomenon on the Romanian labour market. This presentation will provide a needs analysis for in-company language training in the banking sector. We will use two case studies to share with the audience the method and materials which were selected when designing an in-house training programme.

Biodata

Simona Mitocaru and Olesia Lupu have been teaching Business and Legal English for more than seven years within The Business School of the Al. I. Cuza University in Iasi, Romania.

A14 - 325 Peter Mehta: A new opportunity for project work in Business English teaching

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This talk will review the role of project work in English language teaching. Drawing on personal experiences as a language learner in Germany and the UK, the talk will discuss a number of approaches to the introduction of project work into the classroom and highlight a new teaching opportunity created by Microsoft Live that allows learners to develop their own websites. Using an example website www.reallygoodenglish.com, the talk will show how teachers of business English have a new way to motivate language learners.

Biodata

Peter Mehta is a curious hybrid, in that he combines part time teaching of General and Business English at the Centre for English Language Teaching at Stirling University, with running his own business. Having spent more than 25 years working for multi-national corporations, he now operates a home based busi-

ness marketing computer software on an agency basis. Peter is also a language learner, and is studying German with the Goethe Institute in Glasgow where he has reached level C2.2 on the European Common Framework. He holds a Masters Degree in Communications Engineering from the University of Manchester Institute of Science & Technology.

B Session

B1 - 501 David Cotton and Simon Kent: On the Case

Presentation type: Commercial, 45 minutes

Audience type: Mixed

Summary

David Cotton and Simon Kent, co-authors of the Market Leader series of coursebooks, will discuss the use of case studies in the teaching of Business English. They will illustrate their ideas with examples of case studies from Market Leader, and also demonstrate how case studies can be extended to give students further opportunities for developing key business communication skills. In this part of the talk, they will provide a lesson plan of an elaborated case study based on authentic materials, which involve students in visits to businesses close to their place of study. The elaborated case will show the flexibility of case study work and demonstrate the range of business skills which can be practised within the context of such cases. Our talk is intended to provide teachers with an example of how they can develop their own case studies based on authentic materials, research on the internet and visits to businesses.

Biodata

David Cotton has over 35 years' experience teaching and training in EFL, ESP and English for Business, and is the author of numerous business English titles including *Agenda*, *World of Business*, *International Business Topics*, and *Keys to Management*. He is also one of the authors of the best-selling *Business Class*. He is a Senior Lecturer at London Metropolitan University.

Simon Kent has over 15 years' teaching experience, including three years as an in-company trainer in Berlin at the time of German reunification. He is currently a Senior Lecturer in business and general English, as well as having responsibility for designing new courses at London Metropolitan University.

B2 - 505 Luigi Cosenza: Brain-compatible teaching

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

As business English teachers, we belong to the brain programmers' club. Our job description could probably include the following sentence: "You share responsibility with your learner for the uploading of business-related linguistic data and linguistic software to your learner's brain".

So, let's update ourselves on the research being carried out on the brains of foreign language learners. What can we teachers draw from this research? Can we improve our methods to accelerate adult

language learning? How can we make language learning more durable? In this workshop, we will perform brain-compatibility checks on our teaching material and activities.

Biodata

Luigi Cosenza BA, FIA, DipTEFLA, MA(TESOL) worked in the business world as an actuary before making the transition to teaching. In addition to designing and delivering Financial English and Business English courses, he is also involved in teacher training, teacher education and language project consulting. His business, Cosenza Learning Continuum, services corporate and academic clients in Germany, Italy and the UK.

B3 - 412 Anne Dwyer: Communication skills: Training and preparing for a globalised world

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

We often have 15 - 20 different nationalities in our undergraduate classes (BBA et al). What challenges do we encounter in Communication Skills Classes? What guidelines do we follow to prepare students to become effective writers, speakers and listeners in a global and globalised business world? How long does it take them to reach objectives? How do we take advantage of the global synergy we have in our classrooms? In this session we will look at strategies applied at the EU in writing and oral communication skills classes, compare authentic samples of student work and discuss results.

Biodata

Anne Dwyer teaches communication skills, sociology and PR at European University, Barcelona to students from all over the world. Anne is an experienced teacher, teacher trainer, and coach and is a published writer. Anne also works as a communications consultant, designing and monitoring communication plans and strategy.

B4 - 507 Duncan Baker: Practical negotiating

Presentation type: Workshop, 45 minutes

Audience type: Inexperienced

Summary

Negotiating is a “real life” skill - from the washing up to selling multinational companies. But negotiating is often offered in an artificial environment that is of little use to the course participants - it needs to be task based. That is what we shall look at.

Biodata

Duncan and Rita Baker have been running Lydbury English Centre since 1985. They specialise in short, intensive residential programmes for business and professional people. They have 4 children, a flute, bassoon, piano and a camper van.

B5 - 522 Alan Cargyl: Training them to notice

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

This interactive and practical workshop will demonstrate ideas on the use of authentic written texts from newspapers/the web. The activities will train clients to notice collocation, phrases and grammatical patterns, thus making them more independent learners. It will also show how to use text to test and review their knowledge of grammar and lexis.

Biodata

Alan Cargyl is a highly experienced trainer in English for Business and has worked at the International House Executive Centre London for 9 years. He has given workshops at a number of conferences.

B6 – 301 Continuation of A6 Marjorie Rosenberg: Business English from the start

B7 - 523 Dr. Silvia-Emilia Placintar: The treatment of context in a business communication course

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Our aim is to describe the pragmatic approach to business conversation in a business communication course for the students in economics and business administration of Babes-Bolyai University, Cluj, Romania. Such a perspective throws light on the study of the conditions of language used by real speakers in specific speech situations described in terms of the following variables: setting, participants, goals, acts, key, varieties of language, norms, and genre (cf. Hymes, Levinson, and Scollon and Scollon). The characterisation of these components of the activity types specific to business-related settings provides answers related to what the participants do (structure) and how they do it (style). The course is meant to raise our students' awareness of the importance of communicative appropriateness in professional communication and contribute to the acquisition of the capacity to reflect on the structural and functional features of communication occasions and on how these determine the lexical and grammatical choice.

Biodata

I am associate professor in English at the Faculty of Economics and Business Administration of Babes-Bolyai University, Cluj, Romania, and hold a doctorate in Philology. My research interests are related to the pragmatics of conversation and its applications to professional communication. I have published a dictionary (English-Romanian/Romanian-English Dictionary), a book (A Pragmatic Approach to Conversation Analysis: Applications to Business Communication), and a series of practical courses (English for International Relations, English for European Studies, English for Business Administration, and Professional Communication: Politics and International Relations), and articles. I am a member of the International Pragmatics Association.

B8 - 514 Elizabeth Renshaw: Tell me what you want, what you really really want

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

There are a growing number of European universities offering courses taught in English. Most of the students at these universities are not native speakers, yet they need to study in English and hope to work or study in an international setting following their studies. In this presentation I will outline the results of an investigation into what over 500 students and 30 faculty members perceive it is important to include in the English programme at one such university.

Biodata

Elizabeth Renshaw is a Lecturer in English and Business Communication at the International University of Applied Sciences, Bad Honnef – Bonn. This is one of the growing number of institutions offering bachelor degree programmes with English as the language of instruction. She coordinates the English programme – which combines academic and business writing courses – at this institution. In her spare time (such as it is!) she tries to look after her home and family, sings in a gospel choir, and continues to struggle to improve her tennis backhand!

B9 - 425 Marianna Crestani: Communication between the East and the West. An insight into the effects of language and culture in business exchanges between British and Chinese people.

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Communication with the East and especially with China has become a major issue for most companies both in Europe and in the West in general. This presentation provides an outline of the major problems

that can be encountered in business exchanges with Chinese people in particular business contexts, such as international fairs. Starting from naturally occurring business exchanges in English, the participants' conduct will be viewed in terms of the specifically institutional and cultural aspects of their behaviour and conversational style. Finally, special attention will be given to the role of 'face' in the Chinese culture, to the way international fairs are changing both in the East and in the West and to the importance of empathy when communicating with complex and fascinating cultures such as the Chinese one.

Biodata

Since taking an MA in International Communication at Padua University, I have been organizing and giving company courses on Intercultural Communication and English. I am currently still researching into the East and am now taking steps to go to China to study Chinese Communication Theory and Research.

B10 - 325 Marie McCullagh and Ros Wright: Supplementing the diet: Developing communication skills in specific professional fields

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

Summary

Starting by defining ESP, the workshop will continue by presenting key communicative competencies for doctors based on guidelines set out by the General Medical Council. These highlight the need for active listening skills, awareness of cultural issues and pragmatics as well as verbal and non verbal skills; thus emphasising the real need to concentrate not only on core content material but equally on the all important communicative strand.

Continuing by presenting a framework devised by Maley (2003), adapted to the development of competencies specific to communication in the patient-doctor context, which can then be modified to other specific fields. The workshop will end with a demonstration (with audience participation of course) of a few tasks currently being piloted for the upcoming title Good Practice: Communication Skills for Medical Practitioners: tasks developed using authentic spoken data as well as examples of real-world activities adapted to the classroom situation.

Biodata

Marie McCullagh is a senior lecturer in ESP at the School of Languages and Area Studies at the University of Portsmouth. Her main interests are in material design, ESP (especially communication skills for professionals) and EAP. She also works as an ESOL examiner for Trinity College London and provides communication skills training to NHS medical staff.

Ros Wright has taught English in France and Japan. Having gained an MA in Applied Linguistics and EFL Materials Design, Ros now works as a freelance editor and materials writer, specialising in English for Medical Purposes. She has been an active member of TESOL France since 2004 and is now Vice President.

B11 - 321 Azra Ahmed and Faiza Saleem: Materials for BE: Learning by doing

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Business English communication has gained a vital position in the corporate sector in Pakistan. However the communicative challenges for non-native speakers, the complex forms and structures used for business communication in English are most often formidable tasks to accomplish for learners who need to interact in English at the lower to middle management levels. Therefore it seems that the teaching and learning materials developed for Business English should be activity based rather than being purely theoretical. The teachers should provide sources of input that exploit the learners' potential and maximize the likelihood of intake and output. The purpose of this talk is to share materials designed and developed to suit learners with English proficiency at the intermediate level.

Biodata

Ms Azra Ahmed is a Senior Instructor at the Aga Khan University Centre of English Language. She holds a Masters in TEFL from Allama Iqbal Open University, Islamabad, and has a COTE (RSA) from Cambridge University. She has a Diploma in Tourism Management from Schloss Klessheim, Salzburg. She has done Online Education and Training (Language) from the Institute of Education, University of London and ICT in the Classroom from E-Consultants / Trinity College, UK. Her areas of interest include online teaching /learning, English for Specific Purposes, and materials development.

Ms Faiza Saleem is a Senior Instructor at the Aga Khan University Centre of English Language. She holds a Masters in Linguistics and a Masters in Literature from the Karachi University. She has also done ICT in the Classroom from E-Consultants/Trinity College, UK. Her areas of interest include online teaching/learning, and materials development.

B12 - 101 İclal Şahin: Developing speaking skills of Business English learners via authentic materials

Presentation type: Workshop, 45 minutes

Audience Type: Mixed

Summary

Speaking is considered the number one fear of business English learners. Learners need motivation and guidance to improve their speaking skills. The aim of this workshop is to present how to develop speaking skills of business English learners via authentic materials. After a brief theory section on general understanding of the type of authentic materials to be used, this workshop will provide a number of motivating, pressure-free, and productive activities. Participants will be actively involved in experimenting with different forms of activities and they will be given a CD including authentic materials at the end of the presentation.

Biodata

İclal Şahin is a graduate of Gazi University, ELT Department. She holds a Masters Degree in English Language Teaching from the same university, specializing in the role of metacognitive strategies in promoting learner autonomy. She is currently doing her PhD at the Department of Curriculum and Instruction at METU. She holds Further Certificate for Teachers of Business English by LCCI International Qualifications. She works as an instructor at the Curriculum and Materials Development Office at TOBB ETU, Foreign Languages Department. Her major areas of interest are learner autonomy, teacher training, business English, and materials design and development.

B13 - 432 Vera Krnajska Hršak and Dr. Višnja Špiljak: Towards a specialised Business English: English for tourism needs analysis

Presentation Type: Talk, 30 minutes

Audience Type: Mixed

Summary

Business English courses at the university level in Croatia, following the newly adopted syllabus which is harmonised with the Bologna declaration, seem to be diversifying into specific-field-oriented 'Englishes': English for Management Informatics, English for Finance, English for Accounting and English for Tourism. In order to plan adequate BE training that would enable the students majoring in Tourism to compete successfully in the labour market, we have decided to research the current level of Business English knowledge and competences in Croatia's tourism industry. For that purpose we have asked some 300 tourism firms to complete a questionnaire comprising the following elements: the size of the firm, intensity of business activity with international firms, specific description of business activity (travel, accommodation, guide, tour operator services, etc.), type of communication channels used, source of BE knowledge (school, private school, courses abroad, etc.), level of English language competence required for employment, modes tourism employees use to develop their language skills, etc. In our talk we would like to present the data deriving from the survey, discuss the extent to which our course books and curricula respond to the needs expressed by respondents, and share ideas on what direction/s English for Tourism courses should take.

Biodata

Vera Krnajski Hršak, M.A. is a senior lecturer at the Faculty of Economics and Business, University of Zagreb and Višnja Špiljak, Ph.D. is a professor at the Utilus College, Zagreb. Both have taught BE extensively and co-authored papers and course books on BE topics in Croatia and internationally.

B14 - 521 Andrea Koblizkova: Approaching analytical students

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Drawing both on personal and professional experience the author suggests several ideas for teaching ESP to analytical students which, undoubtedly, most Business English students are.

The core of the talk rests in practical tips - from teachers making up their own exercises, their concepts and aim; to ways of supplying students' needs and respecting their ways of learning. A brief glimpse into a theory of multiple intelligences as well as a short insight into the differences between native teachers' and their non-native colleagues' teaching (seen from the point of view of students) will be presented.

Biodata

The author's personal background involves both studies of Economics and English. The author has been teaching Business English at the University of Pardubice for 10 years, predominantly focusing on presentation skills and cross-cultural communication in business.

C Session

C1 - 505 John Allison: It's not just how you say it, it's what you say!

Presentation type: Commercial, 45 minutes

On behalf of: Macmillan

Summary

Teaching people skills in EFL. This talk discusses how management content lends itself to exploitation in the English classroom. We look first at similarities and differences between management training and language training, and then consider why people skills are especially valuable to both pre-service and in-service learners of Business English. We then examine sample activities from The Business and In Company Case Studies which combine teaching language and people skills. Giving feedback is a crucial area in both types of training, and we consider some ways to make it effective. Finally the session gives some suggestions on how teachers can source suitable content and materials.

Biodata

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

C2 - 501 Bob Dignen: 10 golden rules – what not to do when presenting

Presentation type: Talk, 45 minutes

Audience type: Mixed

On behalf of: Summertown Press

Summary

Bob Dignen has recently published a title on presentation skills which integrates insights from his intercultural training, abandoning the traditional business ELT focus on learning 'useful' phrases to a more strategic and contextual approach to communicating with international audiences through a presentation process. This presentation will introduce this new approach via his somewhat provocative list of 'not to dos' – 10 things to avoid when presenting internationally:

1. Don't plan
2. Don't state objectives clearly
3. Don't try to convince people
4. Don't answer questions

5. Don't be natural
6. Don't keep it short and simple
7. Don't explain with facts
8. Don't ask for feedback
9. Don't use 'presentation phrases'
10. Don't forget to sell yourself

Can this really be the basis of a new approach?

Biodata

Bob Dignen is a director of York Associates. He delivers a range of skills seminars including 'International Presentation Skills for major corporate clients in addition to his specialist area of international team training. Bob is author of 50 Ways to improve your presentation skills in English. . . without too much effort', a title in the new 50 Ways series produced by Summertown Press.

C3 - 507 Sabrina Mallon-Gerland: "You can't say it that way - it's too direct!"

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

You may recall an email that was sent out last February in the ELTAS and BESIG yahoo lists in which teachers/trainers were asked if they would like to participate in collecting data for a PhD thesis research. I received emails from over 25 people, some as far away as India and Saudi Arabia! This presentation is meant to share with you the findings of that research, its focus being the pragmatic strategies used by German learners/speakers of English. The aim of this presentation is to provide a view of what constitutes cultural behaviour in discourse, as well as to better identify those elements in language production that cause an utterance to appear "too direct", or "impolite". Since pragmatics is gaining more prominence in EFL, this presentation is meant to give you more "food" for thought in this exciting area of language studies. After the presentation, you should have a new point of view for why "you can't say it that way", and what makes it "too direct"

Biodata

Sabrina Mallon-Gerland is a business English language and intercultural communication trainer. Currently she is working on her PhD thesis, which addresses an appropriate framework for including intercultural communication in business English pedagogy. Sabrina also teaches at the University of Applied Sciences Constance, and Weingarten, as well as at the University of Constance, Germany.

C4 - 514 Michael Bundy: Joined-up marketing

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

This workshop explores attitudes and understanding of Marketing in EFL and ways in which teachers can take a more active role. Brand Values, Awareness, Loyalty and Associations will be covered in an interactive session where it is hoped that participants will feel able to discuss their different and valid approaches.

Biodata

Full-time trainer in the Executive Department at IH London. Previous experience with Regent, and The Euro-Japanese Exchange Foundation as Director of Studies. Talks at IATEFL and for LONDOSA on EFL management topics. Articles published in IATEFL and ARELS journals on Business English topics.

C5 - 521 Maurice Cassidy and Sarah Wang: Business English in the UK: Integrating study abroad

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: BEUK

Summary

This talk is designed for teachers whose clients, either corporate or private, would benefit from an immersion course in the UK. With the emphasis on the existing provision of courses in high quality training centres, participants will find out:

- how to integrate UK study programmes with locally delivered ones
- criteria for selecting UK centres for clients
- what Business English UK can offer
- details of available incentives

Biodata

Maurice Cassidy is currently on the Committee of Business English UK, a sub-group of English UK, the organisation representing British Council accredited schools in Britain. He is also Director of the IH London Executive Centre, which previously hosted a BESIG Conference.

C6 - 522 Matthias Meier and Judith Fortey: English for engineers - a magazine approach

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: Hoppenstedt Publishing

Summary

Engineers are a strange breed, in life as well as in language training. When they talk business, business English is not enough. Technical jargon is as important as intercultural eloquence with CEOs and workers alike. 'engine', the English language training magazine for German engineers, addresses all of these needs. The presentation not only introduces the magazine and its makers but also its reader – the engineer, the unknown student.

Biodata

Matthias Meier is editor-in-chief of 'engine'. Having a degree in mechanical engineering he worked for several engineering companies before he became a freelance technology writer. In 2003, he developed the concept for a language magazine tailored to the special needs of engineers. He is also a regular contributor to several German and international magazines.

Judith Fortey has been a freelance business English trainer for over 20 years and is also head of English at the European Business School. She has been contributing to 'engine' magazine since its conception in 2003.

C7 - 101 Mary Vigier and Michael Bryant: Adapting activities in the classroom to the lifestyles and learning behaviour of our virtual generation students

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

Today's students belong to a culture that emphasizes immediacy: fast food, fast communication, fast learning. They have developed their own diverse strategies for managing complex information and communicating instantaneously. Many have been brought up on a diet of video games, text messages and cell phone conversations, and they are experts in the use of the Internet. Consequently, they expect stimulating, interactive and even playful learning environments. In our workshop, we show how we involve students actively in the learning process. We give examples of focused tasks that tap into our students' need for effective and immediate knowledge sharing. Our aim is to reinforce learning in a style in which students feel comfortable. Finally, we show how we use new technology outside the classroom to improve the in-class learning environment.

Biodata

Michael Bryant was Dean at the Clermont Graduate School of Management from 1999 to 2005 and then took up his present post as Dean, International Development. His research interests include the role of foreign languages and study abroad in developing the interpersonal and cross-cultural skills required of today's managers.

Mary Vigier has been a professor of English at the Clermont Graduate School of Management since 1985, and Chairman of the English Department since 1990. She is the editor of the TESOL France Newsletter. Her research interests include the enhancement of cultural competence through study abroad, and the development of communicative skills in language learning.

C8 - 432 Ženja Kansky-Rožman: Let's get started, shall we?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The aim of the presentation is to share teaching experience by describing the practice of meeting simulations which have been introduced as part of the obligatory syllabus requirements at our faculty. Meeting simulations encourage communication in a business context and at the same time serve as a medium for oral assessment. The target group are second year 3+2 Bologna students (Business English Module 2) with 8-year general English learning experience. The general situation and the reasons for this kind of assessment will be outlined first, followed by the explanation of guidelines for students and teachers, assessments criteria and the overall procedure. Finally, the pros and cons of this approach will be highlighted. The presentation focuses on practical implications which might be considered by trainers on the tertiary and secondary level as well as on various business courses. Questions and discussion are welcome at the end.

Biodata

Ženja Kansky-Rožman is Head of the Language Department (3rd mandate) and lecturer in business English at the Faculty of Economics, University of Ljubljana. She has taught ESP since the beginning of her career. She has more than 15 years of experience in teaching business English, first in a language school and for the last 10 years on the tertiary level. From 1999-2001 she participated in an international project (encouraged and partly backed by Eltecs – The British Council Internet Discussion Group), and from 2001-2004 in the EU Leonardo da Vinci international project Cross-Cultural Business Communication (CCBC). She has participated in the Bologna curriculum design for foreign languages at her institution.

**C9 - 412 David Caulton: Web2 and multimedia tools in the Business English class:
2 task-based learning activities**

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The focus of the talk is on task-based learning in the context of extended project work using the examples of a Windows Movie Maker project and a wiki as opposed to more traditional forms of project work such as posters for public display.

Biodata

David Caulton (MSc Applied Linguistics) is Deputy Section Head of English for Business & Law at the University of Edinburgh, Institute for Applied Language Studies. He has taught in Portugal, Italy and the UK. His consultancy work includes Business, Legal and Medical English in Estonia, Latvia, Lithuania and Italy.

**C10 - 425 Michael Williams: The three pillars of interviewing: Raising student confidence
when interviewing in English**

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Whether applying for a position for a local or international company, many of our students are confronted with being interviewed in English. Because this is such a daunting task even in one's own native language, equipping them for this challenge is the responsibility of any competent Business English instructor. But what should one concentrate on when providing such input?

In this short talk, participants will be familiarized with the three pillars of behavioral interviewing: Questions (focusing on transferable skills), Q+A=P (Question + Answer = Probe) and STAR Stories (Situation, Task, Action, Result). Through specific examples, participants are also shown how their students can gain more control over this intimidating situation and therefore, become more confident when being interviewed. There will be time throughout this talk for questions and sharing of experiences.

Biodata

Michael Williams, MEd is currently a Lecturer in English, Curriculum Developer and Module Coordinator in the Business Administration (Betriebswirtschaft) and Business Engineering (Wirtschaftsingenieur) Bachelors' degree programs at the Fachhochschule Vorarlberg (Vorarlberg University of Applied Sciences) in Dornbirn, Austria. Besides, being interested in the ultimate success of all his students, he helps his wife

raise their seven children and is trying to rediscover whatever musical talent he once thought he earlier possessed. He can be contacted at michael.williams@fhv.at.

D Session

D1 - 505 Tonya Trappe: Intelligent business people use the Longman Business English Dictionary

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: Pearson Longman

Summary

Every business English user needs a good business English dictionary to enhance vocabulary and keep up with the ever changing jargon. During this talk we will test our knowledge, as teachers, of the most recent “business speak” through a fun game of “call my bluff” which features some of the new definitions in the latest edition of the Longman Business English dictionary. We will also examine the new business resource section, an invaluable companion to any business English course, providing, as it does, extra information on key business concepts as well as writing samples and exam practice. Finally there will be a demonstration of the LBED CDROM which contains all the words in the dictionary, as well as listening, writing, grammar and vocabulary practice exercises for all the major business exams and most importantly, pronunciation practice which means you don’t have to read phonetics to learn how to pronounce all those new business words you’ve never heard before.

Biodata

Tonya Trappe is one of the authors of Intelligent Business, a Pearson Longman business English course developed in partnership with the Economist. She has been teaching in Paris for the last 20 years and has also taught in North Africa, Germany and Ireland. She is currently the director of a school in the Paris region.

D2 - 522 Ian Badger: On-line global business collaboration in English

Presentation type: Talk, 45 minutes

Sponsored by: Langenscheidt/Marshall Cavendish

Summary

Business communication is becoming increasingly ‘virtual’ and English is the predominant lingua franca for participation in on-line meetings. New communication tools are being used in these meetings. Those who attend this talk will probably be familiar with telephone and video conferencing, but tools such as Sametime and Interwise may not be so well known.

In this talk I will describe my experience of monitoring virtual meetings in international companies and will report on how participants feel about taking part in them. I will outline the particular linguistic

demands placed on 'on-line' meeting participants, identify examples of communication problems and discuss how to help team members communicate more effectively in a global working environment.

Biodata

Ian Badger has extensive experience of helping international companies to function effectively in English. He is a partner in Business and Medical English Services (BMES) and a director of English4 Ltd (www.english4.com). Ian is based in Bristol, UK but runs courses and provides communication support for international companies principally in Finland and Sweden. Ian is co-author of the new four-level course English for Business Life (Langenscheidt / Marshall Cavendish ELT) and series editor of English for Work (Longman).

D3 - 514 Guy Brook-Hart: Business writing: Committed to paper, committed to screen

Presentation type: Workshop, 90 minutes

On behalf of: Cambridge University Press

Summary

In this workshop we discuss what differentiates Business Writing from other forms of writing such as academic writing or creative writing. We consider what areas of Business Writing we should teach and which are best left to professional writers. We compare the problems our students have with Business Writing at Upper Intermediate and Advanced levels and we look at systematic approaches to overcoming these problems and teaching writing skills. We look at a variety of practical classroom writing activities. We go on to discuss how Cambridge ESOL tests and assesses writing skills in BEC exams and BULATS tests and how candidates should approach the writing tasks in these exams. This workshop will feature examples from Business Benchmark Upper Intermediate and Business Benchmark Advanced.

Biodata

Guy Brook-Hart has been teaching English, including Business English, for 30 years. He has taught in Egypt, Kuwait, France, Britain and since 1983 for the British Council, Spain. He is a writer for British Council/Open University Business English Project (World Class English for Business), British Council Online English Courses (Upper Intermediate and First Certificate) and British Council IELTS CD-ROM. His publications include Instant IELTS, Business Benchmark Upper Intermediate/Vantage and Business Benchmark Advanced/Higher (Cambridge University Press 2004, 2006, 2007).

D4 - 521 Bethany Cagnol: Cracking down on bad tests

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Thousands of Business English learners who attend language centers across Europe often place their English assessment in the hands of individuals who administer makeshift tests that may poorly reflect one's true ability. Sadly, many language schools are not aware of the rigorous research and development that is necessary in establishing language level assessment procedures. It is for this reason I wish to call on teachers to crack down on bad level tests. It is often within our pedagogical power and ability to verify if the scores given are a fair and accurate reflection of a student's competence. In addition, I will show that developing self-confidence, diplomacy, leadership, and communication skills are just some of the rewards that await the teacher who takes on re-designing a language school test.

Biodata

Bethany Cagnol received her BA from the University of Virginia, USA and an MA in Teaching Second and Foreign Languages from the University of London Institute in Paris. She founded her own freelance teaching business in France, International Customer, and is a member of the TESOL France Executive Committee. She has worked closely with language schools in Paris to help improve their language testing procedures.

D5 - 507 Ken Taylor: Conference calls in English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

More and more international business people have to take part in telephone conferences in English. These conferences make demands on their English language skills and on their powers of concentration. This workshop explores techniques that can help second language speakers function efficiently in this demanding situation by answering five frequently asked questions:

1. How can I make a memorable first impression?
2. Is there an international telephone conference etiquette?
3. How can I interrupt politely in order to get my ideas across?
4. How can I persuade the others of my point of view?
5. Is there anything I can do make sure the conference is run effectively?

Ken will introduce five useful communication and linguistic tools that can be practiced in the classroom.

Biodata

Ken Taylor has over 30 years' experience in the international business arena as a teacher-trainer, training manager and company director. In addition to having run successful training programmes in South East Asia, Scandinavia and Africa, Ken is the author of 50 ways To Improve Your Business English published by

Summertown Publishing and is the co-author of The Vital Link, web-based self-learning material for international business people. He also regularly contributes to Spotlight and Business Spotlight in Germany.

D6 - 432 Brendan Wightman: Real skills in a virtual world

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

Summary

This talk will present and review the Cambridge University Press InfoQuests (electronic task-based exercises) developed for English365 and the International Legal English Course, looking at both teacher-mediated and self-study tasks using authentic online materials and search engines.

As the pedagogy driving the InfoQuests is essentially “task-based”, the presentation will review the key ingredients of a good traditional task-based exercise before considering how the instructional paradigms transfer into electronic media. This will involve engaging with theory and practice, and exploring how work carried out by students in cyberspace can be brought back into the classroom.

Both sets of InfoQuests are free online resources.

Biodata

Brendan taught General and Business English in Poland and Italy for seven years before moving into technology-enhanced learning. His involvement with e-learning includes course design and software development for ELT and project managing interactive whiteboard CD-ROMs. He now works for Cambridge ELT as e-learning Content Manager.

D7 - 501 Elke Beder: You Tube, Google Video, and Film Scenes ... and Business English

Presentation type: Workshop, 45 minutes
Audience type: Mixed

Summary

Teaching Business English means staying up-to-date, always trying to find innovative and creative materials and topics to motivate our students. These materials should reflect the “real world”, be authentic, fun and interesting, which means a lot of preparation. Short scenes from films, YouTube, Google Video, and Internet commercials provide a great source of materials which we can exploit to teach different levels and cover various topics of business English. This hands-on workshop shows a variety of fast and short activities and activity types that you can use or adapt to your business English class.

Biodata

Elke Beder works at Campus Graz, a specialized branch of the Fachhochschule system in Austria, in the Degree Program IT& IT Marketing. She is a freelance teacher and teacher trainer and specializes in Business English and materials design for using films in the language classroom.

D8 - 523 Sandip Mehta and Andrew Mossman: Is politeness a 'problem' in business writing in China?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The main aim of this presentation is to highlight how core business values are often reflected in the writing styles of western and Chinese companies. (i.e. expediency v. politeness). These findings may have implications for both western and Chinese companies seeking to do business with one another. Business communication in the west is usually written in a 'front-loading' style to ensure that key information is presented at the front of a sentence and near the beginning of a paragraph in order to save the reader valuable time.

Chinese writing tends favour a 'back-loading' writing style that places the background information first because a 'front-loading' writing style can be seen as being too direct or impolite. These differences will be demonstrated through an analysis of web copy and printed material from a Chinese company that had to be extensively rewritten in a 'front-loaded style' to suit potential customers in the west.

Biodata

Sandip Mehta has taught in Canada and Japan and is currently teaching in the English Language Centre of the Hong Kong Polytechnic University. He has extensive experience in teaching communication skills in both the public and private sectors. He has a B.A. from the University of Ottawa and a B.Ed. (T.E.S.L.) from McGill University and has been teaching in Asia since 1998.

Andrew Mossman has taught in England, Spain and currently teaches in the English Language Centre of the Hong Kong Polytechnic University. He is very experienced in developing materials for both academic and professional communication. He obtained an MA in English for Specific Purposes; a course that focused on the critical discourse analysis of communication competencies in profession related texts.

D9 - 412 Deborah Starkey: International Certificate in Financial English: the new qualification from Cambridge ESOL

Presentation type: Commercial, 45 minutes
Audience type: Mixed
On behalf of: University of Cambridge ESOL Examinations

Summary

To meet the demand for helping finance professionals demonstrate that they have the financial English skills they need, University of Cambridge ESOL Examinations (English for Speakers of Other Languages) and ACCA (the Association of Chartered Certified Accountants) have combined their areas of expertise to develop the International Certificate in Financial English (Cambridge ICFE). This presentation will describe why this qualification has been developed and how it is relevant to employers, employees of finance or accounting organisations, individuals considering a career in accounting and finance and finance and accounting undergraduates. It will also explain the benefits for tuition providers in introducing courses leading to Cambridge ICFE.

Biodata

A U.S. citizen resident in Austria since 1985, Deborah Starkey has been a free-lance teacher of English to adult speakers of other languages for 17 years. She leads in-house seminars for numerous companies, including the Oesterreichische Nationalbank and the Vienna Insurance Group, and has taught at the University of Applied Science in Eisenstadt and at the University of Economics and Business Administration in Vienna. Deborah has been a Cambridge ESOL Oral Examiner since 1995, became Oral Examiner Team Leader for Eastern Austria in 2001 and joined the seminar presenter team in 2004. She has just completed her Open University MBA.

D10 - 425 Matthew Firth: Internet in Legal English

Presentation type: Workshop, 90 minutes
Audience type: Mixed
On behalf of: TransLegal

Summary

The Internet is a fantastic resource for researching, preparing and teaching Legal English courses. This workshop will introduce participants to some of the best sites available (both commercial and non-commercial) for teachers of Legal English and give the opportunity to try out a variety of online research, language and skills tasks.

Biodata

Matt is production manager for TransLegal's online Program for Legal English Academic Development (PLEAD) and ILEC Regional Manager for Austria and Germany. He has recently completed an MA dissertation on materials and course design in English for Legal Purposes, and is co-author of the International Legal English (Cambridge University Press) online research tasks. Matt also teaches English for Legal Purposes at the University of St Gallen, Switzerland, and is secretary of the European Legal English Teachers' Association (EULETA).

E Session

E1 - 505 Cindy Hauert: Publishers' Panel

Presentation type: Panel discussion

Audience type: Mixed

Summary

Where would we BE teachers and trainers be without the publishers ... and where would they be without us? Here's your chance to enhance that synergy. Join the Publishers' Panel discussion, where you will be able to hear all the latest, air your views, and put in your two cents. Ideas for topics: Will the course-book of the future be virtual? How do publishers conduct market research? How do we at the chalkface influence decisions about course content? Will ELF come to dominate future coursebooks? Is BE tending to branch out and embrace ESP, and if so, how will new course materials be designed to incorporate this trend? I'm sure participants at this discussion will find many more probing questions to ask. Moderated by Cindy Hauert.

Biodata

Cindy Hauert was born in the United States and grew up in Denver, Colorado. After completing a B.A., she joined an executive training programme at Macy's in New York City and became a buyer for the cosmetics department. This business experience proved to be very useful later in her Business English teaching career. She returned to university in 1980 and after receiving her M.A. in English she went to Paris where she tutored future English teachers at the Sorbonne, as well as teaching in-company classes for a language school. In Switzerland since 1987, she teaches Business English in-company as a freelancer. She completed the LCCI CertTEB this year. Cindy is the BESIG co-ordinator for the English Teachers' Association of Switzerland.

E2 - 501 John Hughes and Rebecca Turner: Developing teaching skills in Business English

Presentation type: Workshop, 90 minutes

Audience type: Mixed

On behalf of: Oxford University Press

Summary

Many Business English teachers would like to receive training and support with their professional development. However, there remains a lack of recognised training courses and support material to help teachers and their teacher trainers. In this workshop we will begin by considering the needs and requirements of Business English teachers at different stages of their career development. Then we'll consider ways of addressing these needs both by looking at ideas for training teachers, and for self-development where a teacher has no access to formal training. The workshop will make use of a new teacher training

and development resource for Business English. The resource includes DVD extracts of teachers working in the classroom and photocopiable teacher training worksheets which accompany a major new series of Business English course books to be launched next year.

Biodata

Rebecca Turner has worked in the field of business English for fourteen years as a freelance trainer and for the last eight years as Director of Studies for Business Language Center in Vienna. She is also a CELTA and LCCI/CertTEB trainer.

John Hughes has taught Business English, been a Director of Studies and trained teachers from all over the world since 1993. He is a co-author of Business Focus Elementary (OUP, 2005), and is currently writing and devising teacher training materials which accompany the Teachers' Books of a major new Business English series for 2008.

E3 - 507 Cynthia Tilden-Machleidt: The Content Trap: Tips on how to replace content overload with practice-based activities for higher education and corporate training

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

In his "Tragic Story of Training", training guru Thiagi* (<http://www.thiagi.com/>) depicts trainers as those who "... gleefully produce hundreds of PowerPoint slides, graphics, handouts, job aids, and glossaries. But what is urgently needed is practice and feedback." In this workshop I'll introduce a few of Thiagi's basic games – so-called Framgames. We'll look at some ways of adapting these activities for business and engineering, as well as for other work-related areas (HRM, marketing, finance, quality control, packaging technology, team-building, etc.) and see how they can be adjusted for corporate training or blended learning in higher education. We'll investigate how to adapt authentic texts (text games) for teaching mixed-ability groups. An additional focus of this workshop will be on creating and adapting materials specifically for online learning. Finally, as table teams we can discuss the importance of the de-briefing process and how we might continue our work together after the conference (blog, wiki, etc.).

Biodata

Cynthia Tilden-Machleidt, M.A.: trainer/coordinator of Business English at the Berlin School of Economics (FHW) and freelance; conducts cross-cultural training in companies and higher education; online Cross-Cultural Contacts project with Anna Nabirukhina/St. Petersburg; teaches Technical English (packaging, Information Technology), English for Law, etc.

E4 - 514 Victor Ingilevich: Case method in teaching Business English

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

The case method is potentially appropriate for any teaching and learning situation. It is especially beneficial for teaching Business English. Workshop participants are going to work with a teaching case. They will master the skill of bringing the real world into a classroom. Workshop participants will identify how case method application help to:

- Maximise student talking time in the language classroom;
- Enhance students' decision making skills;
- Improve students' skills in analysing data, working as a team, or leading a group;
- Enhance students' personal confidence, willingness to speak up and act.

This method can provide the learner with the potential to consolidate already acquired knowledge and train specific language and managerial skills. Finally, every group of the participants will work out a new case. All of the cases will be then evaluated and discussed.

Biodata

I have been working as a teacher trainer (instructor) in the Foreign Languages Department at the Pskov Teachers-in-Service Institute for 14 years. I am responsible for upgrading the qualification of more than 1,000 teachers. The study process is done by teachers; active participation in a number of courses, seminars, case studies and workshops. I have been also teaching several Business English courses at Volny Institute for the last five years. One of my favourites is "The Informational Technology". Recently I developed, published and taught an elective course for university students functioning as a leader on leadership education.

E5 - 521 Stephanie Ashford and Tom Smith: Leading by example in the Business English classroom

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

If we expect our Business English learners to take part in simulations, perhaps we as trainers should be prepared to lead by example. This workshop demonstrates how not only the participants but also the trainer can be used as a resource. A simulation is set up in which the participants are required to interact

with the trainer in a familiar business situation. The simulation incorporates a specific language focus and a specific skills focus.

In the follow-up phase we will consider the aims and outcomes of the simulation, and aspects of Business English training such as identifying tasks that participants may have to perform in English, and the creation and adaptation of materials for specific groups of learners. We will also look at preparation, timing and classroom management, teaching techniques that combine credibility with spontaneity, as well as 'surprise elements' to keep that all-important buzz going in the language-learning environment.

Biodata

Tom Smith is a Business English and communication skills trainer at the International Business Faculty of the Hochschule Furtwangen University in southern Germany. In addition to his current teaching work he is studying for a DPhil at Sussex University, UK.

Stephanie Ashford co-ordinates the Business English programme at the Villingen-Schwenningen University of Co-operative Education in Germany, and works as a freelance trainer in companies. She also writes coursebooks and resource materials for learners and teachers, and has an MSc in Teaching English for Specific Purposes from Aston University, UK.

E6 - 522 Judith Mader: Talking about talking - the importance of meta-communication in business contexts

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

One of the reasons for misunderstandings in business communication may be the lack of a common communicative framework. The partners in the communication have their separate understanding of what they are doing and so crises occur, the effects of which only become apparent when it is perhaps too late. What is this framework and what language (and other) skills do we need to establish it? This workshop will outline the reasons for the importance of meta-communication, how successful communicators deal with this and how the use of meta-communicative techniques can help to deal with or pre-empt misunderstandings.

The following issues will form the focus of the practical part:

- What language is appropriate for meta-communication?
- What do we do about it in teaching/training?
- Does using English (EIL/ELF) help or confuse matters) and is there a difference between EIL and ELF?

Biodata

Judith Mader comes from the North of England, has degrees from the Universities of Sussex and Birmingham and has lived in Germany for over 20 years, in Frankfurt and a small town near Mainz. She has taught and trained in various contexts, business, adult and higher education and taught at many institutions and companies before becoming involved full-time with language testing. She has worked extensively on materials and test design and is an experienced teacher trainer. Her main area of interest and research is the effect the global spread of English will have on the learning and testing of languages as well as the growing importance of intercultural communicative competence for the teaching and testing of English.

E7 - 101 Adrian Pilbeam: Ideas and activities for intercultural training

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

Business English trainers often need or want to incorporate intercultural communication activities into their training. Some may even be called upon to deliver courses with a major intercultural focus. In this interactive workshop I will demonstrate a range of activities and materials that I and my colleagues have used successfully for a number of years, both in business communication training sessions and also in dedicated intercultural training courses.

Biodata

Adrian Pilbeam is the Director of LTS Training and Consulting in Bath. He has been a business English trainer for 25 years; for the last 15 years he has also worked extensively as an intercultural trainer, designing and running intercultural training and trainer training courses for clients worldwide. He is also the author of many business English books, often with a strong intercultural focus. With his colleague, Philip O'Connor, he has designed and regularly runs a five-day trainer training course called 'Developing intercultural training skills', aimed at trainers in fields such as business English.

E8 - 432 Danijela Piric and Branka Meic: BE Personal

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

The fact is that different temperaments acquire language differently. One of the best known theories of personality is that of Hippocrates who characterized human behavior in terms of four temperaments, each associated with a different bodily fluid, or "humor": the sanguine (optimistic) type, the phlegmatic (slow and lethargic) type, the melancholic (sad) type and the choleric (angry) type. These personality

factors are correlated positively with success in learning foreign languages. For this reason the trainers should strive to design relevant approaches that will adapt to the student's unique personality. BE personal workshop will provide each participant with a trainer's pack (tests, activities and profile kits). The pack will enable you to adjust better to the needs of your students. Bearing these new ideas in mind, you are bound for a new teaching adventure which will enhance your teaching and make it more enjoyable.

Biodata

Danijela Piric has been in BE teaching for 5 years. She joined HalPet in 2002. As a teacher-trainer her responsibilities involve teacher-training and intensive training. One of her main priorities is to work on a constant improvement of the training quality level in the centre, which involves mentoring, creating new programmes, etc.

Branka Meic is part of a young and enthusiastic HalPet team of BE teacher-trainers. Apart from teaching BE to various professionals from the Croatian business community, she has also participated in course design, material creation for tailored-made courses and mentoring. She has always been eager to try out new solutions to enhance learning.

E9 - 301 Charles La Fond: Negotiate convincingly in English

Presentation type: Workshop, 90 minutes

Audience type: Experienced

Summary

This workshop looks at training the language of negotiation, setting up negotiation scenarios and running them effectively. The target group is middle and upper management language courses at the B2 level. Having focused on training the skill for the last ten years, I shall first offer an overview of the five phases of principled negotiating, and then we will take a close look at training from the language teacher's viewpoint with the goal to combining skill and language in an effective course. We will look at what one should be careful of in the classroom and also examine what a good negotiation course should include and which exercises are effective. We will also analyze the proper use of the video camera for effective feedback and will also set up and run through a negotiation scenario to see how it works in practice. So come prepared for an educational and interactive workshop.

Biodata

Charles La Fond, MBA is owner and manager of the language school BUSINESS LANGUAGE CENTER in Vienna, has been a professor at Webster University, Vienna since 1992, a licensed Buzan trainer for Mind Mapping® since 1991, and an accomplished public speaker for Toastmasters International. Charlie has been training international executives in the fields of negotiation and presentation for over 15 years and his institute has focused on training business people in English for over 23 years. He carries out training

throughout Europe for both managers and business English trainers and has spoken at numerous BESIG conferences in the past. His private interests include skiing, travel and computers.

E10 - 425 Almut Koester: Business strategies in real-life workplace conversations

Presentation type: Workshop, 90 minutes

Audience type: Mixed

On behalf of: Business Spotlight

Summary

In teaching Business English there is increasingly a focus on skills and strategies and not just on language. But what strategies do learners of Business English need? Authentic business interactions provide a rich source for discovering what strategies business people use, and therefore which strategies are useful for learners.

This workshop will demonstrate how business people use a variety of strategies in different situations in their work, such as meetings and negotiations. We will look at examples from real business and workplace conversations to see how strategies are used in chairing meetings, managing disagreement and showing cooperation and listenership. We will also explore how real examples like this can be used to develop realistic classroom activities, and there will be opportunities to try out and discuss a number of sample activities.

Biodata

Almut Koester is Senior Lecturer in English Language at the University of Birmingham, where she teaches MA courses on Discourse Analysis and Business English, and courses for international students on English for Academic and Specific Purposes. She was previously a Business English teacher and teacher trainer in Germany. She is author of *The Language of Work* (2004) and *Investigating Workplace Discourse* (2006) and she writes a column on “Authentic English” for Business Spotlight.

E11 - 523 Iskender Hakki Sarigoz, Angela Lloyd, and Cemal Cakir: ADCOESP-Challenges and solutions in a European Business English project

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The “All Dimensional Foreign Language Instruction: A Constructivist ESP Perspective” (ADCOESP) is an LdV Type B project and attempts to organize a creative foreign language methodology and course program for the professionals and future professionals who need to learn and speak English in business sector. We aim to nurture it by utilizing many disciplinary and interdisciplinary academic trends and

resources. The learners will develop general language skills in the target language, deal with business language material, and also gain intercultural awareness within the program profile to be prepared. The promoting institution is Gazi University (Turkey), and the partners are Brandenburg University of Applied Sciences (Germany), Savonia University of Applied Sciences (Finland), and University of West Bohemia (Czech Republic). The project has been a great opportunity to see what working together on a European project is like, with challenges, problems and co-produced solutions to them. To coordinate the project, various measures have been taken to avoid the white-space risk and integration risk among work packages, and task groups.

Biodata

Iskender Hakki Sarigoz has been a faculty member at Gazi Faculty of Education, Gazi University in Ankara since 1994. He has taught English, and English Language Teaching Methodology at various institutions in Turkey. He also taught ELT methodology at some European universities through Socrates-Erasmus Staff Mobility Program. He is currently the coordinator of the LdV Type B project entitled “All Dimensional Foreign Language Instruction: A Constructivist ESP Perspective” (ADCOESP).

Angela Lloyd teaches English and Intercultural Skills at the Language Centre of Brandenburg University of Applied Sciences. She has been involved in many teacher training programmes and has authored and co-authored a number of ELT course books, resource books and e-learning materials.

Cemal Cakir has been a faculty member at Gazi Faculty of Education, Gazi University in Ankara since 2002. He has co-authored a book to teach vocabulary. He is interested in applied semantics and applied pragmatics.

E12 - 321 Dr. Zoya Kornyeva: Teaching management in English to Ukrainian university students using sheltered content-based approach

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

Nowadays in Ukraine the question of preparing highly qualified specialists in different branches of science and technology who possess good command of the English language is of great importance. Choosing among many methodological options, we came to the conclusion that under the conditions of the Ukrainian higher educational institutions a sheltered model of content-based instruction can substantially improve the efficiency of teaching both English and specialized subjects. Our first attempt at modelling content-based instruction should inevitably be further developed to raise teaching of English for specific purposes in our country to the world level.

Biodata

Zoya Kornyeva, Senior Lecturer at the Department of Theory and Practice of Translation, National Technical University of Ukraine “Kyiv Polytechnic Institute”, Ph.D.

E13 - 323 Rachel Appleby: Creating a more student-centred environment

Presentation type: Workshop, 90 minutes

Audience type: Inexperienced

On behalf of: Oxford University Press

Summary

Who decides in your classes what’s studied? You or your students? Who decides how they study? Who they work with? Whether they’re making progress? This workshop will focus on student-centred learning. We’ll discuss why it’s important to ensure the students have some control in their classes – and so take a degree of responsibility for their learning – and not to insist only on the teacher’s agenda. For teachers afraid of letting go, and passive learners reluctant to take decisions, this can be hard: we’ll look at a continuum as to how this can work to suit both you and your students, and examine how to balance a more text-book driven course with opportunities to give your students choice to enable them to play a more involved and effective role in their own learning.

Materials used in this workshop will be taken from the new edition of OUP’s International Express Upper Intermediate.

E14 - 412 Revathi Viswanathan: Teaching Business English through industry-based projects

Presentation type: Talk, 45 minutes

Audience type: Experienced

Summary

The paper aims to highlight the possibility of developing the knowledge of business vocabulary and expressions among ESL/EFL students through industry-based projects. The pilot study conducted by the presenter proved the fact that the business transactions with customers, which students handle while doing projects, facilitate language learning. Students who have completed their individual project in an industry have exhibited their wide knowledge of business expressions, collocations and vocabulary [which also includes appropriate usage] in their oral presentations and written reports on their projects.

Biodata

A Soft Skills Trainer for the past 3 years for MBA students. Have specialised in ELT and conducted minor projects in the use of technology in the language classroom. currently involved in material production,

particularly designing soft skills modules. Love to travel a lot and have presented papers in England, Scotland, Singapore, Cyprus, Turkey and Indonesia.

F Session

F1 - 501 Vicki Hollett: Learning to speak 'merican

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Ask an American what the rules of baseball are and they'll begin 'Oh, it's really very simple...' Then they'll give you some of the most complex instructions you've ever heard. Ask a Brit the rules of cricket and they'll start with 'Oh, it's rather complicated I'm afraid. . .' Then they'll launch into rules of equal complexity. Both are being polite and friendly in their different ways: the American aiming to include and the Brit apologising for imposition. It's this structuring of the discourse that has been my biggest challenge in learning to speak 'merican. For thoughts to be well received in the UK and US, they need to be framed rather differently. This talk will explore some curious differences between these two influential varieties of English.

Biodata

Vicki Hollett is the author of many business English courses, including Tech Talk, Business Objectives, Business Opportunities, Quick Work, Meeting Objectives and In at the Deep End. She has taught English in Algeria, Japan and the UK, run teachers' workshops in many countries in Europe, the Far East and South America. British by birth, Vicki now lives and teaches business English in Philadelphia at the University of Pennsylvania, where she is learning to speak 'merican. Her friends and colleagues reckon she's now reached intermediate. Yay!

F2 - 325 Mark Waistell: Yer 'avin' a larf!

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Come and listen to the psycholinguistic rationale for the inclusion of humour in our teaching, the importance of laughter in affective strategies, the ways in which we might (heaven forbid!)enable our students to enjoy themselves whilst increasing their rate of progress. See how the comedic gloss provides a pedagogic overlay to all we do. Examine how we can laugh with our students and colleagues and never at them (oh, alright, sometimes at them, too). An opportunity for an in-depth examination of this crucial area... or the chance just to sit back for 45 minutes and have a laugh? The choice is yours.

Biodata

Mark Waistell this year celebrates(?) 30 years in ESP and 20 years as Senior Partner at Accent International. Accent has four main parts to its work: Accent Training, which provide UK-based programmes for Executives and Professionals, Accent Corporate, which provides seminars in other countries for corporate groups, accentVirtual, which is a face-to-face online training platform and Accentuate - a consultancy in language and communication for corporate clients. Mark has worked as teacher, teacher trainer, DOS, principal, consultant and author and is a frequent speaker at conferences and training events around the world.

F3 - 507 Nick Hamilton: How you say that? Grammaring Business English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This session give you tool analyse grammar need your student. It include practical example how work grammar creative, fun, effective way. It also try answer question what grammar business English? (Pre-session task: have a go at “grammaring” the text of this abstract!)

Biodata

Nick Hamilton has been working at International House for almost twenty years. He runs a wide variety of courses, including UCLES DELTA, LCCI CertTEB and Financial English. While his current interests in language teaching revolve around the focus of this talk, Nick also finds time for blues guitar and Tai chi.

F4 - 514 Maurice Claypole: Translation in the Business English classroom

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This talk will explore the somewhat controversial role played by translation in the teaching of Business English. Opinions differ widely on the use of translation in the classroom but recent insights suggest that it might be time to reassess a few long-held beliefs in this area. In the introduction I will examine the background to current attitudes relating to the use of L1 in the classroom and to the validity of using translation as an aid to teaching. Then I will identify a number of different types of translation and examine some of the skills involved in each before showing how the theory and practice of translation can be put to good use in the Business English classroom generally and more specifically within the framework of a communicative learning environment which takes a blended learning approach to the teaching of Business English.

Biodata

Maurice Claypole holds qualifications in both teaching and translating and has over 20 years' practical experience in both fields. He is director of LinguaServe Language Services in Germany and lectures in Business English at a number of universities and colleges. He is the author of various publications on teaching methodology and has developed specialised teaching materials and Blended Learning courses for both public bodies and private corporations. He is the author 'Translation and ELT' and of the Media Watch column in English Teaching Matters and of the accompanying teachers' web site www.mediawatch-online.de.

F5 - 101 Bob Dignen: Developing the 7 core skills – a new challenge for ELT

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

Summary

This presentation argues that the ELT industry's focus on language and communication skills needs to shift. Those in business need support beyond the traditional mix of English language, training for specific 'moments' (presentations, meetings, negotiations) and cultural knowledge in the form of country culture briefings. Professionals need a range of generic management soft skills to use in English across their entire international working context. This presentation outlines a new approach for ELT with an introduction of the core skills:

1. Clear speaking
2. Effective listening
3. Rapport building
4. Influencing
5. Coaching
6. Managing conflict
7. Handling feedback

The presenter will illustrate how these skills can be developed in the classroom with reference to his own training and samples from English365 (published by Cambridge University Press) which is the first professional ELT course book to integrate this new approach.

Biodata

BOB DIGNEN is a director of York Associates (www.york-associates.co.uk), which specializes in language, communication and intercultural training. He travels to clients in Europe regularly to deliver intercultural and international team programmes. He is accredited to use The International Profiler (an intercultural profiling tool) and is also an advanced practitioner of TMP (Team Management Profile – an international

team profiling tool). He is co-author of the professional adult ELT title English365 published by Cambridge University Press.

F6 - 412 Mercedes Viola: Designing Business English programs creatively [video conference]

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Curriculum design is a challenging task. When a subsidiary of a well-known organization asks you for advice on how to train their people or if you could design business English programs (EFL) for their employees there are many things you have to take into consideration.

When you believe in a professional way of delivering your services you have to be able to transmit and explain this not only to your clients, but also to the whole team of teachers so that everybody is aligned.

When you are aware of the significance of this training for your clients, in the short and long term, you also try to provide them with tools that could help them in their careers worldwide.

In this talk we will be presenting how we have developed a framework in order to design curricula for different organizations with enough flexibility so that we can adapt it to different company cultures.

Biodata

A practising trainer for 18 years, teaching business English, English in different content areas, such as accounting, finance, management. I have an extensive experience in developing and designing language programs and materials for business people working for local and mostly global companies. I have also designed content courses for university students with the support of well-known professionals in the field. I've been delivering business courses for English teachers.

F7 - 521 Dr. Blanka Frydrychová Klímová: Improving Business English competence

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The talk will concentrate on a few techniques, methods, and tools I find useful in my own teaching of Business English at the Faculty of Informatics and Management of the University of Hradec Králové. Most of the approaches can be easily applied in teaching of other foreign languages, too. Moreover, I will supplement their use with a few data based on classroom research in the form of a course evaluation filled

in by the students at the end of the summer semester and my interpretations of these. The talk should provoke reflection and is open to discussion.

Biodata

Dr. Blanka Frydrychová Klímová, M.A., Ph.D. teaches at the Faculty of Informatics and Management of the University of Hradec Králové. Her main field of interest is teaching business English. In addition, she runs courses in culture and history of Great Britain/ the USA and academic writing. Her subject of interest at the moment is motivation for learning formal spoken English. She is happily married and has a son, who keeps all the members of the family permanently busy.

F8 - 425 Pamela Rogerson-Revell: Using English in international business meetings: a European case study

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

While English for International Business (EIB) has an essential function as a lingua franca in multilingual settings, it can also present challenges both linguistically and culturally, particularly as more and more interactions are between speakers who use English as a second language.

The talk focuses on findings from a questionnaire and from video recordings of a series of meetings exploring the use of EIB by a particular European business organisation. It is hoped that the limited findings help shed light on some of the language and cultural issues that may be present in such international contexts and the possible communications difficulties and frustrations that can result. A positive result is that as well as uncovering some of these challenges, the analysis also shows an awareness by many participants of some of the strategies that can be used to overcome them (Rogerson-Revell 2007).

Biodata

Pam worked extensively as a language trainer in Europe and in West Africa before moving into the university sector in 1990. She spent four years as a lecturer at City University Hong Kong and currently co-ordinates a distance MA in Applied Linguistics and TESOL at the University of Leicester, UK. Her doctorate is in the field of intercultural business meetings and she is currently researching the use of English as an international business language in Europe. Other areas of professional interest include intercultural communication, phonology and Computer-Assisted Language Learning (CALL). She has researched and published in the fields of spoken discourse analysis, business English and phonology and pronunciation and has written two textbooks with Cambridge University Press, *Speaking Clearly* and *Speaking Effectively*. She has worked on three trans-national EU-funded projects to develop distance and online language and culture training materials in English, French, German and Spanish.

F9 - 522 Christel Schneider: Principles and views on online teacher training

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

Principles and Views on Online Teacher Training - Examples of Best Practice from two successful training schemes: EUROVOLT and LANCELOT (both Leonardo da Vinci Projects). A major advantage of teaching online is that it enables to integrate a great variety of learning concepts like synchronous live online learning, asynchronous online learning and other media into the learning process.

The presentation will explore the core concepts of the two entirely different projects from planning to delivery with focus on the 'ingredients' for successful online teaching. The presentation will be dealing with some practical examples from two Leonardo-da-Vinci sponsored EU projects: EUROVOLT via VLE and LANCELOT delivered on different platforms to demonstrate:

- how to encourage learners' participation,
- how collaboration online can be facilitated,
- which kind of course structure could accommodate a great variety of subject matters and learning styles,
- the importance of feedback and individual assessments (tutorials and portfolios)

The presentation will result in engaging participants to reflect on guidelines to consider the essentials of effective online language training.

Biodata

Christel Schneider, Dipl.-Päd, FinstML, Director of the ICC-European Language Network, qualified Online Trainer with the Institute of Education at the University of London (IEU) and Abacus Learning System (Institute of Leadership and Management) UK. Ten years of online training experience with (IEU), Northern Illinois University, Abacus Learning Systems and other organisations, Teacher Trainer. Christel has been the local secretary for the Cambridge ESOL examinations for 14 years. Further responsibilities included working as a co-ordinator and examiner for 'The European Language Certificates (TELC)' 'Cambridge' and 'Goethe' examinations. Her published works include a wide range of materials on course design and teacher training, as well as several course books and various articles.

F10 - 323 Helen Strong: If you're serious about training, get yourself a website

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This talk is aimed at freelance and self-employed trainers who wish to expand their customer base through their website. I will explain why I think it is necessary from a marketing perspective to have your own website; how to go about setting one up, including some do's and don'ts of website design; and finally (and perhaps most crucially) how to make Google like your site, which in turn allows potential customers to find you. I will also touch on other things you can do with your website, for example incorporating a blog into it. Having a website does much to increase your professional image as a trainer and you don't have to be a technophile to be able to get one set up. To see how I use my website check it out at www.helenstrong.de

Biodata

Originally from the northeast of England, I moved to Ingolstadt (southern Germany) in 1999 to teach Business English to Audi employees. After six years of training at Audi Akademie I left to become a self-employed trainer and have been teaching in various companies in and around Ingolstadt for the past two years. Much of my business has been acquired via website enquiries.

F11 - 523 Lisa Förster, Dörte Gluchowski, and Sabina Kufner: Business English materials for German speakers from Haufe-Verlag

Presentation type: Commercial, 45 minutes

Audience type: Mixed

On behalf of: Haufe-Verlag

Biodata

Lisa Förster M.A. is a trained translator, interpreter and political scientist. She's been working in language teaching for the last 15 years and co-authored Business English-live, Karrierefaktor Business English, Business English - Useful Phrases für alle Anlässe and Die besten Bewerbungsmuster English.

Dörte Gluchowski is a certified translator and interpreter, is based in Munich and holds a CELTA and a CertTEB qualification. She is the co-author of Karrierefaktor Business English.

Sabina Kufner is a trained teacher for English and German. She's been teaching freelance for about 10 years and co-authored Business English - Useful phrases

F12 - 432 Sheila Grabow-Woolmore: Moving walls. Business English 1987-2007

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

1987–2007. How walls have been moved in the field of Business English Teaching. Tracking 20 years (and more) of BE in a city which itself has gone through a gigantic change, from isolated western island in the middle of a socialistic state to a throbbing modern metropolis. In my workshop I would like to share my experience of having been a part of this process and compare it to the enormous progress and development that has taken place in the field of BE. My workshop will include a practical analysis of qualifications, methodology, teaching material and equipment which has been available during the past 20 years. The participants will have an opportunity to compare and discuss the path BE and BE teachers have trodden through the wall of change over the past two decades. As we sit on the frontier of the technological revolution, I would also like to share some thoughts on where BE goes from here.

Biodata

Sheila Grabow-Woolmore is a freelance Business English Trainer running her own business in Berlin and specialising in individual in-company training. She is a qualified teacher with over 30 years' experience. She began her career in Brighton in 1973 and has worked in Berlin since 1980.

F13 - 321 Soumen Mukherjee: Apprehending the importance of chronemics in the 21st Century

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

How do we communicate with others? What is the importance of time for us? In order to use time as an effective communication tool, we must first apprehend its impact. It has been found that human beings have a natural instinct to control time, trying to utilize it to the optimum. In this eternal endeavour, the only people who will succeed are those aware of the importance of Chronemics in day-to-day life. With this in mind, most Business English courses nowadays emphasize the study of Chronemics as an essential feature for professional students.

In the professional world, time is considered to be very precious, especially in the present era, which is also known as the age of high-technology. Chronemics is the study of how human beings communicate through their use of time in non-verbal communication. This paper tries to analyze our sense of time language from different perspectives. The way we perceive time, structure our time and react to time is a powerful communication tool, and helps set the stage for communication.

Biodata

Soumen Mukherjee presently teaches Business English at Asia-Pacific Institute of Management, New Delhi, India. Prior to this he was teaching at the undergraduate level of Uttar Pradesh Technical University for more than five years. A proven orator, he has written and presented many papers on different aspects of Business English and ELT in national and international conferences in India and abroad. He has also

been widely published in various national journals of repute on varied aspects concerning the alpha and omega of life.

F14 - 505 Susan Turner-Lorenz: Monster moves - Teaching highly specialized language

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This practical talk is designed to provide information for people who are faced with the need to teach highly specialized - and maybe heterogeneous - groups, but who are not themselves specialists in that area. I was assigned to teach TV and radio staff - some from the studio, some who work on location, camera operators, sound engineers, bookings organisers, production managers, signal engineers and technicians. And I wasn't at all prepared for what was waiting for me!

Where can you look for information? How can you teach it? How can you use new media to help you? How can my students help me? This talk, based on experience, will hopefully inspire you next time someone asks you to teach "just a few people who are Antarctic explorers and need a bit of English for their job."

Biodata

I was born in Portsmouth, England in 1954, obtained a degree at Sussex University in German Studies and a teaching certificate in London before a brief teaching spell for the British Council. I then taught in London comprehensive schools for 13 years before moving to Germany. During this time I also gained a Post-Graduate Diploma in Linguistics. I have spent the last 6 years teaching freelance in Cologne for various institutions.

G Session

G1 - 505 Andy Hewitson: We used to ...

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

As an amateur choirmaster of Protestant background working in a small Catholic church in Bavaria I sometimes have occasion to reflect on changes to the established liturgy and church music over the last thirty years. In this light-hearted talk I will reminisce on tried and tested material we used to work with in our Business English portfolio: snippets of old videos, music, lists of gambits and wonderful language lab drills. I will compare and contrast the EFL hymn sheet we used to sing from with what we now regard as established ELT liturgical fare.

Biodata

Originally a teacher of German and French, taught English in the Middle East for three years, moved to Munich and started work as a freelancer with Siemens and other Munich-based companies thirty years ago. Since the early nineties have worked full time at Siemens helping to manage our language department. Survived the stress of organizing the 1992 BESIG conference in Munich! Married, only four kids; hobbies - beekeeping, gardening and a capella singing.

G2 - 501 Pete Sharma: New technology in Business English: in search of the perfect blend

Presentation type: Workshop, 45 minutes

Audience type: Mixed

On behalf of: Macmillan

Summary

There has never been so much choice for the teacher integrating technology into a business English course. Nor has there ever been such choice for the student, with learning opportunities on-line, through podcasts, courseware on CD-ROM, DVD-ROM.... It can be difficult to select appropriate technologies, and evaluate their effectiveness. This presentation will provide a critical overview of key technologies currently used on business English courses, and attempt to answer the question: 'is there a perfect blend?' It will draw on the new resource book *Blended Learning: using technology in and beyond the language classroom* (Macmillan: 2007), and the latest on-line update to the book. The talk will also present new, practical teaching ideas for the business English teacher.

Biodata

Pete is a freelance author and teacher trainer. He currently works in EAP as a Lecturer at Oxford Brookes University, UK and has worked for many years in business English. His business English 'e-lesson' for Macmillan has thousands of subscribers worldwide; he has also written multimedia content for the 'In Company' CD-ROM series. With Barney Barrett he contributes the Learning Technologies page to BESIG Issues. His latest book as co-author is *Blended Learning: using technology in and beyond the language classroom* (Macmillan 2007), which is updated with regular technology bulletins. He has been writing the Teacher's Book for The Business Pre-Intermediate, and content for the DVD-ROM. Pete can be contacted via his website, shared with Barney: www.te4be.com.

G3 - 507 Matthew Firth: How do lawyers really use English? Course design in ILEC classes

Presentation type: Workshop, 45 minutes

Audience type: Mixed

On behalf of: Cambridge ESOL

Summary

The practical focus of the Cambridge International Legal English Certificate allows teachers to design motivating courses that meet the everyday Legal English needs of our learners. So how do lawyers actually use English? This talk examines the ways legal practitioners read, write, listen and speak English and addresses how this knowledge can be used to design a successful ILEC course.

Biodata

Matt is the ILEC Regional Manager for Austria and Germany and runs regular workshops on teaching Legal English. He has recently completed an MA dissertation on materials and course design in English for Legal Purposes, and is co-author of the *International Legal English* (Cambridge University Press) online research tasks. Matt also teaches English for Legal Purposes at the University of St Gallen, Switzerland, and is secretary of the European Legal English Teachers' Association (EULETA).

G4 - 301 Bill Mascull and Jeremy Comfort: Best Practice, business course in language, communication and intercultural understanding

Presentation type: Talk, 45 minutes

Audience type: Mixed

On behalf of: Freelance - Heinle ELT/ York Associates - Heinle ELT

Summary

Best Practice in business has become critical. In business communication it means developing competence in language, communication and intercultural understanding. Best Practice, a four-level business

English course, provides learners with, and stimulates them to use, essential business language in realistic contexts - face-to-face and on the phone, by email and in other written contexts.

At Intermediate and Upper-intermediate levels, published this year, the course also systematically develops the key skills of professional communication – influencing, active listening and transparency of communication – as well as key areas of intercultural awareness – understanding the impact of company and country culture as well as developing flexibility to operate across cultures. We will be illustrating how the threads of this innovative approach are intertwined. This entirely new presentation will look particularly at the brand new Upper-Intermediate level of Best Practice, and there will be opportunities for participants to experience and use the material themselves.

Biodata

Jeremy Comfort is one of the founders of York Associates. He specializes in training managers to work internationally – to lead teams, to run projects and to motivate people from different cultures. He has published extensively in Business English and more recently, in the area of intercultural training.

Bill Mascull is the author of a number of business English coursebooks, vocabulary books and dictionaries, including Best Practice (Heinle ELT) and Business Vocabulary in Use (CUP). He has taught in Sweden and France, and is now based in Bristol, UK.

G5 - 323 Andrew Miles: How long will it take my students to learn?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

The talk will be based on research I've done for a book on teaching business English to adults and deals with how these factors affect learning:

- Group size. Is there a right size for a group?
- Length of periods. Is there an ideal class length for adult students?
- Lesson frequency. What's better - a class a day or a class every other day?
- Homework. Does it make such a difference?
- Absenteeism. Do students who miss 10% of classes learn more than those who miss 25%?
Where's the limit?
- Late arrivals. Can people who arrive consistently late learn?

Biodata

Andrew Miles has been teaching business English for over twenty five years. He's the Director of English for Business Barcelona.

G6/H6 - 521 Rita Baker: An equal bite of the cherry

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

How can we be sure that our training is appropriate to all our participants, in style as well as content? I shall be offering a few simple tools that help to create awareness of individual processing styles. We will then explore the implications for choosing suitable training activities, and helping our participants to enhance their competence in managing the dynamics of interaction.

Biodata

Rita and Duncan Baker are the co-owners of Lydbury English Centre where they have been running residential immersion courses for the last 22 years. Rita's special area of responsibility is training development, both for trainers and learners. She is particularly interested in accelerated learning, as part of which she has developed the 'Global Approach to English'.

G7 - 522 Evan Frendo: Teaching conversation

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Many of our Business English classes involve conversation - often it happens spontaneously, but it can also be planned. In this session I will take a brief look at some of the options available to teachers to optimize the teaching of conversation, including techniques for focussing on lexis and grammar, treating conversation as discourse, and using a genre approach.

Biodata

Evan is a freelance trainer, teacher trainer and author based in Berlin. A regular presenter at conferences, he has also published various books and articles over the years, the most recent of which are How to teach Business English, (Longman, 2005), and the Double Dealing series of coursebooks Summertown, 2004-2006, with James Schofield.

G8 - 101 Alun Phillips: Into the Dragon's Den - making effective use of authentic business materials

Presentation type: Workshop, 45 minutes

Audience type: Experienced

Summary

Published business English materials have made considerable advances in terms of contents and approach in the last decade. However, there remains a clear need for up-to-date authentic management materials rich in content and discussion potential to supplement coursebooks. Popular business programmes from the TV such as the Dragon's Den, I'll Show them Who's Boss and The Apprentice can provide this kind of motivating input and the workshop will look at ways of exploiting these materials to the full. In addition, we will look at a few examples of materials from the business pages of UK newspapers and work out some ways of using these effectively, too.

Biodata

I work as a freelance Business English trainer in the North-east of Italy and my clients include Benetton and Geox. I recently completed a distance M.Ed in ELT at Sheffield University. My professional interests include intercultural training as well as the use of management training materials from non-ELT sources.

G9 - 425 Khanh-Duc Kuttig and Petra B. Schubert: A genre-approach to Business English teaching

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Despite the variety of Business English course books available on the market, catering to different levels and industries and based on varied approaches, suitable material for learners at universities is hard to find. University courses tend to be shorter than in-house company courses or those offered by private language schools. Additionally, large group sizes pose a language teaching problem by taking the communicative aspect away. A third difference is the amount of background knowledge and the expectations students bring with them.

Based on classroom experience and empirical data, we present a solution to the above-mentioned problem by suggesting a genre-based approach to the teaching of Business English at tertiary level. A sample curriculum will highlight the value of this approach and its suitability for the learners in question. Finally, we will show how genre knowledge is easily applicable to all areas of business English.

Biodata

Khanh Duc Kuttig and Petra B. Schubert are both lecturers in the English Department at the Ruhr University Bochum. Both teach undergraduate and graduate language classes as well as linguistics, focussing on ESP. Petra's specialisation is in American Cultural Studies, while Khanh Duc focuses on Discourse Analysis and Technology in Teaching.

G10 - 321 Olesia Lupu and Simona Mitocaru: Explicit vocabulary teaching in a Business English class

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Every business English teacher has to deal with vocabulary and create his/her own recipe of teaching vocabulary in the classroom. This presentation will discuss implicit vs. explicit strategies of teaching vocabulary. The two approaches will be presented contrastively as to suggest a variety of activities which can help Business English learners acquire new vocabulary. Debating / challenging any of the approaches is more than welcome.

Biodata

Olesia Lupu and Simona Mitocaru have been teaching Business and Legal English for the past seven years within the Business School of the Al. I. Cuza University in Iasi, Romania.

G11 - 412 Suzanne Schumacher: Podcasting and E-Twinning in the Business English classroom

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This talk will focus on two ideas I have gathered and developed with regards to the integration of Learning Technologies in the Business English classroom. We will first look at podcasting and how it can help develop students' listening skills. We will then focus on how it can improve speaking skills through student produced podcasts. A possible framework for integrating these into the students' learning cycle will be introduced.

The second idea regards e-twinning, which involves twinning two remote classes through Skype Internet phoning and emails and will focus on the pros and cons of each. We will then consider the choices regarding who to e-twin with. Lastly, I will reflect on the necessary steps for effective Internet based communication between the e-twins in a way which is valuable and which encourages student autonomy.

Biodata

Suzanne Schumacher is a teacher, teacher trainer and ICT coordinator at the British Council Milan, where she has worked for 5 years. Currently, Suzanne is involved in driving forward the ICT implementation and development in the Milan centre. Her main areas of interest include integration of Learning Technologies and Learner Autonomy in the language classroom.

G12 - 514 Paul Dummett and Colin Benn: Should we talk the talk?

Presentation type: Talk, 45 minutes
Audience type: Mixed
On behalf of: Summertown Publishing

Summary

Increasingly, the English spoken by British and American business people and government officials is not a language that most native speakers outside this club, let alone non-native speakers, can easily understand. But, like it or loathe it, this jargon is a fact of business life. How do we take account of this in our language teaching?

Biodata

Current Director of e@o online learning ltd, he has served previously as Director of Studies and Vice Principal of Regent Oxford (formerly Godmer House) School of English (1992 - 1997) and Director of English @ Oxford (independent professional language training school)(1998 - 2006); and authored various publications incl Business First, In Company Resource Pack, and most recently BEC Higher coursebooks for Summertown Publishing.

G 13 - 325 Timothy Phillips: CLTC-C Communication and Language Trainer Certificate - Corporate

Presentation type: Talk, 45 minutes
Audience type: Mixed

Summary

A new qualification for trainers is establishing itself within the language training market in Germany, the Communication and Language Trainer Certificate – Corporate (CLTC-C). This initiative was spearheaded in 2004 by Henkel to meet the urgent demand of its employees wishing to improve their communication skills when dealing with international colleagues and partners. A language course with a strong focus on linguistic content rather than on developing communicative competence in an international context was no longer sufficient.

Henkel, supported by Bosch, 3M Germany and SKYLIGHT, realised that trainers needed more support in meeting corporate needs. In this presentation, Tim Phillips, will outline the three modules of the course as developed amongst others by Nick Brieger of York Associates,: Course Design, Course Delivery, and Evaluation, as well as the certification process. He will describe the goals of the trainer certification and describe the immediate benefits the CLTC-C can bring for trainers themselves.

Biodata

Timothy Phillips is founder of SKYLIGHT GmbH, a consultancy based in Cologne which advises companies in developing the foreign language, intercultural and communication competencies of their staff.

Tim's language training career started in the late 80's with organizations such as the European Business School, Deutsche Bank, etc. In the mid-90's he supported the development one of the first e-learning systems on the market, C.A.T.S. Corporate English. He broadened his e-learning experience with Deloitte Consulting and then with the internet agency, Pixelpark. In 2002 he founded Phillips Learning GmbH which specialized in developing blended learning concepts. In 2004, this was transformed into SKYLIGHT GmbH with an emphasis on quality assurance of in-company, language training measures, including certified train-the-trainer programmes.

G14 - 432 Abderrahman Azennoud: The Course of Business English at Al Akhawayn University

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Teaching Business English in Morocco is not a tradition. However, recently, many institutions have included the course of that course in their missions. One of the leading institutions with regard to that field is Al Akhawayn University. In fact, this university is known for its effectiveness in the domain: many workers from various sectors, mainly companies, attend it to learn English for their purposes. Business English is viewed at Al Akhawayn University as a content that leads to promotion, self development and competitiveness. The purpose of my talk is to shed lights on how Al Akhawayn University has met the needs of its clients successfully.

Biodata

Has a BA, an MA, a doctorate in Linguistics.

Has been teaching since 1980.

Has taught at the high school and university.

Worked both for the public and private sectors as a teacher of English.

Has supervised MA & Doctoral theses in Linguistics, Applied Linguistics in particular.

Published articles on applied linguistics issues in English, Arabic & French.

Participated At 2 IATEFL conferences: SIG in Bielefeld and IATEFL Annual conference held in Liverpool.

Taught English for Engineering at Angers, France.

H Session

H1 - 505 James Chamberlain: How to construct meaning

Presentation type: Talk, 45 minutes

Audience type: Experienced

Summary

“Objectivity is the delusion that observations could be made without an observer.” (Heinz von Foerster). How can we “objectively” assess if and what our students and trainees are learning? How do we ensure the quality of our work such highly complex and subjective fields as language instruction and (intercultural) communication training? In this talk I’d like make a short survey of constructivism (radical and social) and discuss how these ideas can help us as trainers, particularly as we develop from language teachers to management skills trainers.

Biodata

James R. Chamberlain, MA, is director of the Language Centre at the Bonn-Rhein-Sieg University of Applied Sciences. He has been teaching Business English since 1984 and training Intercultural Communication Skills since 1994.

H2 - 507 Ian McMaster: So who can’t you understand and why?

Presentation type: Talk, 45 minutes

Audience type: Mixed

On behalf of: Business Spotlight

Summary

It is often said that non-native speakers of English find it easier to communicate with other non-native speakers than with native speakers. But is this really true? Business Spotlight investigated this question in its latest survey of more than 1,000 German-speakers who need English at work. The survey asked which aspects of communication are the most serious impediments to comprehension (speed of talking, accent, idiomatic usage etc). This talk will discuss these findings and other key aspects of the survey.

Biodata

Ian McMaster is editor-in-chief of Business Spotlight, a bi-monthly business English magazine for German-speakers. The magazine also has licence editions in Bulgaria, the Czech Republic and Ukraine. www.business-spotlight.de

H3 - 514 Dr. Teun De Rycker and Peter Stange: Cross-cultural business communication: A comparison of Israeli and Flemish rejection letters in English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Writing “bad news” messages constitutes a skill critical to interpersonal success and effectiveness in many people’s professional lives. Despite research to the contrary, there is still a strong preference among textbooks for the indirect organizational approach. This strategy includes (i) a buffer opening meant to soften the rejection; (ii) an indirect refusal; (iii) one or more reasons for turning down the request, proposal or application; and (iv) a positive ending. The study reported in this talk examines whether Israeli and Flemish Business English students will follow, or depart from, the indirect organizational pattern in the absence of any explicit writing intervention or business genre instruction. In addition to implications regarding policies for instruction and assessment, our findings have a bearing on cross-cultural communication in today’s world of global communications, where English is the lingua franca. Using English effectively has implications for conveying messages, but also for keeping good business relations.

Biodata

Teun De Rycker, PhD, is a Senior Lecturer at the Department of Economics and Business Administration, Lessius Hogeschool, Antwerp, Belgium. His mission and meal ticket is “teaching” business and academic English to non-native pre-service students. His research interests include writing skills and vocabulary learning. Want to find out more? Visit his homepage at www.lessius.eu/derycker.

Peter Stange, MA, works for the Centre for English Studies at Ruppin Academic Center, Emek-Hefer, Israel, where he teaches a variety of business English communication courses. He also works freelance as a language trainer and consultant.

H4 - 412 Steve Flinders: Teaching political English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Professional English trainers can be called upon to deliver courses to learners working in the public as well as in the private sector and at York Associates we are welcoming politicians, civil servants, development workers, trades unionists and journalists in increasing numbers. However, such learners can present particular challenges because of the different lexical and communication needs they often have compared with other professional learners. In this talk, I shall present aspects of the political English

courses we have run, including communication skills, culture, methodology and – especially – vocabulary; and propose an organising principle for helping these kinds of learner to deal with the quite large numbers of words they need to be effective.

Biodata

Steve Flinders is a director of York Associates. His special interests include teaching English for political, trade union and human resources purposes. His published titles include (with fellow York Associates director Bob Dignen, and Simon Sweeney) *English365*; *Key Terms in People Management*; and *How to Learn Languages for International Business*.

H5 - 501 Nick Robinson: Bridging the information gap: content and vocabulary in the ESP classroom.

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

Summary

Teaching ESP can be daunting for experienced and inexperienced teachers alike. As students require more and more specialist language instruction, teachers are increasingly expected to become ‘subject specialists’ practically overnight. But can we be expected to teach the language our students need without fully understanding the students’ specialism itself? This often leads to an information gap in the classroom – the student knows the subject matter but not English; the teacher knows English but not the subject matter. Concentrating principally on the teaching of specialist vocabulary, the aim of this session will be to show how to reconcile students’ knowledge of their professional area with their teacher’s knowledge of English, helping to bridge the information gap that is so common in the ESP classroom. Examples will be drawn from the *Professional English in Use* series from Cambridge University Press.

Biodata

Nick Robinson taught in Spain, specialising in ESP and business English. He worked for Cambridge University Press for over three years, primarily as an Editor on the ESP list, where he helped to develop materials for law, medicine, ICT, marketing, and the media. He is currently a freelance editor, author and trainer based in York.

H6 - 521 Continuation of G6 - Rita Baker: An equal bite of the cherry

H7 - 522 Olga Kovalenko: Need analysis teaching ESP

Presentation type: Workshop, 45 minutes
Audience type: Experienced

Summary

Needs analysis: what is it? “There is no such thing as General English.” The statement is not an actual quote, but more a summary of a point of view that comes from the world of teaching English for Specific Purposes. The idea behind it is that nobody needs ‘General English’, because they all have their own specific needs for the language. It gives an idea of how an ESP approach, and ESP students, are different. Needs is the magic word. We can only start teaching an ESP student when we know what their needs for the language are. This is also true of all students of course, even if the only thing we find out is that they have no specific needs. The other thing we need to know before starting is what the students want. These two things are often very different from each other!

We can find out student needs and student wants by asking the students questions about themselves and the language (which is what we will be calling ‘needs analysis’ here) and then finding out how much you agree with what they just said (‘diagnostic testing’). Given the definition of diagnostic testing used here it seems obvious to tackle it after needs analysis, and it will be dealt with in the second article, on the subject of ‘First Classes’. When we are deciding how to go about needs analysis with a student/group of students, we need to think about two questions:

1. What do we want/need to know about them?
2. How can we find it out?

Biodata

I have been the Director of Studies in English First school for two years and a teacher of Business English for ten years in Vladivostok, Russia. It gives me the opportunity to improve my teaching skills in business environment. Having got the Trinity Diploma TESOL in Barcelona I realized that it gave me great opportunity to become a professional in this area of teaching.

H8 - 523 Paul Abbott: Syntactic restraints and professional writing style

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

“Never start a sentence with I.” “Good writing must be complex.” Having successfully used rules like these in Gymnasium, many central European professionals apply them to their English writing tasks. The results are, for their correspondents and trainers, often unsatisfactory. In this talk I briefly consider the writing skills of advanced English speakers with German as a first language. I argue that their struggle to produce effective English prose has little to do with questions of degrees of formality, as is often asserted. Instead, they struggle because they fail to observe syntactic restraints that are inherent to English. I have developed for clients a handbook that compares the syntactic restraints of English with

those of German and derives guidelines for writers of professional texts. In this talk, I briefly review the theoretical background and introduce my handbook.

Biodata

Currently a member of the staff in the English department at the University of Mannheim, Paul Abbott has been teaching Business English in Germany since 1994. He has a BA in Philosophy from the University of Massachusetts/Amherst and an MBA from the Europa Institut at the University of Saarland. From 1998 until 2000 he edited the English Language Teachers Association of Stuttgart journal and served briefly as the association's vice-chair. He lives in Frankfurt am Main.

H9 - 425 Carole Eilertson and Louise Kennedy: Topical pivoting: Moving students from B2 to C1 with practice in dynamic topic management

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

We'll kick off the workshop with a brief discussion of techniques that enable B2 (Independent User) business learners move up to C1 (Proficient User). Then we will concentrate on one particular technique that we have both found to be useful in the business-English classroom: topical pivoting.

One clear differentiator of B2 and C1 students is the ability of the latter to take charge of a discussion. Accomplished speakers are able to systematically employ ritualized phrases and idioms at pivotal stages in the discussion to acknowledge what has been said and present their own take on the issue at hand. Used by native speakers, such techniques appear elegant and effortless but B2 learners need a lot of guided practice to use topical pivoting with confidence. Our workshop demonstrates a tool you can use in your next lesson to help your B2-level learners do just that.

Biodata

Carole Eilertson (1960/Wales) and Louise Kennedy (1965/Ireland) are experienced business English trainers based in Germany. They have collaborated in the design and running of seminars and extensive courses in Business English, putting together a suite of stimulating materials to enable beginner, intermediate and advanced business learners (especially mid-and top-level managers) to become more effective in their day-to-day business interactions. In recent years they have focussed on developing methods to improve the effectiveness of 1:1 training. Taking into account the requirements of the B2 learner aiming to reach C1 level, they are currently writing a modular, multimedia business coursebook (Up to Speed, Cornelsen Verlag), a resource tailored to the needs of the 1:1 student but also adaptable for group settings.

H10 - 101 Nicola Thompson and Pauline Bramall-Stephany: The art of small talk

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

At this workshop we will talk about the significance of small talk in English-speaking cultures and demonstrate materials which develop students' fluency and confidence with small talk. The materials are ideal for pair work and can be used in groups of lower-intermediate to advanced levels.

You will have the opportunity to try out the materials using different approaches and to write some of your own examples.

Biodata

Nicola Thompson P.G.C.E. & B.A. and Pauline Bramall-Stephany B.A. & M.A. Applied Linguistics are owners & directors of LinC Training, teacher trainers & authors.

H11 - 301 Nicola Schloeder and Iris Wangermann: Market survey of in-company language and intercultural training in Germany

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

During the course of 2007, SKYLIGHT has undertaken a survey of companies across Germany to establish the current situation as regards in-company foreign language and intercultural training. Supported by Business Spotlight, the survey set out to answer a number of questions across all major industrial sectors: How is training organized? Internally? Is it outsourced? Undertaken by experts or by administrative staff?

Who carries out the training? Freelancers? Language schools? Others? How is quality assured or evaluated, before, during and after the training? How much money is invested in language training of employees? Is the trend increasing or decreasing? Nicola Schloeder and Iris Wangermann will outline the results of the survey and pointing out a number of indicators for trainers for the future.

Biodata

Nicola Schloeder and Iris Wangermann both work as consultants for SKYLIGHT GmbH, a consultancy based in Cologne which advises companies in developing the foreign language, intercultural and communication competencies of their staff.

Nicola holds a Masters degree in German language from Düsseldorf University and is a CLTC-C qualified trainer of German as a foreign language. Her main research interest lies in the quality assurance of foreign language training measures.

Iris is currently completing a PhD at Cologne University on intercultural competencies. She holds a first degree in psychology and is an experienced research statistician. In 2006-07 she led the SKYLIGHT project for Stiftung Warentest, undertaking a survey of both learners' and human resource professionals' attitudes towards foreign language training.

H12 - 432 Svetlana Kandybovich and Anna Sokol: The true story about Russian matreshka

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

This hands-on talk will examine how to structure, and design your course of English for. . . (name it) with some particular examples from teaching English for PR, Marketing and Management in Belarus. It will also give you ideas how to tailor the course to the needs of your students and employ relevant innovative BE teaching techniques. And all that--on the basis of the well-known principle of Russian Matreshka.

Biodata

Svetlana Kandybovich and Anna Sokol, Belarusians, 25 years in university level education (taken together), BelNATE-IATEFL Committee members, currently doing PhD research in innovative BE teaching.

H13 - 321 Yilmaz Köylü: Teaching Business English through Music and Songs

Presentation type: Workshop, 45 minutes

Audience type: Mixed

Summary

In an age in which the students are hardly motivated to be engaged in a language learning process requiring them to strive for success, is it possible to help them learn the target language using traditional methodologies not appealing to most of the students? Certainly not. Ongoing longitudinal brain research suggests that incorporating music into the language classroom has many benefits on the parts of the learners. In this workshop, the presenter will briefly talk about the latest research findings on the importance/benefits of using music in language classes. Then he will supply the participants with some musical activities that can be used to present/teach/practise vocabulary/grammar at different stages of instruction. Finally, the participants will have the opportunity to prepare a musical activity to practice the grammar/vocabulary of a text. The presenter aims to encourage EFL/ESL teachers to use music in

their classes, and for them to gain some insight on why/when/how to incorporate music into English instruction.

Biodata

I am a graduate of Hacettepe University Department of ELT and I am doing my master in the same department in Middle East Technical University (Turkey). I have finished my courses and next year I will be writing my thesis. As well as being an M.A student, I have been working as an instructor in the Department of Basic English at METU for two years. I have 20 hours of teaching every week. In my M.A, I have taken courses such as: Brain based language teaching and learning, Sociolinguistics, Contrastive Turkish English analysis, etc. Hence, I have had the opportunity to put theory into practice since I am a student and a teacher at the same time.

H14 - 325 Anna Papageorgiou: Teaching ESP to Hellenic air force fighter pilots: Utopia or reality within the classroom reality?

Presentation type: Talk, 45 minutes

Audience type: Inexperienced

Summary

This presentation aims at a detailed observed ESP session description based on criteria employed in the teaching of adults, in general, and in the teaching of a specific target group, in particular. In addition, certain considerations of the writer will be shared with the audience out of an attempt to explore the ESP class into focus at a level below its surface, so that a profound account of drawbacks -along with suggested remedy- may be provided.

Orientation of the ESR situation (institution details, learners' profile, ESP transformation into EOP, needs analysis, syllabus and course design (inefficiency of) specifications will be covered initially and will be followed by a description of an actual (observed) lesson, including certain considerations on the materials and teaching aids implemented, the methodology adapted, the classroom discourse and environment, the observation of the learners' (de)motivation and learners' and teacher's roles. In the third part, suggested practical remedy will be provided as a model.

Biodata

Anna Papageorgiou has been in the field of TESOL for 18 years. She has taught English to many different target groups, including minority groups of Roms (Greek gypsies), ESP groups in the Hellenic Air Force Fighter Pilots Academy and in the Technical Air Force Institute and EAP groups in the Theatre Studies Department at the University of Patras. Since 2005 she is an official trainer of Secondary Education ELT teachers. For the last four years, she has been experimenting on refining her university students' foreign language skills through the use of creative dramatics workshops. She holds a Master's Diploma in the field of ELT and she is longing for the day when dramatic activities will become a powerful tool in the learning process of EFL.

J Session

J1 - 323 James Schofield: Reading aloud in the Business English classroom

Presentation type: Workshop, 90 minutes

Audience type: Mixed

On behalf of: Langenscheidt

Summary

Why on earth should I get my business English students to read aloud in class? In this workshop I will look at some reasons why this deeply unfashionable activity deserves a place in the business English classroom and we will then go on to do various reading aloud activities that practise different skills. The texts will be drawn from the Summertown Double Dealing course books and readers, but the activities are transferable to any teaching situation. Come and see if they are useful for you too!

Biodata

James Schofield has worked for various organisations including the British Council around the world. He is now a senior communication consultant at Siemens in Munich. He is married and has seven children and is currently writing a best-selling airport novel so he can send them to university.

J2 - 325 Deborah Capras and Meg Engelmann: Confidence-building blended learning telephone projects

Presentation type: Workshop, 90 minutes

Audience type: Mixed

On behalf of: Business Spotlight

Summary

Telephoning and audio-conferencing are important forms of communication in the business world, but they are often regarded as the most difficult forms for learners of English. This workshop will look at how to structure confidence-building telephone projects based on a blend of print, audio, internet and podcasts, using material prepared by Business Spotlight. We will also discuss the use of Skype, e-mail and in-class role plays in such projects.

Biodata

Deborah Capras is Content Manager for Business Spotlight Online. She is a qualified business English trainer and experienced teacher trainer. Meg Engelmann is the author of the trainers' supplement Business Spotlight in the classroom. She is also a qualified business English trainer and experienced teacher trainer.

J3 - 301 Deborah Starkey: Successful Teaching Tips for BEC Preparation

Presentation type: Workshop, 90 minutes
Audience type: Mixed
On behalf of: University of Cambridge ESOL Examinations

Summary

While no-one is required to take a preparation course before registering for a Cambridge ESOL BEC (Business English Certificate) exam, students who understand the format of an exam are understandably less nervous and better prepared to do their best. Teachers who incorporate exam-taking tips into their teaching offer their students valuable input to enable them to maximize their exam results. This workshop will offer tips for teaching BEC exam preparation courses and hints on exam-taking techniques for all three levels. We will discuss time management, suggestions for improving performance on the Writing and Speaking papers, and practical suggestions for the day of the test.

Biodata

A U.S. citizen resident in Austria since 1985, Deborah Starkey has been a free-lance teacher of English to adult speakers of other languages for 17 years. She leads in-house seminars for numerous companies, including the Oesterreichische Nationalbank and the Vienna Insurance Group, and has taught at the University of Applied Science in Eisenstadt and at the University of Economics and Business Administration in Vienna. Debbie has been a Cambridge ESOL Oral Examiner since 1995, became Oral Examiner Team Leader for Eastern Austria in 2001 and joined the seminar presenter team in 2004. She has just completed her Open University MBA.

J4 - 522 Cleve Miller. Using web 2.0 technologies as a Business English catalyst

Presentation type: Commercial, 45 minutes
Audience type: Mixed
On behalf of: English360

Summary

Web 2.0 technologies such as blogging/RSS, tagging, user-generated content, and social software have the potential to improve the processes and outcomes of our BE programs, but may be daunting to many teachers and students.

The English360 web application makes these technologies easy. Designed to support BE learning communities (students, teachers, schools, and management), English360 delivers web 2.0 tools for classroom, blended, and online courses:

- Needs analysis and course building tools provide ongoing assessment of students' needs, and help create a flexible, negotiated syllabus to meet them.
- Quick and easy content authoring allows the development of learning material with easy-to-use templates, for students to access as e-learning, or to print and take to class as handouts.
- Collaborative resource repositories allow every teacher to share, search, copy, and modify materials. A "rip, mix, burn playlist" approach to course design delivers course personalization.
- Both ESL/ESP and authentic material can be included in teachers' resource repositories, allowing use of new media such as blogs, wikis, or podcasts

Biodata

Since 1988 Cleve has designed, managed and taught Business English programs in 11 countries for over fifty Global-500 companies. He has been named a "global expert" in corporate language training by the American Society of Training and Development and has helped create client presentations for both the Clinton and Bush administrations. Currently Cleve is the lead designer of the web application English360, an online language learning platform that brings web 2.0 approaches to BE learning and BE performance.

NEW! J5 - 523 Roger Randall: Online Language Testing

Please note: This replaces the workshop entitled "Business English through simulation technique: A case study from Pakistan" by Muhammad Abdul Wahid Usmani which has been cancelled.

Presentation type: Commercial, 45 minutes
 Audience type: Mixed
 On behalf of: Mondiale-Testsysteme

Summary

Language testing is a topic that is rapidly gaining importance in the corporate environment. To insure flexibility and ease of use more and more language tests are offered online but online language testing is confronted by two diametrically opposed demands: The requirement for validity on the one hand and the need for efficiency on the other.

Online tests achieve their efficiency through objective evaluation. For many subjects this approach works well. A valid language test, however, must assess the four skills: Reading, writing, listening and speaking. Language listening and reading comprehension skills lend themselves well to objective evaluation but creative skills such as speaking or writing can only be adequately assessed subjectively, requiring human intervention and potentially impeding efficiency.

This presentation discusses aspects of this conflict and explains how MONDIALE-Testsysteme has solved them with efficient, flexible and cost effective products for placement and proficiency evaluation.

Biodata

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

Currently he heads online testing at MONDIALE-Testsysteme, an independent testing institution specializing in language testing. MONDIALE-Testsysteme was among the first to use web-based testing and has retained a firm position at the forefront of the field.

J6 - 412 Dr. Rudolf Camerer: Tests of intercultural competence – valid, reliable and objective?

Presentation type: Workshop, 90 minutes

Audience type: Experienced

Summary

Tests of intercultural competence – valid, reliable and objective? Foreign language teaching should play a prominent part in achieving intercultural communicative competence on the part of learners of all ages. For that purpose foreign-language teaching and intercultural-competence training should go hand in hand from the very start – and so should tests of intercultural communicative competence. We should distinguish, however, between:

- a. traits of personality like openness and tolerance, which may or may not be achieved through educational processes,
- b. theoretical basics indicating that my reality construct is fundamentally culture based and that there exist other constructs which are equally as valid as my own,
- c. country specifics, Dos and Don'ts ("Landeskunde" in German)
- d. communication skills – these most of all!

Testing intercultural communication skills is the difficult part of it. What and how precisely they may be tested on the grounds of internationally accepted test standards will be the main focus of this presentation.

J7 - 543 Branka Meic and Danijela Piric: E-engage your students

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

BE teachers can get over-loaded with work since their students are so busy they do not have time to do the homework let alone look words up in a dictionary. To paraphrase Benjamin Franklin: we tell them and they probably forget, we show them and they maybe remember but if we involve them, they will understand. So, less work for teachers can actually mean more learning for students. E-engage them, get the load off your shoulders and turn into a director of a well-staged play by using the most effective resources from the Internet. Since the Internet offers abundance of activities, it is easy to get discouraged from actually using them. Here is a selection of Internet-based activities that really work in practice, make students enjoy working on their English while giving teachers the pleasure of observing greater confidence and independence of their students.

Biodata

See E8

NEW! J8 - 521 Emma-Sue Prince: The need for spoken English in business training

Please note: The new workshop replaces the session “Time savers and motivation boosters!” by Tim Howe which has been cancelled.

Summary

This workshop will cover the increasing need for spoken English and skills training for business English learners and will present an overview and discussion of Spoken English for Industry and Commerce oral examinations awarded by the London Chamber of Commerce and Industry.

Biodata

Emma-Sue Prince is Chief Examiner for SEFIC (Spoken English for Industry and Commerce) (awarded by the London Chamber of Commerce and Industry) and Chief Moderator for CertTEB (Certificate for Teachers of Business English, jointly run and awarded through LCCI and English UK. As such she provides training for all examiners and is responsible for the design and production of examination materials. Her extensive background in business English training/teacher training as well up-to-date business knowledge and experience is highly relevant for any teacher interested in specialising in business English. Emma-Sue also works as an independent business consultant specialising in management development training, social entrepreneurship and business and strategic planning – see website for more details: www.esconsulting.co.uk. She holds a senior post as Module Leader for Business Strategy at a leading international business school and has done extensive consultancy work for the British Council and the London Chamber of Commerce and Industry in the fields of business English and ESP all over the world. Qualifications: BA, PGCE, RSA DipTEFL, CIPD, CIM, MBA (Cranfield)

J9 - 321 Moderated Panel Discussion - What's my beef?

Come along and listen to three experienced Business English practitioners talk about their greatest beefs within the world of Business English teaching. The session will be run as follows: after a brief introduction by the moderator, Evan Frendo, each speaker (among others Bob Dignon of York Associates) will have 10 minutes to outline what they think most needs to be changed or improved within the world of BE teaching, and briefly suggest ways this might be done. After this the discussion will be opened up to the audience. (Many thanks to IATEFL Poland for the idea).

J10 - 501 Nick Munby: Theatre games for Business English

Presentation type: Workshop, 90 minutes

Audience type: Mixed

Summary

A workshop exploring the application of theatre improvisation techniques developed by Keith Johnstone, Augusto Boal and others to Business English teaching. For students to practice language in the classroom in a manner that places demands on their cognitive, emotional and social skills, and in a context that to some extent reflects their daily working reality, the use of role-play seems a reasonable tactic. However just what makes interactions feel plausible is under-analysed in TEFL, and many examples of role-plays relying on information exchange, problem solving or brainstorming side-step interesting aspects of encounters.

Participants in this workshop will play out a number of business interactions around themes like status, tact and cross-purposes, which aim to engage student creativity, provoke more effective responses to communication challenges and develop fluency. In the classroom these exercises would clearly require follow up with discussion and language feedback.

Biodata

7 years in Secondary and Tertiary Education in UK teaching English and Drama. 7 years working as director, actor and writer in Community Theatre and Theatre-in-Education. 13 years resident in Berlin teaching Business English. DOS Linguarama Berlin 1995-1999. 5 years TEFL trainer. Currently free-lancer working at the FHW Berlin, running Business Skills seminars round Germany, Belgium, the Netherlands and UK for corporate clients, translator (dialogue and subtitles) for local film company (Schultze gets the Blues), IELTS examiner and teacher for the British Council.

J11 - 507 Dennis Newson: Does Second Life provide an environment in which EFL can be taught and learned?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

In a recent discussion on Scott Thornbury's Dogme list the suggestion that a dogme type lesson could be given in Second Life was met with incredulity bordering on scorn. In general, a mention of Second Life is still frequently met with remarks like: "Isn't it full of pornography?" "Isn't that where you have to change your name and wear wings and strange garments?" "I'm busy enough in my first life without taking on a second." Yet an increasing number of American and English universities have or are planning SL sites, and a number of international firms use SL for training sessions of various kinds. Without suggesting that Second Life is a panacea it is proposed that it is well worth taking a close look at what Second Life has to offer in an educational context and specifically in the teaching and learning of foreign languages, especially EFL.

In my presentation I shall include photos taken in Second Life and screencasts of visits made using Camtasia.

Biodata

Retired after 25 years as Lecturer in English at the University of Osnabruck, Germany, in 2000. Since retirement, I have spent four six-week periods as trainer/expert in Kosovo and Bosnia. Conferences in recent years have taken me to Brighton, Russia, Hungary, Poland (twice) and Berlin (5 times). I began my TEFL career in Ghana, West Africa, and proceeded by way of Sierre Leone, Doha (Qatar), Trondheim (Norway) to north Germany. I've been a member of (I)ATEFL, on and off, since it was founded, and I'm a member of several EFL discussion lists, some of which I founded, including Germany English. For 18 months I was Co-ordinator of Discussions, IATEFL TTEdSIG and have just been chosen for a similar post with IATEFL Young Learners SIG. I am a faithful member of Scott Thornbury's Dogme list. I spent all my working life in the public sector. For two years I was an IELTS oral examiner.

J12 - 432 Althea Przybylo Kroger: Is East Europe's business community ready for "life-long language learning"?

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Absolutely! Every ambitious business person in Eastern Europe recognizes the inevitable: as new citizens of the E.U., the need for English increases every year while corporate training funds remain stable or

decrease. One solution to this dilemma: training business people to embrace an autonomous “life-long-learning perspective” to their English study. Join us while we explore concepts such as: “autonomous learning”, “self-access skills/tools”, and “individual portfolios.”

J13 - 505 Svenja Schilling: GET REAL! Real English to support multiple channels teaching Business English

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Have you ever wished for that one chorus line, cartoon or film dialogue to illustrate your business vocabulary mind map or grammar point? Some REAL English to change the pace of your lesson, to take advantage of multiple channels and support multiple intelligences? If “Yes, I have” is your answer, come to my talk. I will give you an overview and examples of my materials and activity collection used for teaching business English, including some background information on the positive and entertaining effects of involving all 5 senses (and even more intelligences) in the learning process. We will look in detail at ideas to liven up those rather abstract use-of-tenses session and topic-related business vocabulary units. Feel free to bring and share your own ideas with me and the audience. In this talk you will see, hear, touch (maybe even smell) vocabulary and grammar!

Biodata

As a professional business English trainer I support learner autonomy and lifelong learning, study skills and multiple intelligences. My 12 years of experience in teaching BE and ESP have shown me the importance of learner support and motivation. Born in 1965, I am based in Kiel, Germany, and the representative of an LCCI examination centre. As a diploma-qualified BE trainer (LCCI) as well as certified 1:1 coach (Oxford House) I offer teacher training and provide corporate clients with BE and ESP within the office network of “associated trainers & translators”.

J14 - 514 Linda Joy Mesh: A tri-blend for lifelong learning: Certification of Business English at the University of Siena, Italy

Presentation type: Talk, 45 minutes

Audience type: Mixed

Summary

Since 2004, the University of Siena Language Center, Italy, has been involved in the development of an innovative, eight-level program of Business English courses for both adult professionals and university students based on a three-part blended methodology. Classroom lessons are integrated with collaborative online activities and self-access laboratory workshops in courses that range from the Common

European Framework of Reference (CEFR) Level A2 (Basic user) to Level C1 (Proficient user) with final exam certification through the Cambridge Business English Certificate (BEC). The courses were initially developed for adult professionals and aimed at providing a wide range of contact with authentic resources through use of the Internet and guided activities in the lab workshops. Recently the program has been adopted by the Faculty of Economics up to level CEFR B2 (Independent user) as required English language certification. This contribution will present the interconnected elements of the tri-blend and specific examples of lexical and discourse development through online collaborative activities.

Biodata

Linda Joy Mesh, MAODE, is a teacher of English at the University of Siena Language Center, Italy, and has designed, developed and taught blended Business English courses as well as teacher training courses in new technologies.

What is BESIG?

BESIG, IATEFL’s Business English Special Interest Group, is a professional body representing the interests and serving the needs of the international Business English teaching community.

BESIG’s members are mainly teachers of Business English and include both native and non-native speakers of English. The largest proportion of our members comes from Europe but we also have many members in North and South America, Africa, Asia and Oceania.

BESIG offers you ways to improve your expertise in teaching Business English and a link with other people in the profession. We do this through our annual international BESIG conferences, regional workshops, regular newsletters and reports describing conference papers/workshops in detail.

www.besig.org

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What is IATEFL?

IATEFL stands for the International Association of Teachers of English as a Foreign Language and our mission is to link, develop and support English Language Teaching professionals throughout the world. We do this through:

- a range of regular publications. These include six copies of our magazine IATEFL Voices and a free publication per year;
- holding an Annual International Conference with an extensive programme of talks and workshops, which attracts over 1,500 delegates;
- offering members the chance to join BESIG or any of our 13 other Special Interest Groups (SIGs);
- providing members with reduced rates on a number of selected professional journals;
- offering scholarships to specific groups of teachers to enable them to attend our Annual Conference;
- linking with associated professional organisations in other countries;
- providing help to others in forming or developing a local teachers' organisation.

If you are not already a member, we hope that you will consider joining the IATEFL family of over 3,500 members in more than one hundred different countries around the world. For additional information, we would like to invite you to visit our website at www.iatefl.org.

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