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Re BEsig

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Edited by the IATEFL BESIG Editorial Team
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The 30th IATEFL BESIG Annual Conference is in the bag!

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1.1 The unanswered question – *Roy Bicknell*

Editor-in-chief IATEFL BESIG Editorial Team, Amsterdam, the Netherlands

We are delighted to present for all our readers *Malta Conference Selections* or *Malta CS*, which is the sixth edition in our ongoing digital series. *Malta CS* is an investigative report from the field on all matters which relate to our global practice. The current CS edition is a slim one, which reflects the more compact format that was chosen for the Malta conference. The event, which was organised in cooperation with the IATEFL Research SIG (ReSIG), saw for the first time an expanded number of plenary and keynote talks at the IATEFL BESIG Annual Conference; we have included all of these in *Malta CS*, along with a comprehensive report from the pre-conference seminar on research from our ReSIG colleagues. There were also some forty workshops and talks across the two-day conference: we have selected thirteen summaries for *Malta CS*, which indicate the quality of the professional expertise that was shared during this 30th anniversary of the Annual Conference.

Different lenses

The annual conference is not just a key event in the BESIG calendar; it provides all speakers and delegates with the opportunity to take a fresh look and readjust our perspective on business English, or reassess the didactical principles we have been applying in the classroom or elsewhere. The Conference Selections aim to reflect what happens at the annual conference and provide more food for thought for the professional community at large. We believe the new edition, *Malta CS*, exemplifies this approach, even more so given the special theme running through the Malta conference: Research in business English. As business English practitioners, we all have different lenses, depending on education, background and practice, and this is something that is implicitly there when we come together at an event like this. The annual conference is not only a meeting of minds but a juxtaposition of perspectives, too. In that respect, the research theme has acted as a catalyst which foregrounds the different views and outlooks we may have and, in doing so, indicates how important it is to investigate this.

The unanswered question

Business English is accordingly also an investigative practice. Educators and learners are in different ways attempting to answer new or unresolved questions when entering their classroom, which is why the title of the pre-conference seminar – How to find answers to your questions – was so appropriate and an excellent introduction to the conference theme. One of the most interesting aspects of the seminar given by Sarah Mercer and Daniel Xerri is how they challenge misconceptions about research. Their detailed report reveals how research can enhance professional instruction while also providing insights into the nature of research itself: it is a process of questioning and answering, which can be incorporated into our daily professional practice.

Mercer and Xerri's seminar report is a lens through which we can take a first look at the different reports and summaries in *Malta CS*. The in-conversation article with Helen Spencer-Oatey is a follow-up in that it provides further insights into her plenary discussion regarding the significant impact of culture on language and business relations. Alessia Cogo in her plenary highlights areas of (B)ELF which have received less attention when looking at the practical implications of adopting an ELF-oriented approach in business contexts. What Cogo has to say on communication – 'effective communication does not correspond to speaking (grammatically) correct in native-speaker terms' – is just one example of the thought-provoking ideas from her talk. We also have Sarah Mercer reporting on her own keynote, in which she discusses socio-emotional competences and how they underpin and shape our own business English teaching practice. Her view is that teachers are at the hub of educational practice and for that reason the quality of their relational skills really matters.

Browse through the other summaries in *Malta CS* and you will find how much the workshops and talks at the Malta conference were in sync with the research theme, albeit in varying degrees. Some of them already reflect classroom investigation in directions that Mercer and Xerri outlined in the pre-conference seminar. Ute Franzen-Waschke with her summary on the neuro-science of listening is a case in point. Her workshop was a mini-investigation with the Malta audience into the importance of listening and the impact that neurotransmitters such as cortisol have during interpersonal communication. Quite different is the practical workshop given by Sherri Williams who uses her professional experience in graphic design to show how educators can enhance and professionalise the presentation of their work through the visual media. The research dimension may seem understated there, but anyone reading her summary will be stimulated to investigate and reflect on how they use images and visuals in their individual teaching environments. Two other summaries exemplify workshops or talks that have a more explicit research-orientation. Ian McMaster presents research based on the ongoing survey which *Business Spotlight* conducts among its German-speaking readers. The readers are not teachers but professionals who work in a wide range of business environments. The findings provide a corrective to some current claims around native speakers and non-native speakers in their communication with others. The survey outcomes would suggest that we should be wary of pigeonholing: *everyone* is a potential communication problem. Another interesting summary discusses research into supporting academic teachers who are nowadays required to teach, research and write in English. The research that Vicky Parysek and Martin Bradbeer present on the importance of interactive feedback in supporting lecturers may seem at first glance limited in scope; but it is a very good example of the practical type of research that Mercer and Xerri discussed in the pre-conference seminar. Research projects like these are ones which could also be very effective in business English or similar teaching environments.

There is so much more to explore and discover in this new edition of the conference selection series. We hope that you'll enjoy the read and find an answer to one of your questions. We also hope that reading *Malta CS* will inspire you to initiate your own research into our ever-changing practice. It has again been a pleasure compiling and editing this edition. I would like to take this opportunity to thank fellow editor Lynn Nikkanen and guest editor Claire Hart for putting their time and effort into making this another engaging and informative volume in the IATEFL BESIG conference selection series.

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Chapter two: ReSIG pre-conference seminar

2.1 Doing research to find answers to your questions – *Sarah Mercer, Daniel Xerri*

***Sarah Mercer**, University of Graz, **Daniel Xerri**, University of Malta*

Introduction

Research has the potential to be an important source of professional development for teachers (Atay, 2008). It enables them to link theory and practice, and to practise theory while theorising practice. It provides teachers with the means to engage in informed pedagogy and it makes better teaching possible (BERA-RSA, 2014). However, due to certain deep-seated beliefs about the nature of research and about who is entitled to conduct it, classroom practitioners sometimes shy away from engaging in this activity (Borg, 2009). Certain inhibitive beliefs lead some teachers to conceive of research as something that has to include statistics and complex kinds of analysis, or has to involve proving a hypothesis. They may see research as something far-removed from their practice and daily concerns or, in the worst case, as having no relevance for them and their work. They may come to associate research exclusively with academia and refuse to consider the possibility that it could ever form part of their professional identity and practices. Narrow conceptions of research make certain teachers feel alienated from this activity and discourage them from seeing it as something that can lead to professional growth. In this summary, we argue that research is much more varied than some might believe. Rather than being something inaccessible to teachers, it is actually one of the best ways for classroom practitioners to find answers to questions about their practice.

Daniel Xerri (left) with Evan Frendo

What is research?

Questions are the primary driver for most research. In fact, empirical research is described as the systematic approach to finding answers to one's questions (Hatch & Farhady, 1982, p. 1). It involves asking appropriate questions, understanding and employing systematic approaches, and generating possible answers. According to Hurston (1996), "Research is formalized curiosity. It is poking and prying with a purpose" (p. 143). That sense of purpose is what makes Punch (2006) describe research as "organised common sense" (p. 7).

As a form of "disciplined inquiry" (Dörnyei, 2007, p. 15), research involves a process typically comprising the following stages: identifying a research area, designing a research study, conducting research, analysing research results, and publishing research. These stages can be further subdivided into other stages. Appendix 1 consists of a number of questions that are meant to help you reflect on the different stages of the research process. Even though you might expect research to be a highly organised and neat process, in reality it is much messier and the different stages do not necessarily follow one another in a linear manner. Despite all these stages, it is important to keep in mind that research "simply means trying to find answers to questions, an activity every one of us does all the time to learn more about the world around us" (Dörnyei, 2007, p. 15). This democratic notion should help to dispel the mystique that surrounds research for some teachers. It is something everyone does to differing degrees in their everyday lives.

Research is not only an activity that all teachers can do, but it is also something that can be done in lots of different ways. Even though it can involve statistics and vast numbers, it does not have to do so. There are many equally valid and rewarding alternative approaches. In fact, there is great value in tapping practitioners' own knowledge and experiences with respect to a specific context in order to generate answers to the questions they may have. In teacher-driven research, the impetus is most often provided by practice rather than theory. It includes asking questions about teachers' practices, their students, context and professional identity; generating data in a way suitable to answering these questions; analysing and reflecting on the generated data; and sharing these findings with others in some public way, not necessarily in the form of a written publication or formalised presentation.

Different approaches to research require different understandings of what constitutes good research. The latter is not only defined in terms of validity, reliability and replicability. While these principles are helpful for those conducting quantitative research, as a teacher-researcher or for those doing qualitative research, it is better to adopt the principles of thoroughness, transparency, honesty, reflexivity, openness to alternative interpretations, and trustworthiness.

Asking questions

A good research question is the foundation when doing a study. According to O'Leary (2004), a research question serves to define an investigation, set the boundaries of the study and provide direction. It means knowing what you want to find out and being clear what your focus is. However, good research questions take time to formulate well and doing so is not a straightforward journey.

To construct a research question, you typically start by defining a topic, which involves using your creativity and curiosity as well as bearing in mind any practicalities (O'Leary, 2004, p. 33). You then move on to generating questions in order to find an angle on the topic you wish to investigate (O'Leary, 2004, p. 33). The questions enable you to identify a perspective as you begin to narrow down the scope of your study. These are some ideas of how to generate questions:

1. Consider your personal experiences or observations – What puzzles you?
2. Try turning a familiar idea on its head, looking at it from different angles and a fresh perspective.
3. Think about a theory you are aware of, but which doesn't appear to match your reality.
4. Think about a gap in the existing literature.
5. Try to think creatively about your topic – use metaphor, images, song, etc.
6. Create a mind-map to look for connections between related areas.
7. Think of any cases of uniqueness/exceptions.
8. Think of what you do not know.

In the process of generating questions, it is better to have lots of diffuse questions before you start looking for connections and honing your focus. Ultimately, the aim is to arrive at researchable questions, which can be answered through the research process. Moreover, one of the defining characteristics of good research questions is whether they are doable in practical terms given a lack of time, funding, ethical clearance and expertise (O'Leary, 2004, pp. 39–40). Can you collect data that will be able to answer your question(s)?

O'Leary (2004) makes a number of recommendations on how to verify the soundness of a research question. One of the most important considerations is that good research questions are interesting and worth investigating. They should be interconnected meaningfully with each other and their wording must be unambiguous. Care needs to be taken not to use loaded terms, to avoid making assumptions, and to set appropriate boundaries and focus. It is well worth keeping in mind that questions to which the answer is 'yes/no' are limiting. However, you must also remember that 'Why?' questions cannot be answered objectively. First, ask 'What?' and 'How?', and then 'Why?'

The formulation of a research question is an iterative process (O'Leary, 2004). Research questions are not static and may develop over time through reading, conversations, pilot studies, and the acquisition of new information at every stage. Data analysis may also lead to new research questions. In fact, you may well end up with two sets of questions: one to begin with that guides the study, and one emerging from analysis. The important thing to remember is to set out collecting data with a clear question in mind so you do not collect useless, diffuse and irrelevant data.

Finding answers

Once you have constructed your research questions, it is important to consider how you are going to go about answering them. This involves creating your study's methodological design. There are numerous possible ways to answer your research questions but you must choose the one that is most likely to help you answer your specific research questions and which works well for you as a teacher-researcher – epistemologically and practically in your specific setting (O'Leary, 2004). The decisions you take with respect to your methodological design are highly significant and will have an impact on the kind of data you collect and on how well it answers your questions.

Empirical research is about generating data that is used to answer questions, and to test or develop ideas. The two kinds of data that you can choose to collect are quantitative or qualitative. Simplistically speaking, the former consists of data primarily in the form of numbers, while the latter is data made up of texts and visuals. This is a very basic and highly simplified overview of quantitative and qualitative methods:

Quantitative

- Collects data that is analysed in numerical or statistical terms
- Useful for describing trends and relationships between variables
- Often narrow, highly focused questions
- Often large scale and survey methods
- Intended to be objective and with a lack of bias
- Issue of generalizability

Qualitative

- Collects textual or visual data
- Useful for understanding and exploring phenomena
- Often broad, general issues
- Often small scale
- Often interested in participants' perspectives
- Often analysed for themes or description – concerned with meaning, not quantity
- Acknowledges subjectivity and may be interpretative
- Issue of uniqueness

The dichotomy between quantitative and qualitative often reflects different ways of thinking and different ways of conceptualising the issue being investigated. It can also reflect different ways of working with data. The two approaches reflect various understandings of the nature and status of knowledge. Quantitative is more typical of positivism and empiricism, whereas qualitative is more typical of subjectivism and constructivism. However, there are similarities between the two and hybrid forms exist. Moreover, it is also good to remember that in reality the dichotomy is more of a continuum given that a study is likely to mix both types of data by using a mixed methods approach. Using such an approach would entail thinking about the sequence of methods you intend to use and their role in your study. Essentially, when teachers choose an approach to researching their classroom lives, they are likely to make pragmatic decisions and choose the approach most likely to answer their questions in a way that is accessible to them and of interest.

The decision about which tool to use to collect data will often reflect this preference for more quantitative or qualitative types of data. While not meant to be exhaustive, below is a list of some of the methods that you could consider employing in order to answer your research questions:

- Questionnaires
- Interviews/focus groups
- Observation/field notes

- Think-aloud/verbal protocols
- Journals/diaries/blogs
- Narratives/life histories (oral or written)
- Documents/tests/audio-visual
- Role plays/simulations
- Pictures/images/photographs

Some methods can be used in combination with others to ensure you get a balanced, rich picture of the issue being investigated. Methodological triangulation helps to make a study more robust given that different methods complement each other, make up for each other's disadvantages, and enrich the collected data. Whichever methods you opt for, you need to keep in mind the kind of research questions you want to address, and to make the best choice for you and your study. There is no one best way to conduct research and you have to find the way that works for you.

Conclusion

As shown by the various publications produced by the IATEFL Research SIG (ReSIG) over the past few years, there are a host of benefits for teachers doing research in their own contexts. Teacher research is not only a means by which a teacher can grow professionally, but is also a significant means of enhancing language learning and teaching. Above all, we find it fun and fascinating to do.

If language teachers wish to research their contexts, it would be important for them to be provided with the necessary support to develop their research literacy (Xerri, 2017, 2018). This involves having the knowledge and skills to write effective and researchable research questions, being able to select an appropriate way of answering these questions, designing research instruments, and collecting and analysing the data generated by these tools. However, we feel that first and foremost it involves equipping teachers with the attitudes and beliefs required for them to conceive of themselves as research-engaged professionals, that is individuals who are willing to find answers to their questions by doing research.

As we explained at the outset, there may first be a need to challenge preconceived notions of what research is so that teachers can relate to and identify with research as something they can and perhaps want to do. The pre-conference seminar we led at the 2017 BESIG Annual Conference in Malta was a modest attempt to fulfil that purpose. As outgoing Joint ReSIG Coordinators, it served to confirm our conviction that teacher associations can play a crucial role in developing the research literacy of their members and encouraging teachers to see research as an exciting, interesting and manageable way of enriching their professional practice.

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Appendix 1
These questions are meant to help you reflect on the different stages of the research process.

Stage 1
- What topic are you working on/would like to work on?
- Why is this topic interesting in your opinion?
- How will researching it be useful for your practice?

Stage 2
- What is/are your research question(s)?
- Is/are the question(s) well-formulated and researchable in practical terms?
- Why does/do this/these specific question(s) need asking?

Stage 3
- Operationalising your research questions. To make your research questions researchable, you have to define exactly what you mean by the terms you use.
- Take at least one term and explain exactly what you understand by it and how you would recognise it in your data.

Stage 4
Methodological design:
- What tool(s) would you use to generate data? Why? Why not a specific other tool?
- What are the shortcomings of your tool?
- What sort of data would it generate?
- How does/do the tool(s) relate to your research questions?

Stage 5
- Who are your participants?
- Why this group and not another?
- What ethical concerns do you need to accommodate?
- What contextual parameters and particularities of these participants need to be considered?
- What is your relationship to the context? Do you have subjectivities to manage?

Stage 6
- How would you analyse your data?
- What kinds of insights would it give you?
- What would it not tell you?
- What would you do with your results?

Stage 7
- What needs to be done next?
- What time plan do you have for doing this?
- What would you still need help with?

Chapter three: Keynotes and plenaries

3.1 Unpacking intercultural communication – in conversation with Helen Spencer-Oatey – *Helen Spencer-Oatey, Roy Bicknell*

Helen Spencer-Oatey*, Professor of Applied Linguistics, University of Warwick, UK*
Roy Bicknell*, Editor-in-chief IATEFL BESIG Editorial Team*

The community we teach and practise in is a globalised one. The business practices our students often adopt are therefore multicultural in nature, which means that they not only regularly use English as a lingua franca but also need to adapt their behaviour to ensure good communication with their business partners. These are simple observations but the implications for the global business community are profound and far-reaching. Think for example of their need for effective communication; having our students develop these skills is at the heart of our teaching practice. What tools do our students then need to perform better in intercultural situations? And what do we ourselves need as teachers to ensure that they acquire appropriate communication skills?

The above are just some of the questions that intercultural communication has raised in the field of business English. We already know as practitioners that culture affects the nature of communication and have varying degrees of awareness when it comes to addressing this in the classroom and elsewhere. But the complexity of intercultural issues in itself presents a challenge to our understanding of their significance. So, the Saturday morning plenary in which Helen Spencer-Oatey discussed research and key ideas behind the complex relationship between culture, language and business relations found an attentive audience. Helen Spencer-Oatey has written extensively on intercultural interaction, adaptation and relations, and she more than met our expectations by providing fresh insights and perspectives on the nature of intercultural communication. The first part of Helen's talk reviewed different frameworks of intercultural competence. Her critical review was an eye-opener in that she identified communication as a recurring key element in the different competence models, while at the same time demonstrating that there has been little 'unpacking' of its component skills. This really made the audience prick up their ears, especially when she went on to state that little had been done to identify relational management as an element of intercultural competence. Her view was clear and refreshing: there are still significant gaps in the literature and accordingly in our understanding of intercultural communication. What kind of framework do we need then to address this gap?

This set the stage for a key part of her plenary, which discussed the challenges we face when trying to understand the impact that culture has on language and business relations. Again, Helen was critical of key aspects of our understanding of this. For example, she sees an over-emphasis on values and dichotomies such as high/low power/distance. In her view, we need to move beyond these or complement them by giving more attention to behavioural patterns and their importance in the actual context of intercultural practice. Recent research would also support this need for a change in perspective. The final part of Helen's plenary was peppered with informative examples from the field. For example, her quotes from a Chinese delegation visiting the States underpinned much of what she had been discussing.

Helen finished by suggesting some practical applications including the use of tools such as the 3R tool (Report, Reflect, Re-evaluate). The plenary had covered a broad spectrum of ideas and concepts. So there was in different respects much food for thought; later I had the opportunity to discuss with Helen some of the issues which she had addressed.

In conversation with Helen Spencer-Oatey

Q: One of the interesting points that you made in your review of intercultural frameworks was that so little had been done to unpack the competence skills that we would need for effective communication. Was this simply a case of them not seeing the wood for the trees or should we see this as something more, as an example of the conceptual crisis in psychology you mention later?

Helen: I think it's probably a combination of reasons. In psychology, there is often a desire to explain behaviour in terms of predictive variables, so certain styles of communication (such as high/low context) are linked with certain values (such as individualism/collectivism). Analysis and theorising are focused on identifying such associations. In linguistics, on the other hand, the starting point is language and the way in which context shapes people's use and interpretation of language. The potential limitation of this perspective is there can be such an abundance of detail that it does not help people who want to grasp some general principles which they can apply to their intercultural interactions. The current challenge is to find a midway point between these two extremes.

Q: Communication is, as you say, fragile. One of the risks you talked about was over-generalisation and making too many assumptions. In that respect, how we construct meaning is essential. Is it important to openly acknowledge different interpretations? I was thinking in particular of communication which involves a relatively large number of participants from different cultural backgrounds.

Helen: People will always have different interpretations – in fact, even the same person may interpret the same utterance in different ways on different occasions and/or at different times. So if we want other people to grasp the precise message that we ourselves are trying to convey, we need to keep checking on each other's interpretations. Sometimes, though, this is less important. For example, in a church sermon, one person may take in one aspect of it and another person may take in another. They have each constructed meaning in ways relevant to them personally, and that is perfectly natural and fine.

Q: In your view, there has been too much emphasis on deeper-level values. For example, our knowledge of deeper values does not necessarily mean that we can better judge how we interact with others. Instead, you advocate a more pragmatic perspective which focuses on relations. In that respect, could you say a bit more about the concepts, place and rapport relations?

Helen: In fact, I believe deeper-level values are important, but their influence is very dependent on contextual factors, as well as personal factors – something that is frequently overlooked or ignored in much intercultural theorising. In pragmatics (a branch of linguistics), it is very widely accepted that language use is affected by context and, in my view, the deeper-level values can influence our interpretations of context. 'Participant relations' is one of the key elements of context, and it is important to 'read' this aspect of context carefully. Yet the word 'relations' can mean different things in English and so I have coined the phrases 'place relations' and 'rapport relations' to try to draw out two of the key differences. I use 'place relations' to refer to the hierarchical (power) and horizontal (distance/closeness) relations between people, as well as the similar or different social groups that people belong to. I use 'rapport relations' to refer to the harmony or disharmony between people.

Q: You define three bases of rapport relations: face sensitivities, interactional goals, and sociality rights and obligations. How these bases 'interplay' will depend on the context. However dynamic the model, is there a risk of a culture over-emphasising one of the bases? I was thinking of the face orientation and task orientation of different cultures and their quite different perspectives. And could you say more in this respect about the need for dialectic and flexibility?

Helen: In my own view, people in all cultures are concerned about face and likewise they all have tasks or goals they want to achieve. However, cultural factors can influence how those concerns play out in interaction. In terms of face, different normative practices may affect people's level of face sensitivity in a given context; for instance, if it is common to challenge people's viewpoints in meetings, this will be less face threatening to someone who expects this to happen than to someone for whom it is rare. Similarly, in terms of task achievement, different normative practices may affect the level of focus on relationship-building (the building of closer 'place relations') relative to a task at a given stage of a particular type of interaction. For example, when buying a train ticket, few people (whatever their cultural background) would feel it essential to start getting to know the clerk before stating their ticket request; on the other hand, when negotiating a business deal, there could be significant differences in the relative importance of task and relations. This is why I emphasise the importance of flexibility and of not categorising particular cultural groups too simplistically as 'face oriented' or 'task oriented'.

Q: You discussed the emerging approach which moves away from a bipolar perception of communication towards one which focuses on practices and behavioural patterns that are contextually based. The flexibility that this would require of us seems very challenging. Do you foresee that in time the shared practice and insights gained from this new approach will make intercultural communication easier to 'navigate'?

Helen: I don't think intercultural communication will ever be easy to 'navigate' because there are so many elements involved. However, I think it will help considerably if people can become more familiar with (a) the key contextual features they need to pay attention to and be sensitive to, and (b) the main dimensions of behavioural variation that they need to notice and show flexibility in. Molinsky, in his book *Global Dexterity*, recommends that people don't try to adjust everything simultaneously, but rather that they select aspects of behaviour that appear particularly different and challenging to them, and to focus on developing flexibility in these.

Q: You discussed Molinsky's zones of appropriateness and its relevance when interacting with people from other cultures. The Chinese delegation seemed very aware during their US visit of the possible borders of their zone of appropriateness. Do you think that people from Western cultures are similarly aware in multicultural situations or do we need to 'catch up' in that respect?

Helen: That's very hard to say. It's probably more dependent on people's level of exposure to differences than to their nationality per se.

Q: Increasingly, our world is not only globalised but digitised. We could say that our digital world presents major challenges in social interaction. Is this development something that is seen in your field as adding to the complexity of intercultural communication? If so, how is it being addressed?

Helen: Interpersonal relations can be even more challenging to manage through digital communication than in face-to-face contexts, because there are often far fewer cues (e.g. no facial expressions in text chat) to help us interpret the other person's intent, or different normative practices (e.g. different turn-taking patterns in video conference meetings or in text chats). On the other hand, the range of communication channels that are now available make it easier in other respects. For instance, a few years ago, if a person in China did not respond to an email, it was challenging to telephone them to follow up; nowadays, on the other hand, it is very easy to contact them by WeChat. Linguists have been studying this area in recent years (although not particularly from an intercultural perspective), and in the business field, there's a lot of work being done on virtual international teams. The approach is very dependent on the discipline of the particular researchers.

Q: Your plenary covered such a broad terrain. Are there, on reflection, any issues that you would have highlighted more if there had been enough time for that?

Helen: I think I would have explained more about 'context' – the features of the context that influence what people say and do and that affect their interpretations of what other people say and do – along with the ways in which cultural factors can influence the impact of the context.

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3.2 Human connection: socio-emotional competences in business English teaching – *Sarah Mercer*

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Why relationships are central to all teaching and learning

If you think back to your time in school, it is unlikely that you remember specific activities, methods, or teaching techniques, but you most likely remember the people – your teachers and peers. Teaching and learning are inherently social undertakings that centre around relationships. First and foremost, there is the key relationship between teacher and learners, but there is also the relationship among the learners when working in groups. Language learning is inherently communicative and so it strongly depends on interpersonal skills. Indeed, relationships perhaps play an even more salient role in language learning than in other subjects (Gkonou & Mercer, 2017). In addition, one of our goals as language educators is to help our learners to develop their socio-cultural competences as international language users. The core underlying component is an ability to function in all kinds of relationships with people from across the globe with appropriacy, sensitivity, and care. For these reasons, language teachers need to have excellent relational skills both in order to manage their teaching experiences with learners effectively, but also to model and teach the kinds of behaviours that will help our learners have successful interpersonal interactions.

Socio-emotional competences

Our socio-emotional competences are the skills we need to function effectively and appropriately in social situations. Underlying these competences are the two somewhat contested constructs of emotional and social intelligence. Goleman (1998, p. 317) defined emotional intelligence as 'the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships'. He proposed that it has five core components: a) self-awareness; b) self-regulation; c) motivation; d) empathy; and e) social skills. Social intelligence is closely related but differs according to Goleman (2006, p. 11) in that its focus is on 'being intelligent not just *about* our relationships but also *in* them' (italics in the original). While some people may find social interactions easier than others, it is important to note that these are not fixed, inborn traits. Rather, these are competences that can be improved through targeted interventions (e.g. Nelis et al., 2009). Exactly how these competences are enacted for each individual and in each cultural context will vary, but a general frame can serve as a useful prompt for reflecting on interpersonal skills. For the purposes of my talk, I focused only on the five core components of emotional intelligence put forward by Goleman (1995, 1998).

Why we start with you as the teacher

Before moving on to look at practical ideas for each of these areas, I want to explain why I am placing the focus on you as the teacher. Teachers are at the hub of the relationships within an educational setting. They are connected to all their learners but also to colleagues and heads of schools, which means that having good relational skills can help more broadly within the workplace as well as beyond in the personal domain. Further, not only will these socio-emotional skills help you with your teaching and ensure you are a more effective teacher, but it has been shown that having strong socio-emotional competences means you are likely to have lower levels of teacher stress and higher levels of job satisfaction (e.g. Jennings & Greenberg, 2009). Teacher well-being is vital for effective teaching. If you are not in the right place mentally, then you cannot teach to the best of your ability. Worryingly, you are likely to communicate your negativity to your learners directly or indirectly, and, through processes of contagion, they will be likely to mirror that back to you. Putting teacher well-being at the top of the priority list is not an indulgence, it is central to good teaching. As Bajorek et al. (2014, p. 6) explain, a 'teacher with high job satisfaction, positive morale and who is healthy should be more likely to teach lessons which are creative, challenging and effective'.

Practical implications of the components of emotional intelligence

Before teachers embark on any programme to improve their socio-emotional competences, they need to believe two things: one, that they can fundamentally improve these skills; and two, that it is truly worth doing this. It is important for language teachers to become aware of how important these competences are for themselves, quite simply because they are worth it (Holmes, 2005), but also because they will be better teachers as a result. No matter who we are, we can all benefit from some explicit attention to and reminders about how we relate to and interact with others.

Self-awareness
Self-awareness is the cornerstone of emotional intelligence (Morris & Casey, 2006). Knowing our own strengths and weaknesses, recognising our emotional triggers and responses, and being open to self-improvement puts us in the right place to be able to respond appropriately to others, manage our own emotions, as well as appreciate and understand others and their emotional needs. It can be useful to keep an emotional journal to note what emotions you experience, what appears to cause this, and how you deal with these. It is normal as educators to experience the full gamut of positive and negative emotions. Well-being is not the denial or suppression of negative emotions, which can provide vital information and serve as a useful motivational resource. However, it is obvious that well-being stems from having the balance more in favour of more positive than negative emotions. Sometimes there is a risk of losing sight of the positives and so it can be important to consciously reflect every day on our uplifting and positive experiences. In addition, we often tend to focus on what we are not doing well, but a key source of well-being and job satisfaction is knowing our strengths and finding ways to use them in our work (e.g. Seligman, Steen, Park & Peterson, 2005).

Self-regulation
Self-regulation refers to our ability to regulate and manage our emotions. In all social roles, there are certain expectations of behaviours and, as teachers, we inevitably are also expected to manage our emotional responses. The degree to which that is perceived as a burden or a natural part of our jobs can vary across individuals. Here the notion of 'emotional labour' is of interest. This refers to how professionals suppress their emotions in order to display the perceived appropriate response in work-related roles and settings (Hochschild, 1979, 1983). In some instances, this has been associated with burnout (e.g. Isenbarger & Zembylas, 2006), yet for others it possibly poses no sense of strain or stress (Burkitt, 2014). Indeed, our study found teachers who 'enacted' a certain emotion to get into teaching mode, soon positively experienced that emotion as real (Gkonou & Mercer, 2017). What it does mean is that we need to be aware of how much strain managing our emotions might be placing on us. We also need to become sensitised to our experience of stress by identifying what our stress triggers are and deciding how we respond to them. Stress is not inevitable but depends on us feeling stretched beyond our capacity by the demands. Either we can make concrete changes once we know what is causing us stress, or we can try to change the way we think about the stressor and its significance for us. If a teacher has any serious concerns about their well-being or feels at risk of burnout, they should seek help and support immediately.

Motivation
Although teaching is inherently stressful, it is also hugely rewarding and many of us get a lot of positivity from the work we do as educators. However, in the course of the daily strains of our job, it is normal for our motivation to fluctuate. Things cannot always go smoothly but keeping things in perspective, finding strategies to tackle issues, and focusing on the positives can help us find our way out of those motivational dips. One effective strategy can be to consciously remind ourselves of why we became educators in the first place. There are a host of diverse reasons why people become teachers but perhaps writing this on a Post-it where you can see it can remind you of the meaning, drive and purpose you draw from your work (Toward, Henley, & Cope, 2015). We can also boost our motivation by taking note of the positives in our jobs by putting together a 'positivity portfolio' (Fresacher, 2016). This is a place where we gather together examples of the positives about our jobs, such as emails or thank-you cards from former students, notes on classes where something positive happened, awards, photographs, and so on. Should our motivation be suffering, we can turn to our positivity portfolio to remind us of all the good things about our jobs and the difference we make to others. Indeed, simply keeping such a portfolio is a great way of maintaining a focus on the positives ongoing.

Empathy
Empathy refers to our ability to put ourselves in someone else's shoes in terms of their thoughts and feelings. It does not mean we have to agree with them, but it means we seek to understand them and see the world from their point of view. We then use that compassionate understanding to inform our actions and behaviours. Empathy is perhaps at the heart of socio-emotional

competences and is key to good relationships (Mercer, 2016). It is also a skill we wish to teach our learners as the basis of socio-cultural competence. There are many ways to develop our empathic skills and one popular way is working with art, film or literature, which typically portrays other lives. In particular, as teachers, it can be especially useful to read about our learner group and their worlds, such as reading about the industry the learner works in or reading business biographies. We can also engage consciously in reflective tasks and journaling and, for example, if we experience a dispute, we can actively try to describe the situation from the other person's perspective by considering their motives, thoughts, and feelings. Role plays and enacting scenarios can also help make different lives and viewpoints real. Quite simply, thinking about the lives and minds of every person we encounter, being actively curious about other people, and asking other people about their lives is a good way to broaden our minds and develop our empathy for others.

Social skills

Finally, social skills refer to our capabilities to effectively handle social interactions. These skills draw heavily on all the other components, especially empathy. They also depend strongly on our skills as communicators. To be better at communicating, we need to be better at listening. This means fundamentally paying more attention to our interlocutors (whether students, colleagues or family members), asking open-ended questions, responding thoughtfully, and holding back on our need to talk; and spending more time being attentive to the other person instead. In the age of competing demands on our time and increasing levels of distraction, we can often easily find our attention drawn elsewhere. However, fully dedicating our attention to our conversational partner and being truly with them in that moment are key to building a strong relationship with them. One communication pattern that has been shown to be important for relational quality is called 'active constructive listening' (Gable et al., 2004). Essentially, there are four ways of responding when someone shares some news with you: (1) active destructive, which is dwelling on and highlighting the negative of a situation or being demeaning about it; (2) passive destructive, which is basically ignoring, showing no interest or dismissing the person's news; (3) passive constructive, which is being supportive but in an overly subdued, understated, non-enthusiastic manner; and (4) active constructive, which is about responding in an authentic, energetic, and actively enthusiastic manner (Gable et al., 2004). Becoming better at enacting this final response will help boost the other person's sense of self by ensuring they feel listened to, valued and supported and, as a result, it will strengthen your relationship with them.

Core principles for your ability to connect

I have tried here to emphasise the importance of socio-emotional competences for educators in terms of their own well-being and efficacy as educators. We have looked at five core components of emotional intelligence and reflected briefly on how we can work on those areas. To conclude, perhaps the best way of expressing this is in five principles to guide our work and interactions with others:

1. Be aware of your own emotions and strengths.
2. Focus on *your* wellbeing to manage emotions.
3. Nurture *your* motivation – it is contagious for learners.
4. Switch perspectives with heart *and* mind.
5. Learn to be a good communication partner.

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3.3 Introducing a BELF-oriented approach to language teaching – *Alessia Cogo*

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English as a Lingua Franca, or ELF for short, is an intercultural medium of communication used among people from different socio-cultural and linguistic backgrounds, and usually among people from different first languages. The ELF acronym resembles another very common acronym, that is EFL (English as a Foreign Language), but there is a fundamental difference between ELF and EFL. While in EFL people learn English to assimilate into or emulate native speakers, in ELF, speakers are considered language users in their own right, and not failed native speakers or deficient learners of English.

This is particularly relevant for business English language teaching and learning, where our students are either learning English because they already work in business contexts or are thinking of becoming business professionals. Their knowledge of the business world may be more extensive than ours, their language teachers, and their participation in that business world may be as 'legitimate users', rather than as learners of English. While, of course, the identities of users and learners may change and fluctuate all the time, even in the same person, it is important to see our business English students as players in the international business English world and not as failed native speakers.

What follows is a summary of the plenary talk I gave at the Malta BESIG conference in November 2017, which explores the aspects of BELF and the need for teachers to re-orient their teaching towards a BELF- or ELF-oriented pedagogy.

What is BELF?

The acronym BELF stands for Business English as a Lingua Franca and it refers to the domain of English as a Lingua Franca as used by business professionals or in business contexts.

A common misunderstanding is that BELF or ELF communication does not include native English speakers. This is not the case. What matters in this respect is achieving successful communication and, as research has shown (Kankaanranta & Louhiala-Salminen, 2018; Cogo, 2012; Cogo, 2016), being a native speaker does not ensure successful communication in BELF. In fact, "the native / non-native dichotomy is neither appropriate nor useful for an exploration of ELF interactions" (Cogo & Dewey, 2012:37) as it does not reflect the context or skills operating in BELF communication.

What we need to bear in mind is that ELF or BELF is "a particularly hybrid phenomenon" (Seidlhofer, 2011:8), which requires constant accommodation to interlocutors in dynamic and complex ways (Cogo and House, 2018). In other words, it is not about a list of features that one can teach (like a list of grammar or vocabulary etc.), but it is fluid and variable in relation to the users' backgrounds and linguistic repertoires, different contexts and domains of use, as well as ideological and attitudinal perspectives.

So, can you teach BELF?
No, you cannot teach BELF! You cannot teach it because there is no one 'it', there is no such thing as *one* BELF system that you can teach. Instead, the underlying idea is adopting a BELF- (or ELF-) oriented approach to language teaching. As I will explain later, this is a big change in mindset, which may require teachers to re-assess the way they teach and make changes in their educational perspective, their classroom practices and/or attitudinal views.

What is a BELF-oriented pedagogy?
An ELF- or a BELF-oriented pedagogy revolves around three main driving principles: the multilingual principle, the negotiation principle and the intercultural principle.

The multilingual principle
The traditional view and early conceptualizations of the nature of ELF conceived it as a simplified language, but current corpus work has demonstrated the complex and fluid nature of ELF, rather than its simplification. This is visible not only in the rich multilingual resources used in ELF but also in its intercultural, or transcultural aspect, which I will explore below.

The multilingual principle then is about codeswitching and 'trans-languaging' with resources that enrich and enhance communication rather than hinder it, and which are part of B/ELF. For the BELF teacher, this would imply an inclusion of reflections on other languages (especially the languages in the background of your students) and on the diversity of English in the class, rather than simplification of the business classroom by reducing it to English only. As studies have shown (see Cogo 2016a; Cogo and Yanaprasart 2018), our BELF students are going to find this multilingual reality outside the classroom, despite the English-only policies that are still widespread in classroom settings around the world.

The intercultural principle
It is important to point out that BELF is not a neutral medium of communication, and although "ELF speakers do not share a cultural background or a first language" (Mauranen 2012: 5), nor do they refer to the 'culture' of English native-speakers or of English native-speaking countries of the inner circle. Instead, they do share and co-construct cultural references from the situation, contexts and practices they have in common.

Therefore, native-speakers' cultural conventions may be rather inappropriate in a BELF context. An ELF- or BELF-oriented approach is about de-centring the normative orientations that have guided English language teaching and placing more emphasis on intercultural awareness and interculturality. Intercultural awareness refers to the attitudes, knowledge and skills related to the contexts of ELF communication, and interculturality to the ability to construct and negotiate aspects of cultural identity in actual interactions (Cogo 2016b; Ehrenreich & Pitzl 2015).

The negotiation principle
Research has shown that being effective communicators does not correspond to speaking (grammatically) correct in native-speaker terms, but rather it is related to skills such as accommodation and effective communication strategies. For example, BELF communication displays a high degree of negotiation, accommodation and other pragmatic strategies to pre-empt or resolve potential non-understanding. Therefore, teaching from a BELF perspective would involve a shift in focus from correctness to communicative effectiveness. This does not mean that anything goes. Instead, teachers need to ensure communicative effectiveness and intelligibility rather than attend to 'correctness' in native-speaker terms. As a teacher then, for example, you can focus more on the pragmatic strategies that help pre-empt, clarify and resolve non-understandings or possible misunderstandings (Cogo & Pitzl 2016).

Conclusion
In this summary there is not enough space to include all the actions that teachers can take to develop a BELF-oriented approach for their existing classroom practices, but my work and the

work of colleagues in the field could hopefully direct teachers to a more detailed exploration of a BELF-oriented pedagogy in terms of:

- Raising awareness of the diversity of English (of pronunciation, pragmatics etc.).
- Adapting materials to include the diversity of English, multilingual and intercultural reflections.
- A focus on the effectiveness of communication and inclusion of negotiation strategies in classroom teaching.

A BELF-oriented approach to language teaching is not about applying a prescriptive pedagogic model, which imposes the teaching of certain linguistic features and/or an established variety of English, but it entails a change of mindset or a shift in perspective to include the multilingual, intercultural and negotiation realities in the language classroom.

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Relevant weblinks

The ELF ReN reading list is available at: http://english-lingua-franca.org/.

An online introductory piece on ELF is freely available at: https://www.gold.ac.uk/glits-e/15-16/english-as-a-lingua-franca/.

3.4 Women in business – *Karen Mancini*

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Men still rule the world and the statistics prove that. We can, however, do something to tip the scales and help more women succeed in business. Women need to find a balance between speaking up for themselves and not being too sensitive or pushy. This is difficult, but possible.

Women should use data, facts, knowledge and emotional intelligence to survive and thrive. They need to be smart, respectful and act as a business partner to their male colleagues. Women should also remain professional and not gossip about or criticize colleagues. They need to find the right balance instead of being too aggressive, on the one hand, or too feminine, on the other.

The great thing about giving a talk on the topic of women in business is that it can generate a lot of emotional reactions from both men and women, but especially women. In my talk, my intention was to share my own personal experience of how women can thrive in a male-dominated business context, and create stimulating exchanges during the subsequent question and answer session.

I was told that I was making contradictory statements, such as ‘speak up for yourself’, while laughing at jokes about blondes. As a blonde myself, I think I can decide whether I laugh or don’t laugh at these jokes. However, the insight I wanted to share is that for me it was very important to choose my battles or, as Aristotle wrote in his classic work *The Art of Rhetoric*, ‘anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – that is not easy’.

Feminism is a great tool, for both men and women, if it is used appropriately. There are, however, many women who misappropriate feminism. Women should stop lashing out at other women. Instead they should stick together and help the women that have chosen different paths from us, for example women working in the sex trade. There are many ‘feminists’ out there that like to jump on other women and beat them down. Here I used the example of Emma Watson being attacked for partially showing one of her breasts in *Vanity Fair* magazine. She was immediately criticized by men and women who said that she complains that women are sexualized and then she sexualizes herself in her own work. They claimed that this made her a hypocrite.

As Emma Watson said, ‘It just reveals to me how many misconceptions there are about what feminism is. Feminism is about giving women choice. Feminism is not a stick with which to beat other women. It is about freedom, it’s about liberation, it’s about equality. I really don’t know what my tits have to do with it. It’s very confusing’. A woman should be able to choose her own path; that is what feminism is about. And when a woman has chosen that path, she should experience equality of opportunity as she pursues her goals.

We should all be feminists by Chimamanda Ngozi Adichie is a great book about feminism, and I believe it should be read by all boys and girls around the world. We need to stop seeing a difference between boys and girls and teach both that they can be anything they want to be. We need to help our boys be more vulnerable, by which I mean help them to speak about how they feel, and teach our girls to be less fearful – to speak up for themselves and ask for those pay rises or promotions.

We need to let our future generations of boys and girls strive for political, economic and social equality for everyone if we want to have a fairer world for everyone.

We should stop dressing our little girls in pink and telling them they should dream of being a princess when they grow up. We also need to stop dressing our little boys in blue and pushing them towards the STEM subjects. Everyone is an individual and should be able to follow their own path, whatever that may be. The role of parents and teachers must be to tell them that, and make them believe in themselves.

To sum up, the main points that I wanted my audience to take away with them from my talk were that we all need to make use of our emotional intelligence and mindfulness to give us the strength to follow the paths we chose. Coaching skills can help us to achieve this and it's incredibly important that we believe in ourselves. We need to empower girls not to be afraid to chase their dreams, while teaching boys that they can be more vulnerable. Doing this should allow future generations to change the world, so that we have an equal balance of power between the sexes.

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Chapter four: From research to practice

4.1 Say less and listen more: the neuroscience of listening – *Ute Franzen-Waschke*

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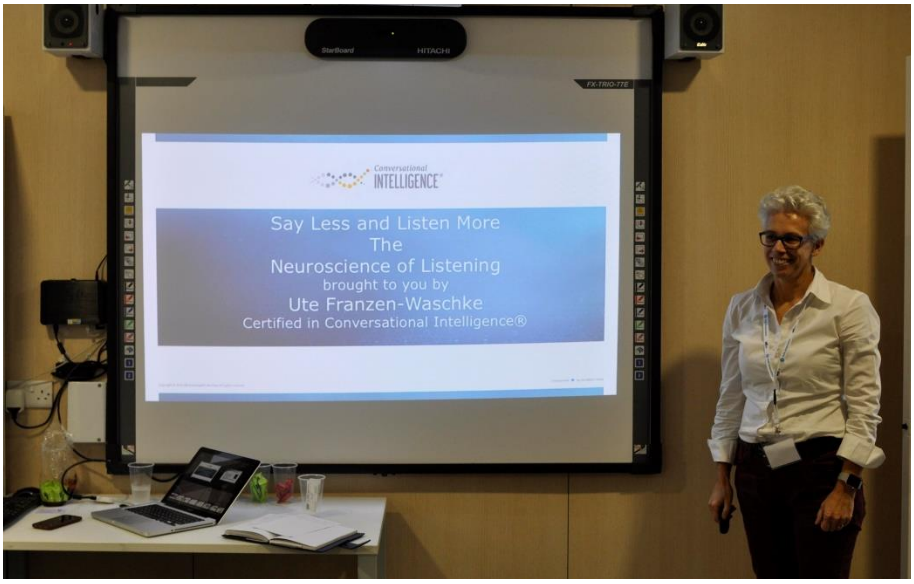
What happens when we listen?



During this workshop we explored the importance of listening: What is it that we experience when we are really listening; and what impact does it have on the person speaking to us? Is listening only about understanding, namely meaning and sense making, or is there more to listening? And if so, what else is there that makes the skill of listening such an essential and invaluable asset – especially for leaders?

We ventured to explore this topic by working in small groups in which participants reflected on and exchanged experiences in two different scenarios. In the first scenario, one side of the room reflected on a conversation they had had when they did not feel listened to. In a second scenario, the other side of the room was invited to recall a situation when they really felt listened to. What happened in these two scenarios? What emotions surfaced for participants in each group? What bodily feelings emerged?

Findings from the two scenarios were collected and it became clear that when people had the feeling that their conversation partner was not listening, they felt insecure, uncertain, not valued, angry, and upset. They began creating 'movies' in their heads suggesting that they might not be important to the person they were talking to. This in turn evoked a feeling of lack of trust and a sense that information was being withheld. In contrast, when people felt listened to, their self-confidence grew. They felt valued and appreciated, understood and seen, and they even reported a willingness to share more and be more open with their conversation partner(s).

What happens in our bodies when we feel listened to?
To illustrate what the groups had found out in their discussions, I showed an image of a Catalyst Tool that depicted the neurotransmitters oxytocin and cortisol, which flood our bodies depending on the situation and the conversations we are having.

Oxytocin is known as the 'bonding or happy hormone' and this neurotransmitter is released by the brain into our bodies when we feel valued and appreciated. This is when we feel safe and encouraged to 'connect' with the other person at a deeper level. When oxytocin is present in our bodies it is also likely that we are more open to sharing with our conversation partner because we feel we can trust this person.

On the other hand, when we feel that our conversation partner is not listening, this sends a signal that we are not important and not worth listening to. Here, our brains react by releasing the neurotransmitter cortisol into our system. We immediately move into a protective mode as this neurotransmitter signals to us 'to be careful' before the amygdala is triggered. Once the amygdala takes over, we lose access to the part of our brain that is responsible for rational thinking. Empathy and rapport with our conversation partners take a back seat. Clearly, this is not the way we want our conversations to evolve whether with individuals or groups.

In the workshop, we referred to this mix of cortisol and oxytocin as the 'Conversational Cocktail'.

How can we support our clients in developing better listening skills?
In the language classroom, listening skills most often relate to understanding, and making sense of meaning and context. However, there is much more to listening, especially in the language classroom. Cortisol is also a neurotransmitter that is flushed into our systems when we experience stress. Our learners often feel more stressed and tense when they have to interact in English. English is not their native language and that alone is a stress factor. Being aware of the impact that cortisol has on our bodies, the implications for language learners, business partners and colleagues start to make sense. When they already feel stressed by the fact that they need to communicate in English, their cortisol level is higher than if they had to manage the same situation in their native language. So what are the implications and what can we do to help our learners experience less stress and become better listeners – the kind of listening that goes beyond 'making sense' and understanding 'mere' content.

Here is what we came up with
When working with our clients in the language classroom, our focus should be on helping them build vocabulary around their emotions, so that they can let their communication partner know how they feel. Very often, these emotions are not picked up on, but when voiced we have the chance to quell our amygdala. Consequently, we can connect with our counterparts at another level. Moreover, it is helpful to create an awareness of how important it is to create a beneficial and healthy environment at work and to define what this means. This can vary from one person to the next. Another way in which we can support our language students is to practice the art of asking open-ended questions. When we ask more and assume less, communication becomes clearer and more effective. This increase in effectiveness can also have a direct impact on the return on investment.

More information regarding the cost of poor communication – not only from a relationship and healthy workplace perspective – can be found in my presentation and the post-workshop documentation. The PDF of my slides and the flip charts can be found here.

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4.2 Using infographics and animated videos in business English teaching – *Mike Hogan*

Cornelsen Verlag, Germany / York Associates, UK

Current reality
Prior to the conference I ran a brief online survey aimed at finding out how teachers address certain topics in business English training and if, and how, they use infographics or animated videos in their training. The survey found that teachers find it most relevant to focus on their learners' immediate needs, build their confidence and develop their fluency in work-relevant contexts. Three-quarters of the twenty-five respondents used infographics in their training, yet

only 30% created them themselves and none of the respondents created their own animated infographics.

Discussions support fluency: Infographics can help

It was agreed that learners can develop both their fluency and their confidence through relevant and guided discussions. Often, discussion input in coursebooks comes in the form of articles, which may be either too short or inaccessible at lower levels, and which run the risk of being lengthy and not engaging enough to hold learners' attention at higher levels. The same can be said of video input such as interviews of dramatic scenes in business contexts. Infographics can be a solution to all of these challenges.

The input in infographics is usually pictorial, light and not too complex. If framed and presented accordingly, the ensuing discussions from a single infographic can be tailored to be appropriate for all learners regardless of language level. This also means that they can be a versatile resource for teachers and trainers.

I presented an example from my latest coursebook *Business English for Beginners A1/A2*, which had won the 2017 David Riley Award for Innovation in Business English and ESP the previous evening. This example looked at workplace trends and how organisations are re-designing their office spaces to encourage more spontaneous meetings and creativity. Many of the audience members were able to relate to the topic, both from their own experience and when considering that of their learners. A lively discussion followed during which the audience not only agreed with but also demonstrated the points made above about engagement and accessibility.

Source: *Business English for Beginners A1 / A2*

Animated infographics and mobile learning

From static pictorial infographics, we moved on to moving images. It is well-known that there is more demand for video content in learning these days, and the prevalence of mobile devices means that this also supports autonomous learning and engagement. Building on this idea, we looked at animated infographics (also often known as explainer videos), again taking an example from the aforementioned coursebook. This comprised a short two-minute animated video of an infographic on service design, which the audience had seen in image format first. Using recognition software within a free app which accompanies the book, I demonstrated how the camera on the phone can recognise the images and play an associated video; in this case, an animated version of the image.

The service design animated infographic looked at service design and delivery from an internal point of view and suggested that everyone who does something for their colleagues is essentially providing them with an internal service, be it compiling a report, processing some information, or something else. The narrator explained this further and asked the viewers to reflect on the level and quality of internal service they provide. The aim was to not only provide learners with an engaging discussion topic, but also to encourage reflection on their workplace practices, and how they might improve them and the quality of the relationships they have at work. I went on to ask the audience members to reflect on our role as Business English teachers to not only teach Business English, but also to support our learners' workplace development and performance.

Create your own
Having discussed the pedagogical benefits of both infographics and animated videos with the audience, I ended my talk by showing some examples I had created myself, without the support of a publisher, to demonstrate how easy it is. I then gave a brief overview of 10 tools for creating infographics and 10 tools for creating explainer videos.

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4.3 The coach mindset: teach with it, learn from it – *Michelle Hunter*

Coach, teacher trainer, Stuttgart, Germany

Keeping the tag-line of the conference in mind, my presentation focused on 'Peer Research + Learner Research: what the data tell us about coaching in the BE classroom'. Both investigations had coaching in common but the perspectives differed. The following is a summary of how these two studies were presented and how the audience responded during 45 minutes spent together.

The preliminary opener to the presentation was intended to engage the audience by sharing with them the results of some peer research. The informal, qualitative study had been conducted over Facebook via a Google Forms survey. With a response rate of 80 teachers, gathered from across social media and various teacher groups, the results offered some interesting views on coaching in ELT. The 20 participants in Malta were able to add to some of the results:

	Original survey		Presentation poll	
	Yes	No	Yes	No
Do you think coaching in ELT is a fad?	7	25	3	17
Do you hold a coaching qualification?	8	34	2	18
Do you work under the title 'Language Coach'?	17	17	3	17
Have you been professionally coached?	21	17	4	16

Coaching in ELT survey results combined with BESIG presentation audience poll

Similar to some survey respondents, people in the presentation audience were unsure as to what coaching is exactly, and how it differs from teaching. My intention was to let an answer unfold during the course of the presentation. In hindsight, a quote like this from one survey respondent would have been helpful: *"Coaching is about recognizing the individual's needs and strengths, and working with those parameters, rather than deciding as a teacher what the learner needs."* (Respondent #31) I think confusion arises as so many skills-based-learning business English teachers tend towards a coaching mindset naturally.

The main part of the presentation focused on the research project I had conducted for a Masters in Coaching in Education. By walking the audience through my study and its outcomes, I hoped to convince people of the value of adopting a coach-approach mindset to their BE teaching practice. Perhaps my colleagues would become curious about how coaching can support them in their practice, both personally and professionally. Maybe some people would also be inspired to conduct their own reflective practitioner research.

While the first piece of research arose from a casual curiosity regarding peer views on Coaching in ELT, the Masters Research project was painstakingly designed to test the efficacy of a coach-based teaching model I had developed. It was intended to give insight into how 18 business English students responded to learner-coach teaching in a university setting.
In order to frame the ongoing discussion, I firstly summarised the key findings from the MA project. A coach approach helps:

- create a growth mindset in a teacher
- support an "Wholistic" view of the teaching process from preparation, to in-class, to after class
- foster a calm, more relaxed environment for students, resulting in better collaboration, more speaking practice, strong group dynamics, less interruption (TTT), and more attention-giving.

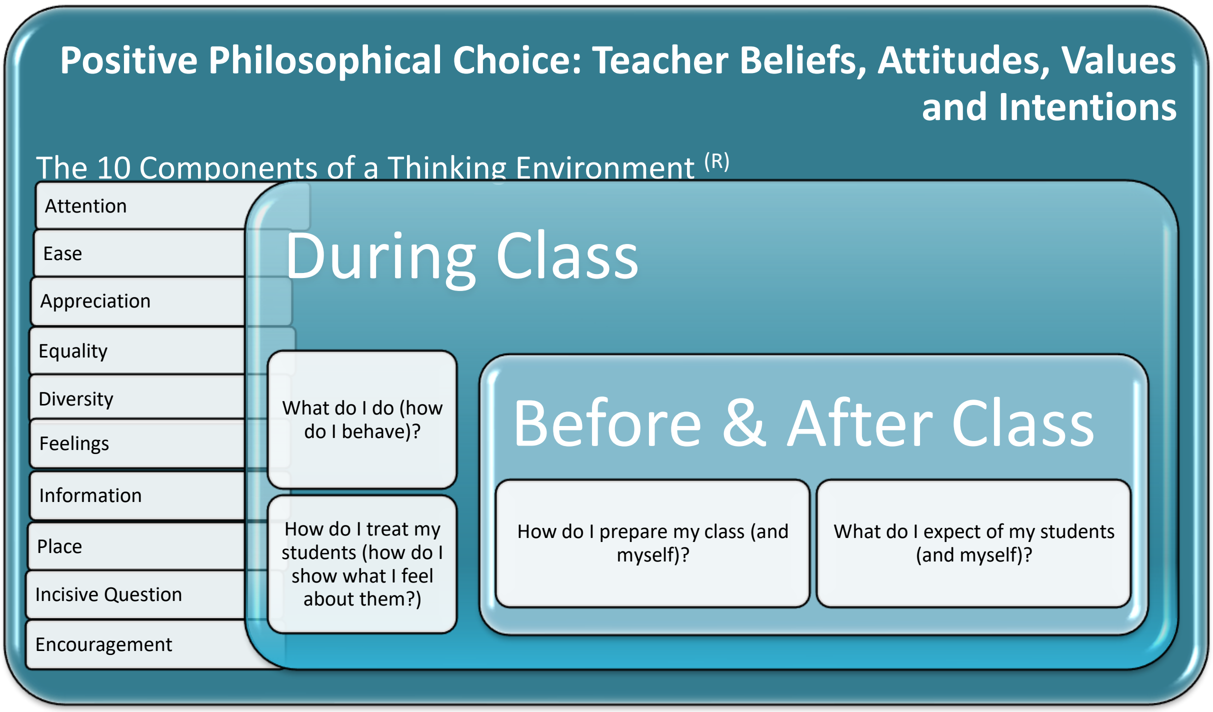
And finally, the findings revealed that more research is required to better measure the effects on language acquisition and improvement.

The model I developed helps explain the approach. My starting point was Nancy Kline's Thinking Environment, and the 10 components that create an environment conducive to 'independent thinking'. Underpinning them is what Nancy calls the Positive Philosophical Choice, a belief in the inherent goodness and best intentions of people.

The 'problem' to be solved by my research was the issue of too much TTT and too little 'wait time'. I wanted to develop a Model that would provide a framework for me to refer to as part of my endeavours to:

1. Pay more attention to students, interrupt less and talk less generally, as well as pay more attention to my own conceptions – teachers' values, attitudes, beliefs and intentions, (Kember, 1997).
2. Nurture a growth mindset (Dweck, 2006).
3. Avoid infantalising my students, remembering to regard them as thinking equals.

Keeping the 10 components in mind along with a set of questions arising from Ken Bain's research (2004), provides, among other things, ideal conditions for maximum speaking practice for students.



Model of Coach-Approach Teaching Model, Hunter (2017)

Adrian Underhill eloquently commented on my blog once. On reflection, I feel he provides a pretty good description of a learner-coach:
"… the aim of teaching is not primarily to get students to be correct, …, but to pose a … challenge or question or task, and then to watch and wait, and see what they do, and give them time to do it. To be patient, watchful, supportive. And then according to what they do, to see what they need that they can work out for themselves, and what they need that must be given. … It is the learners who need to practise language not the teacher, so it helps if the teacher can keep the airwaves free!"

In bringing the highly participative and interactive session to a close, I summarised what I had learned from the students' feedback. Their views on being exposed to learner-coach teaching gave me useful food for thought. I hope my audience felt similarly.
In short, small groups enabled a strong, confident group dynamic to develop; paying attention to each other created a culture of patience and equality – everyone had a chance to speak up and out; these factors facilitated a sense of ease in class which reduced pressure; a calm teacher created a calmer environment and provided a model for students to emulate. This last point, of all factors, encapsulated what I had wanted to achieve with a coaching mindset. While I feel the work of creating better teaching habits and behaviours never stops, I am happy to say I taught from a coaching perspective, and I know I continue to learn from it.

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4.4 A framework for effective descriptions – *Nicholas Jones*

Intercom, Hamburg, Germany

For the Malta workshop, I adopted the following set-up for sharing my ideas with the audience. I chose a certain type of illustrative description (wordless and silent) as a focus which would stress the distinction between effective and ineffective descriptions of products. Next I outlined the technical framework: partial communication with restricted language for specialized tasks. I showed language should be open to new challenges, learning, and the description of complex objects. Finally, I used a simple problem-solving task to represent the complete process of writing technical descriptions.

How useful is the writing skill for descriptions?
Writing product descriptions and technical instructions is important for a company because they add value to the profit line, and for society because they are a signal for convenience or danger. They can liberate the chef or burn down the restaurant.

What is the skills difference: business English versus technical English?
Business English is full of spoken verbal agreements. Robots don't sign contracts. People shake hands to witness a binding document, whereas technical English is full of diagrams. Writing and diagrams range from the use of phonemes (phonographic) to signs (logographic), from a system of sounds to the use of concepts.

How do communication needs change language?
Communication acts as a bridge to transfer information. In the case of technical English, communication occurs between a transmitter and a receiver of instructions. From one side there's an upload of language into manuals (the code) and on the other there's a download into actions (decoding) for assembly, installation and repair (implementation). To ease the transmission, the message is restricted to avoid duplication of systems.

- Active, no passive voice.
- Simple, no continuous verb forms.
- When identifiable as a noun, a word form is never a verb.

Focus on descriptions: what is effective and how do descriptions fail?
Good product descriptions result, generally, in satisfied customers. But there can be an ugly side when litigation follows from liability laws. In order to elicit a discussion, I put the following question: how can a description glorify or denigrate an instruction? A handout was used to contrast a diagram of a corkscrew (concept) with an accident report (writing), focusing on the implementation of a faulty plane repair. One outcome is what I proposed as being the key aspects of an effective or ineffective framework.

The effective framework:

- An effective image on packaging.
- An advertisement for easy-to-use, customer-friendly convenience.
- A successful presentation.

The ineffective or failed framework:

- Failure to include a written warning notice in the manual.
- Failure to address security issues (the principle of prioritizing customer interests).
- Failure to harness technology (technology is liable to harm).

Future directions

How can lessons from current market publications contribute to course design? Let's take *How things work today* (2000) first. It is well underpinned by artwork: 3-D illustrations, cross-section diagrams, and 'exploded' views. And the publication has support from internet sites for DIY fans, and FAQs for the home-repair enthusiast. But the language fails to find a framework which includes all the challenges a product may pose, as well as the demands of time and change.

It stands to reason: we revise our factual knowledge to pass an exam but it requires skill to answer the questions. Collecting the ingredients on the list is not enough, for the heart of cuisine is in the cooking. The new element, in TV Shows like Scrapheap Challenge, is called blue-sky thinking. It's about smart timing and is shown through language: *When/If* at the moment something happens, *Then* ... It fills the gap between descriptions (*What* goes *Where*) and instructions (*How* and *When*). It helps systems to maintain equilibrium.

How do we learn?

Thing explainer (2015) was written by Randall Munroe to avoid incomprehensible jargon and use only the one thousand most common words in English. But without a single technical term a nuclear submarine seems like just another fire-breathing dragon. This option is not open to us: technical language and terms raise our awareness. They educate us. A three-point survival plan will help.

- *Identify* clues to distinguish the chosen object from a group of similar objects.
- *Describe* in other words what is looked for.
- *Explain* with a verb what happens when the object 'works'.

The search for complexity: tinkering with garden-shed contraptions

In the search for verbal/visual equivalents to long lines of computer code in electronics, I looked into the description of Heath Robinson contraptions and came across an ancient parallel to modern watch technology in the mechanics of a water-clock. The Al-Jazari water-clock bases its timing mechanism on a water-filled basin hidden in the belly of an elephant. The mechanical process is neither simple, clear nor easy, and it operates on two main principles:

- The *sequence* of cause and effect is clear.
- There is a successful *end result/purpose*.

The audience viewed the Al-Jazari device and used the survival plan. We can describe the effect when a hole fills the bucket with water at regular intervals (the timing). We can explain the sequence and the operation: the bucket sinks, a long lever releases a ball, and so forth. We can identify the purpose of the elephant driver who strikes the drum on the half hour as a superb example of craftsmanship (it's on show at the London Science Museum) and a loving eye for the detail of parts which combine so successfully together.

Testing a framework: was the realia approach effective for learning?

Two separate pieces of steel interlink as a single item. The audience was invited to write a sequence of technical instructions for the purpose of releasing the steel rings. When both writing and puzzle are presented to a second team so that they too can release the ring, the task may be judged a success. The following is an appraisal of the effectiveness.

First, the interest factor: was the test (of writing/reading performance skills) challenging enough? Then, the representation: was the task (beginning with the release of a ring) a genuine mock-up of the process (up/down load, leading to implementation)? Motivation was high to answer the ring problem (unorthodox methods gained bonus points) but the true purpose behind the actions needed to be defined. That said, the audience went away equipped with a good icebreaker.

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4.5 English at work: what, how and with whom? – *Ian McMaster*

Editor-in-chief, Business Spotlight, Germany

In this session, we looked at some of the results of a survey of *Business Spotlight* readers carried out in November 2017, shortly before the Malta conference. We also discussed the relation between the results and the experience of business English trainers in the field.

Where's the evidence?
As this conference had a research focus, we started out by looking at some so-called 'facts' for which there is no evidence, or what is now commonly called 'fake news'. These include a number of claims that are often repeated by English teachers:

- 'Eighty per cent of all English spoken worldwide is spoken by non-native speakers.'
- 'Eighty per cent of all interactions in English are between non-native speakers.'
- 'In 80 per cent of all situations in which English is spoken worldwide and in which a non-native speaker is present, there is no native speaker present.'
- 'The majority of encounters in English today take place between non-native speakers.'
- 'For most learners, therefore, interactions with native speakers will be rare.'

Leaving aside the potentially problematic nature of the terms 'native speaker' and 'non-native speaker', there is simply no concrete evidence for these claims. They might be true, but the numbers could easily be lower or higher. So why do we continue to repeat '80 per cent' claims that are not evidence-based? (If anyone feels they have conclusive evidence for these claims, please contact me at the email address below. The claims above are about *usage*, so it is not enough simply to have estimates of how many people — native or non-native speakers — 'speak English'.)

The 2017 *Business Spotlight* survey
Business Spotlight magazine has carried out a number of surveys of its German-speaking readers since 2001. These have taken various forms (print, online) and have had a range of different focuses (general business English, technical English, conference calls). The latest survey was carried out in November 2017 via an email newsletter and *Business Spotlight'*s Facebook page. By the time of the BESIG annual conference, there had been 289 responses, 187 of which were from the key target group for the survey — those who were in work, not teachers, and not native speakers of English. In other words, these were basically German-speakers who needed to use English at work, many of them often or very often.

The findings
As in previous *Business Spotlight* surveys, we found that German-speaking users of English had to communicate extensively with both native speakers of English and non-native speakers of English. This shouldn't be surprising given that in 2017, Germany's top six trading partners for exports were the US, France, China, the Netherlands, the United Kingdom and Italy. (For imports, the order was China, the Netherlands, France, the United States, Italy and Poland, with the United Kingdom in 11th position.) As expected 15 years ago, with the rise of China as a trading partner for Germany, there has been a shift towards more communication in English with non-native speakers. But there is still a lot of communication with native speakers.

Communication problems

When asked with whom they had communication problems, respondents replied more or less equally that they had problems with native speakers of English and non-native speakers. As in previous surveys, we found that speakers with a low level of English tended to find native speakers more problematic, and those with higher levels of English often have more problems with non-native speakers.

Ian McMaster (centre) with Helen Spencer-Oatey (left) and Helen Strong

As before, we found that native speakers typically caused problems by speaking too quickly and not clearly enough, by having a strong accent, and using unknown words and (often idiomatic) expressions. Non-native speakers, on the other hand, typically caused problems as a result of their accent, not speaking clearly enough and using unknown words and expressions.

In particular, respondents who were communicating with people from China reported a high level of communication problems, although it is impossible from our survey results to say whether these were linguistic, cultural, personal or (as is likely in most cases) a mixture of all three.

Everyone's a potential problem

Contrary to the oft-asserted claims that native speakers of English are always the worst international communicators or are the cause of most communication problems, our latest survey results again suggested that everyone (yes, that includes you and me) is a potential communication problem.

A lively discussion ensued about the practical applicability of such general survey results and how well they related to participants' experience of teaching business English. It was agreed that we shouldn't categorize particular nationalities as problematic. Neither, I believe, should we generalize about the groups 'native speakers' and 'non-native speakers'. Instead, we should be aware that potential communication problems are everywhere — even when we are not aware of them.

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4.6 Low-prep / no-prep collaborative activities – *Tanja Murphy-Ilibasic*

PS-development, Germany

Why choose this topic?

To be perfectly honest, I submitted this talk because I have little experience in academic research and could not imagine immersing myself in it after this conference, no matter how outstanding the talks – and, incidentally, they were indeed outstanding. Based on this presumption and the strong belief that others may share my feelings, I felt a versatile hands-on session may simply offer a welcome change. Moreover, this would have the positive ripple effect of finally forcing me to gather my thoughts, scribbles and exercises together and consolidate them in a structured way for the benefit of the wider world, myself included.

What is the goal of this session?
Although the title may seem self-explanatory, there is in fact a little more depth to this session than initially meets the eye. Yes, one goal is to occasionally create productive, fun activities for our learners without intense preparation time. The more important aspect, however, is to carefully consider the required skill-set of our learners, to be very structured in how we introduce these skills and then to create the space for our learners to practise these newly acquired skills without constant additional input from the 'ever-helpful' trainer. These activities intentionally transform the role of the trainer into that of a facilitator, thus leaving room for everyone to practise in peace.

Walking the talk?
Our local ELT association in Germany kindly accepted my offer of using our members as guinea pigs for my BESIG talk. The carrot at the end of the stick was, of course, the 15-page booklet of handouts and templates, in addition to the minor assurance that I wouldn't disgrace us for all time. The timing of the session went well, the audience was attentive and interested in the content, the feedback was pleasing and included some very salient and helpful tips – and it was during the feedback session that I finally stopped talking. I had just presented a topic on how to increase the speaking time of groups without allowing anyone to speak. Not only that, it took about a week before I even realised this, making it even more sobering when it finally hit.

The real deal at Malta
Like so many, I work best under a little pressure, so I arrived in Malta with my handout booklets but no presentation. In the meantime, I had at least decided how to structure the session and was now very wary of burying everyone under all my well-intended tips and wisdom. My new mission statement was "walk the talk", so in contrast to the run-through, I would only be handing out the booklet as everyone was leaving the room. The session itself would involve interactive discussion in small groups, using a mini-version of one of my templates to reflect our time constraints. The session would be concluded with a question/answer/personal insights session, during which the trainers could share their thoughts, best practices or experiences. So far, so good, but some form of introduction would still be necessary. In the end, and thanks to a nudge from a good friend, I finally decided to minimise the number of words and create a presentation with just a handful of pictures; excluding the title and my name, the presentation contained 4 words and consisted of 7 slides with pictures of animals and one confused looking baby.

At the appointed time, I was very pleased to see that about 20 people had decided to join the talk. The introduction of the why and purpose took 5 minutes at most. After that, everyone gathered into small groups and launched themselves into the exercise I had prepared. This involved reading a portion of a text to the rest of the group before passing the only hard copy on to the next reader. As you can imagine, one of the challenges was being able to hear each other in our now very loud environment - just as in our real group classes. Not surprisingly, there were also a couple of conflicting interpretations of what everybody was supposed to be doing – just as in our real group classes. When it came to wording the three questions for the other groups, there was a great deal of back and forth whether this would interest and engage everyone (as stipulated in the task) – just as in our real group classes. In fact, these were exactly the points that were raised and examined in our wrap-up session, including how it felt to truly be in our learners' shoes, struggling with the noise, misunderstandings and perhaps even a task you don't particularly excel at. Luckily for me, I had the pleasure of hosting an incredibly enthusiastic group of trainers, who coped admirably with the challenges set for them.

All's well that ends well?
I'll confess to the depth of my internal struggle not to get involved in any of the discussions. There was a point when I even turned my back to the room to fiddle with the handouts just to stop myself

from engaging and disturbing the interaction. But, very clearly, a lesson I needed to experience, so I could truly reflect upon it. Since then, I am ready for those ever-helpful tips to sneak up on me and attempt to ambush my learners' practice time. To counter them, I am working on a serene and encouraging smile. Either way, my learners are profiting from it, just as I have profited from preparing and giving this talk.

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4.7 EMI: providing teachers with interactive feedback – *Vicky Parysek-Allan & Martin Bradbeer*

Technical University of Applied Sciences Wildau, Germany

Vicky Parysek-Allan and Martin Bradbeer

This presentation summary will start with brief information about our institution, then move on to some information about lecturer language support, followed by an overview of past and present research, ending in a short summary of the discussion which followed our talk.

The Technical University of Applied Sciences Wildau

We teach at a public university of applied sciences in Brandenburg, just south-east of Berlin. Approximately 4,000 students are currently enrolled at the TUAS Wildau, 25% of whom are international students. In addition to traditional German-medium courses in both of our faculties (Engineering and Natural Sciences & Business, Computing, Law), students can enrol in undergraduate and graduate degree programmes which are taught either fully or partially in English, including European Management. The university is currently developing additional English-medium degrees to offer students starting in the upcoming summer term. In order to support Wildau's growing internationality, the Centre of Competence for Teaching in English was established in 2010. The Centre's main role is to support lecturers teaching, researching, and writing in English. Non-teaching staff can also take advantage of the English courses, proofreading, and translation services being offered.

Lecturer support

It is now required of many lecturers that they offer their lectures in both English and German. During our presentation, we learned that many institutions offer no support for these lecturers. Through our Competence Centre, however, we are able to offer a variety of options for our English-medium lecturers including: one-to-one instruction, class observation, proofreading materials, intensive workshops, support for conferences and publications, and assessing students' oral performances in exams.

Our research

A few years ago, Martin conducted research on language centres at various higher education institutions around Germany. What he found was that few institutions offered dedicated language support for professors, something which is not likely to surprise many in the field. The main reasons for this include lack of money and lack of time. The need is most definitely there, as Martin found that universities offered many courses in English at both Bachelor and Master level. These courses are popular, consistently receiving positive feedback from the students. Many teachers may seek out external support, only to find that there is no specific material on the market for teaching professors, not to mention the issue of balance between language and content knowledge.

Our most recent research took a closer look at individual professors and the role of feedback. The ultimate goal of our study was to create a collaborative learning atmosphere where the students and professors work together; where neither is the language expert and so they rely on each other to create meaning and clarity from the content. In order to do this, we observed two professors teaching in the same degree programme (the European Management Bachelor). This took place over four lectures towards the end of the summer term. One course was the control, where the observer simply sat, listened, and took notes during the lecture. The second was the experimental classroom, where the observer actively participated in questions of language by giving immediate feedback and also encouraged students to do the same during the lecture. We gave students short, identical pre-research and post-research questionnaires to test the change in perception of the lecturer’s English. Here is an overview of the multiple-choice questions we asked:

How would you assess your teacher's level of English?

- I can understand my teacher's pronunciation.
- I can understand my teacher's presentation slides.
- My teacher has good spelling.

Feedback
- Would you feel comfortable correcting your teacher's English during a lecture?
- How do you feel about having lectures in English?

In addition to the questionnaires, we also held a small focus group session after the course had ended to get some more personal opinions on English-medium instruction. Unsurprisingly – at least to those active in higher education in German – student participation was poor. Out of 57 students, only 17 students completed our pre-questionnaire, and a meagre 8 managed to take the questionnaire after our study. We won’t go into detail about the results here, as they were negligible and inconclusive because of the low student participation.

However, our study wasn’t entirely in vain. We learned that we should try to visit the courses early in the semester, when attendance and motivation are both at their highest. We also realized that the professors we studied didn’t actually need any language feedback, but could perhaps benefit from some pedagogical feedback; most professors in Germany are not obliged to participate in any teacher training. The Centre for Competence for Teaching in English is perfectly positioned to offer such training and workshops.

Discussion

Our talk ended with a lively discussion about colleagues’ experiences at their home institutions. What we learned was that we were definitely not alone. However, there did seem to be a lack of unification or sharing of best practices among us; we were all re-inventing the wheel, so to speak. We are hoping to remedy this by creating a working group or at least some kind of network where we can discuss common challenges and – hopefully – find solutions. Our first step towards this is the EAP conference we are organizing in June 2018 in Wildau.

If you have any comments or questions about our research, or would like to collaborate, please feel free to get in touch with us.

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4.8 Developing soft skills with a coaching approach – *Dana Poklepovic*

Business English and Communication skills trainer, Argentina

Introduction

Soft skills are the abilities and traits of behaviour and personality that enable us to interact positively and work effectively with people. While technical knowledge is important, soft skills have become essential to succeed in the contemporary workplace. Business people are expected to collaborate, think critically and empathise, among other abilities, with co-workers and external agents both in their native language and in English.

The first part of the workshop focused on the communicative nature of soft skills and the need to integrate these abilities in business English discourse.

The communicative nature of soft skills

Soft skills occur in communication: in and beyond words. When business people interact, their message is decoded in all its aspects: verbal, nonverbal and emotional. It is not only the language they use, but how they express it with their bodies, gestures and tone of voice, and the mood with which they convey the message. For example, when supervisors give feedback it is important that they match non-verbal signals with the content of the message and that they are able to manage their emotions.

Business English trainers need to raise learners' awareness of these domains when interacting in English. This can be achieved by working with activities that integrate the three aspects of communication and make learners reflect on their performance. When a soft skill is used in a balanced way, the communication goal is attained more effectively and the speaker's professional identity is clearly established.

To put this aspect of soft skills into practice, attendees performed an activity called 'Conflict management'. The goal of this activity is to avoid conflict or to manage existing conflicts by using the appropriate tone of voice – responsible for conveying the speaker's emotion – and matching the verbal and body language.

Teaching soft skills with an experiential approach: the research

The second part of the workshop focused on the methodology to teach soft skills in business English classes. Specifically, it was based on research conducted with 90 business learners of different language levels (See Table below).

Level	No. of learners
A2	32
B1	20
B2	18
C1	20

The research goal was to determine whether the experiential training and coaching approaches were effective in developing soft skills in business English learners. To make the session interactive and truly experiential, participants performed a team-building activity called 'Survival'. This communication and decision-making activity requires the team to build consensus or at least partial agreement and teaches that give-and-take is often required in group collaboration. After the activity, participants shared their experience in a de-briefing session. After this, we analyzed the stages of the experiential learning process:

1. **Performance:** Learning is achieved by engaging in the actual experience.
2. **Reflection:** Participants reflect on their performance and share their experience.
3. **Connection:** Participants identify in what other situations they can use the same skills.
4. **Application**: The use of the soft skill in real life.

Developing a soft skill is a transformation process that begins during the reflection stage. The trainer acts as a facilitator. Their most important role is to help the group learn from and through the activity and this is done through thought-provoking questions. The facilitator helps learners review the process and lets them discover by themselves what they have learnt. It is the de-briefing that makes the game meaningful as it empowers the group to use their talents.

During the research, the facilitators gathered data about learners' performance. In some cases, they observed that learners had emotional or behavioural barriers that prevented them from developing the skills. These learners were offered coaching sessions to gain insight into their barriers and develop strategies to overcome them. The major challenging areas reported by the learners were:

1. **Beliefs**: learners hold opinions about themselves or others that are built on their interpretations of reality. *"I can't use body language"*, "*I feel confident if I'm sitting"*, "*I can't speak better than my boss"*.
2. **Assumptions**: Thoughts that cause them to predict an outcome. "*When I entered the room they were talking about me. I was frozen and couldn't participate"*.
3. **Emotions**: Exposure triggers emotional reactions. For example, fear of being criticized, of making mistakes.

The process was guided by the following questions aimed at shifting the learners' perceptions.

- What if you could use your body language?
- What is a mistake for you? What does it mean for you to be criticized?
- What do you fear? What's at risk?
- If you absolutely knew that this was not true, what would you do differently?
- How is this assumption serving you?
- How would you feel if you could ...?
- What do you need (to be) to achieve that?

Learners' progress was regularly assessed with qualitative assessments such as recorded observations, action planning and goal setting.

General findings

The findings revealed that learners from all levels started to use soft skills in class and in real business life. Over 80% of A2 and B1 learners said that they were more self-confident speakers and were able to respond to unexpected situations without fear. Over 70% of B2 and C1 learners reported that they are now aware of how to control their emotions when they have difficult conversations.

Conclusions
The research concluded that experiential learning activities supported by coaching sessions are effective in helping business learners develop soft skills.

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4.9 Business English from the start – *Marjorie Rosenberg*

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Introduction
According to anecdotal research, teachers are often asked to teach business English to teen and adult beginners. These learners may be in jobs where English is necessary but have had little English in the past, may not have needed English since they left school or are taking part in apprenticeships or other vocational programmes which do not include English in the syllabus. Finding materials to use with these learners which is engaging, relevant and provides variety in the classroom can be challenging. Books are available that begin at A1 and help learners move through the levels of the CEFR, but teachers often search for supplementary materials to make their classes livelier and provide learners with fun activities which help their motivation. While advanced learners may be happy working through the terminology of a balance sheet or a profit and loss account, a beginning student needs to practise both business or office vocabulary and grammar for the workplace, and do it in a way they find memorable and can easily use when they leave the classroom.

Getting started
This workshop began by finding out from participants who their learners were, where they were taking business English classes, why business English was necessary for them, what they wanted to do with it and what their fears were. We then looked at what they needed to reach their goals, including building up their self-confidence and helping them to communicate in order to get their message across. The activities were chosen because they appeal to different learner types and build in grammar and structure along with the language the learners need.

The activities
The first activities centred around daily office activities. Participants were given cards with drawings and words and asked to match them. A follow-up to this activity was a 'memory' game in which the cards are laid out with the drawings and words hidden. Learners turn them over in pairs to find the matching vocabulary and picture cards. Other activities included a Bingo game in which learners chose five picture cards and listened to the teacher calling them out. Learners are instructed to turn the cards over when they hear the activity mentioned, with the winner being the first to turn over all their cards. It was explained as well that one of the principles of using the cards was that they were flexible and could be used for the simple matching activities or for more advanced practice of guessing how, when, where, or why students did the activities or by adding adverbs of frequency to practise structure. This section was finished off with an activity using 'Find someone who …' cards in which learners ask each other about activities they would do in the office.

The next lexical set that was looked at was jobs. Here participants were given a set of dominoes and asked to match the names of jobs with their drawings. As there were no specific instructions, some groups chose to play the game as a 'normal' domino game with participants having a set of cards in their hands while others laid them all out and worked at putting them together. It was explained that this is something the teacher or the learners can decide for themselves, thereby allowing for flexibility in the way the activities are carried out. The final explanation of the domino game was to give each learner one domino and have them create a circle in the classroom by standing between the two people whose dominoes matched theirs.

We then moved on to products and learners looked at drawings of consumer goods and their names. They then sat back to back and described what they saw while their partner drew the item and then compared it to the picture. Next participants described items using collocations such as 'environmentally-friendly' or 'low maintenance' which was followed by an 'Animal, Vegetable, Mineral' game in which learners were given one product and had to first say what it was made of and then describe it using a few adjectives. The others were instructed to ask questions about it in order to guess what it was.

The final activity of the workshop was to practise making appointments in a group of four using appointment book pages with different entries. The participants added their own and were then told to find a time to meet by simulating a telephone conversation. They were allowed to change their own appointments but not the ones that were already on the page. They worked together in pairs and then regrouped again, which meant that they may have had to go back and change an appointment with one person to find a time when all four were free.

(left to right) Daniel Xerri, Julia Waldner, Marjorie Rosenberg and Sarah Mercer. Photo courtesy of Marjorie Rosenberg

Reflection and conclusion

The workshop ended with reflection on the activities. Participants discussed which activities they felt would help their learners and how they would adapt them to their own teaching situations, as well as other help beginners need. Participants felt that the idea of combining business English with basic grammar and structures would be helpful to their learners and could help in the classroom to remove fears, engage their students and help to build confidence. They liked the flexibility of the materials and had several ideas for adaptations. All in all, the workshop provided interaction as well as food for thought and hopefully gave those working with beginners in the field of business English ideas to liven up their classrooms and start their learners on the road to successful communication in their business careers.

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4.10 Adopting English as a global corporate language – *Erica J Williams*

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Founded in Düsseldorf in 2005, Trivago is an expanding technology company that specialises in the internet search of hotels. Practically from the outset, Trivago embraced English as its working language even though its founders were Germans establishing their headquarters in Germany. This is just one example of the fast-growing trend towards companies adopting a monolingual language strategy. As English has emerged as the global language in the 21st century, this invariably means adopting English. Companies state a number of advantages and cite improved performance, enhanced profitability, alignment with corporate goals and growth strategies, better communication, greater openness, the ability to attract the best global talent and other competitive advantages. Unrestricted multilingualism is increasingly regarded as undesirable and ineffective in terms of costs, time and efficiency.

As a profession, we must duly consider that business may switch to English completely at some point in the future. This surely opens an exciting world with promising prospects but business English teaching is largely failing to address the issues and is some distance behind actual trends in business. In fact, change is happening at such a rapid pace that it is difficult or maybe even impossible for the profession to adapt. A lack of universal acceptance of the necessity and overriding importance of business English also exists, to which end resistance to English and attitudes that define English as "just another foreign language" hamper progress. Business English practices, standards and materials have simply not kept pace. More research is needed, although Professor Tsedal Neeley's research at Harvard Business School, principally with the Japanese company Rakuten, has provided an excellent starting point and should be essential reading for anyone involved in business English.

If business is turning to a monolingual strategy with the targets of greater efficiency and effectiveness, then the issue of teaching a standard 'business English' arises. This is a minefield. What is the standard? Should it be based on EFL, ELF, a mixture of the two or indeed something else that has not yet been established? An immense variety of standards in teaching and assessment exists just within the small team of 6-8 teachers who teach Business English in my institution for instance. There are British, American, Australian and near-native speakers who have completed varying qualifications in different institutions and have a wide range of experience in business. In short, there are no fixed standards. If a worldwide survey were conducted, it would probably conclude that enormous variety in teaching and assessment currently exists.

An emphasis on EFL, native-speaker standards and exposing learners to native-speaker voices presently prevails, a status quo that has evolved for a number of reasons including the need for standards in education that simply facilitate assessment. These standards do not truly meet the needs of companies that use English pragmatically as a global language, often with little regard for native-speaker EFL standards. In fact, today's business students may meet few or indeed no native speakers in their future working lives. Moreover, there is evidence that corporate culture impacts language and language impacts corporate culture, a fascinating area of research that also requires further exploration. The demand for well-qualified Business English specialists is expanding, but the pool of native and near-native- speaker teachers does not or cannot expand at the same rate. This will impact standards further as increasing numbers of learners find themselves being taught by non-native speakers. English will bend, twist, turn and morph. This is in the nature of the language and one of the characteristics that has made English the global language. However, fragmentation could then become an issue since too much variety could lead to miscommunication and English losing its status as the global language of business, a veritable vicious circle.

Business will increasingly demand business English skills as a prerequisite when recruiting and eventually become unwilling to provide Business English training, regarding this more as a responsibility of educational systems and societies. The Scandinavian countries provide models with an advanced approach so that consideration should be given to teaching English at the earliest age possible, making business English part of the school curriculum and compulsory in business schools. Emphasis should be placed on communication, communication skills and the responsibility for ensuring effective global communication.

English has become a vital business tool well beyond cultural identity. Its status is certainly not the same as any other language in business. There is increasing evidence, albeit it largely anecdotal, that the concepts of global business English, global communication and adaptation to ELF should be introduced to native speakers in business. Additionally, business language training in other languages must also be scrutinised if business regards a multilingual approach as undesirable. General language skills in other languages might be necessary for job placement abroad and living in another country but not for business communication.

The good news is that resistance to English is fading as generations who did not learn English at school, or who do not like or relate to English leave the workplace. Millennials and Generation Z are not resistant to the adoption of English and generally view English positively. Young people readily have contact with, access and use English in their daily lives so that millennials and Generation Z self-identify as global rather than local. The desire is actually for more teaching in and of English.

Global demand for business English specialists has the potential to outstrip supply in the future although specialists may find themselves moving from in-company training to university teaching. This momentum will in turn foster requirements for professionalism and qualifications widening the scope for research and academic opportunities. Future developments could also push the trend towards specialisation with more demand for ESP within business English. Overall, the message is positive and the prospects bright but a huge red flag should be raised so that the issues surrounding business English as the global corporate language are researched and discussed appropriately before the business English teaching profession falls further behind the curve.

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4.11 Making effective use of research in the classroom – *Kirsten Waechter*

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At the IATEFL 2017 conference in Glasgow, I attended Filip Dedeurwaerder-Haas' workshop, in which he explored the question of how to make practical use of neuroscience in the classroom, with a focus on using games as warmers. My fellow attendees and I discussed how to take that further: in fact, how to make the best use of energy levels in the classroom and to design the structure of a lesson around that. This was the spark that set off this very practical workshop, where the trainers would experience the benefit of this approach first-hand. I am not a neuroscientist, so I was looking at this from a Business English trainer's point of view. Neuroscience is one of the buzzwords in learning research, but what can we do with it practically in the classroom or in other training situations?

Neuroscience assumes that any encounter the sensory system has with the world will result in a corresponding connection between a cell in the brain and another cell carrying the information from the outside world. This then results in the reinforcement of the connection between those cells. Our brain connects cells and transmits information; this is how we learn and process information. But this is also how we give output. Warmers literally must be "no-brainers" because we need to wake up our brains before they can make connections that are useful for English language learning.

Therefore, at the start of my session, I asked participants to do a round of speed dating (or speed conversations), an activity which is used by many trainers as a warmer. But what happens after the activity has finished? The trainer asks the learners to return to their seats and all the wonderful neurological potential in the cells which have just been connected is lost. Instead, my group stayed standing and kept discussing how to make use of the energy potential they had stimulated. The question they were given to answer was: How can we ensure that the speed dating becomes a transfer activity and reinforces the use of the present simple? For example, by asking our students to report on another student, transferring the "I do" to "he or she does".

Kirsten Waechter (right) with Helen Spencer-Oatey

We then travelled through a few more popular neuroscience assumptions, looking at the activity curve of performance. This curve is often used in sports, but can also be used to describe our learners as they move from being bored to excited, energised and focused (this is when things get interesting and great work can be done), on to challenged (when things get difficult) then fatigued, exhausted and, finally, burned out (which often happens at the end of the process or task if it is stretched too much). This kind of paving the way was also needed to ensure that the attendees' brains were awake enough to process the more complex brain research stuff – and it is also useful for any conference presenter who doesn't want their audience to fall asleep. The difficulty for the trainer (or presenter) is to identify when each phase starts. It doesn't make sense to explain complicated things when learners are in the "bored" or "fatigued" phase, and a combination of different stimuli needs to be provided to raise the interest levels of everyone in the group.

The participants tried out some activities that provide this kind of stimulation, for example interactive small group exercises like "I hear, I say" (a combination of reading out and listening to numbers) and "reading the colours" (where colour words, for example 'blue', are printed in a different colour on a card and people have to say the word on the card, not the colour of the card). These activities do not necessarily have to be used at the start of a lesson but can help to prepare the synapses and create interconnectivity for more complex input and output. We closed the session with a look at the need for such multi-channel input in order to ensure that both sides of the brain are stimulated.

It is assumed that language functions such as grammar, vocabulary and literary meaning are lateralised to the left hemisphere, whereas intonation and accentuation are often lateralised in the right hemisphere. However, this model is not as absolute and simple as it seems. That is why language learning should appeal to many functions of our brain in both hemispheres to ensure good interconnectivity and a richer and more stimulating learning experience. This input was followed by output. The participants looked at and discussed a picture of a weather report for Malta, which was a screenshot from my phone, and came up with ideas for combining analytical and emotional, order and random, verbal and non-verbal, logic and intuition, detail and holistic and science and creativity in response to this stimulus – the first response in each pair being taken from the left hemisphere, and the second taken from the right. Participants came up with great ideas and suggested, for example, our emotional response to weather, future plans (including teaching future tenses), looking at the reliability of the five-day forecast compared to the daily update as the weather always seems to be random, and so on. They contributed lively suggestions and – as I heard from follow-up emails – some started to use examples of the materials presented straight after the conference, so it was a useful session for them. The takeaway from the session took the form of another exercise where students were given a word on a sheet of paper and had to order themselves in a line to form this sentence: "Waking up your learners' brains – and keeping them awake – is a challenging task." But one that is certainly worth doing.

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4.12 DIY design: crafting your professional image – *Sherri Williams*

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Imagine you are walking down a street full of restaurants, looking for a place to eat. How would you choose? You could probably tell just from the design of the sign alone whether a restaurant is classy or cheap, high quality or a dive. And you'd make your assumptions in just a few seconds. In today's visual society, we do judge a book by its cover.

As professionals working in the language industry, we need to create a tangible brand identity that communicates to our clients who we are and what we do. Many language trainers may feel that because they are not artists or technologically-savvy, they can't create professional-looking logos, website graphics, or course materials. In my workshop, I dipped into my background of art and graphic design to present to a group of language professionals the basic elements of what makes good design and explored some low-cost or no-cost tools to create their own designs and publications.

Elements of good design

In everything you create, be sure to think about the end user's experience – that is, the way the viewer will interact with your design. Will they be looking to get information from the design (diagrams, info tables, event invitations, etc.)? Will they use the design to give them clues about the quality, professionalism or style of your services (logos, website graphics, letterheads, etc.)?

Always keep your target viewer in mind and try to view your designs through their eyes. Even better, try to find someone in your target audience and test out your designs on them.

Balance

Every design is made up of elements – these are the images, blocks of text, and other pieces that work together to create the design. To make the design stable and attractive, the 'visual weight' of the different elements should be in equal distribution, or balance. 'Visual weight' refers to how prominent an element is in the design – how much it catches your eye and holds your attention. Factors that affect visual weight include size, colour, position, texture, shape and repetition. When you create a design, if all the elements have the same visual weight (the same size, shape, color, etc.) then the design is flat and uninteresting. Your eye doesn't know what to focus on first and becomes bored. But if you intentionally make one element the focus of the design by varying the position, colour or size, your eye is drawn to that element first, then naturally moves around to inspect the other elements. In this way, you can control the viewer's experience of the design and draw their attention to the most important elements. Above all, the elements should be balanced so that one or more are prominent but don't overpower the design.

Rule of thirds

One principle that is useful for overall designs and especially important for photos is the rule of thirds. Imagine that there is a 3x3 grid superimposed over your eye as you are about to take a picture, dividing what you see into three rows and three columns. The beginner's temptation is to put their subject smack in the middle of the frame, but in fact our eye naturally goes to one of the four points of intersection on the grid first. If you place your subject at one of those points, you will naturally draw the viewer's eye to the most interesting part of the photo.

Self-study activity: There is usually a setting on your smartphone or camera to make a 3x3 grid visible on your screen. Try it out to see if it helps you to compose interesting images.

Colour theory and mood

You probably remember the colour wheel from kindergarten. We generally associate warm colours – reds, pinks, yellows and oranges – with heat, fire, energy, love, excitement, activity, and so on, whereas cool colours – blues, purples, greens and turquoises – make us think of water, ice, nature, professionalism, calmness, and quiet.

However, the meanings that we attach to colours are quite subjective and can vary significantly from culture to culture. So, coming back to the idea of always keeping your target audience in mind, be aware of how they might interpret your chosen colours.

Self-study activity: To think more about how colours influence mood, scroll through Netflix or search for movie posters online. Look at different genres – thrillers, romantic comedies, children's films – and see how colour affects the mood of each design. You can usually tell by the poster alone what kind of film it's going to be just based on the visual information.

Low-cost or no-cost tools

Professional graphic designers invest a lot in expensive professional software. But thankfully there are lots of free or low-cost tools out there to use. If you want to get started creating your own designs, I recommend four basic tools for your toolbox: a layout program, a photo editor, an image capture tool and a source for good images.

Layout program

If you are working with both text and images in the same layout, a word processor won't work well because it pushes text down the page automatically. You need a layout program where you can move the different elements separately around the page. I personally use Microsoft Publisher, but there is also a free online tool called Canva that works quite well. It also has many free, customizable templates.

Photo editor

The pros use Photoshop, but it has a high learning curve and is expensive. If you just want something quick and easy to use, try a free online photo editor such as iPiccy. Just upload your photo and use the buttons to adjust the brightness, contrast, colour balance, and crop the photo. There is even an 'Auto Fix' button that does a pretty good job of fixing most of these values for you.

Image capture tool

When I want to capture just part of my screen, such as an image or diagram to embed into a video transcript, I use an image capture tool called Jing. It places an icon at the top of the screen that automatically opens a click-and-drag box and copies whatever you select to your clipboard. It's quicker than a screenshot which you have to crop and edit later. Of course, please be aware of copyright issues when you are copying content from other webpages.

Source for images
Images are one of the most important elements in a design, but where can you get good-quality images without spending a fortune on stock photos? Pixabay is a great site that has tons of clipart, photos and even videos, and they are all copyright free and royalty-free, even for commercial use. There are also search filters you can use to search by keyword, colour, and so forth.

With a little creativity, the right tools and a focus on your target client's needs, you can craft designs that accurately reflect your personality and values. When the message a prospective client receives from your designs is one of quality and professionalism, they will be able to trust you and want to do business with you.

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4.13 Getting the most out of lexical inventories in ESP – *Cosima Wittmann*

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A common feature of all language coursebooks are the lists of vocabulary that learners are expected to master at a certain level of language competence. This is true for both general language coursebooks and those for specific purposes. At first glance, the main difference seems to be a shift in focus away from general English towards a specific field of vocabulary suitable for the respective target group. A closer look at these lexical inventories leads to seemingly unspectacular but nevertheless important questions: On what basis did the authors or editorial board choose the vocabulary presented? How was it aligned to the CEFR? What use are lexical inventories to teachers and learners? How can they best be exploited? These were also pressing questions when telc decided to update its examination *telc English B1 Hotel and Restaurant* and they were also the impetus for the workshop at the BESIG Conference in 2017.

Challenges in ESP
ESP courses aim to meet the needs of the learners in a specific workplace context. However, one of the main challenges that even experienced teachers face is that they often do not have a professional background in the ESP field they are required to teach, namely they are unable to rely on personal experience and thus at least initially lack familiarity with the specialised vocabulary required. This is especially true for highly specialised or scientific fields of work. Learners, on the other hand, are often already familiar with the specialised context and vocabulary of the field, but need to acquire both general and specialised language skills (grammar, lexis, register, etc.) in order to function successfully in the relevant field.

Specialised vocabulary
According to Coxhead (2013), it is important to distinguish between words with a wide and those with a narrow range of meaning. Words with a wide range are often everyday words that have a different or specialised meaning in a particular field, in that people not working in the field know and use the vocabulary in a less specialised way. In contrast, words with a narrow range are highly specific words that only have a meaning in a particular context. People working in the field should be able to understand and use the vocabulary without problems. It is important to note that specialised vocabulary evolves and renews itself continuously according to changing interests within a community.

The audience attending the workshop were asked to reflect on the vocabulary someone working in the hospitality industry would be expected to know and which range the respective words could belong to. The consensus was that in the hotel sector a large percentage of the words have a wide range of meaning, whereas those used in a restaurant are more likely to have a narrow range of meaning, especially when referring to specific dishes and beverages or ways of preparing food.

Hospitality English

Blue (2003) points out that activities in traditional and commercial hospitality are oriented towards satisfying guests and correspond to different stages of the arrival-departure hospitality cycle: arrival, familiarisation, engagement and departure. Host-guest interaction is characterised by specific patterns of language use and linguistic expressions that relate to and represent hospitality concerns. To demonstrate this, the audience were given a handout containing a typical description of a hotel that someone working in the industry would be expected to understand at a lower level and perhaps even write at a higher level. They were asked to underline hospitality-relevant words, to decide which of these words were highly specific, which they would teach at level B1, and which CEFR level the words probably correspond to. It was interesting to note that although there was a general agreement on which words to teach, the opinions on which level and in which context to teach them differed.

Creating lexical inventories with the CEFR

The CEFR has definitely become ubiquitous in teaching and many learners are aware of the CEFR levels, even if only in connection with the self-assessment grid. This grid is, however, not really useful for creating lexical inventories. The CEFR is a flexible tool which can and should be adapted and exploited to the specific context of use for the benefit of language learners. In the context of creating lexical inventories for ESP, the scales for Communicative Language Competences prove to be the most helpful, especially Sociolinguistic Appropriateness, Vocabulary Range and Control.

The ensuing discussion based on the CEFR, the handout and the *Handbook telc English B1 Hotel and Restaurant* showed that some lexical items such as 'superior room' or 'complimentary bathrobe' are at least level C1 for general English. Useful resources to verify the CEFR level of a word are the Word Family Framework Word Family Framework by the British Council and the more well-known English Vocabulary Profile. In fact, according to the latter, 'complimentary' is C2. Both expressions are common in the hotel trade and are acquired at an early stage, probably A2. Entering the word 'season' in the English Vocabulary Profile produces the following results: B1 as in part of the year or a particular event; B2 'in season'; C1 'out of season' (food- related); C2 'out of season' (travel-related), while other collocations like 'off/peak season', 'high/low season' are unlisted, as is 'to season sth'. A surprising insight, and yet most teachers would agree that all of these lexical items are important for people working in the hospitality industry even at a lower level of general language competence.

Conclusion

The workshop raised awareness of the challenges that can be encountered when creating lexical inventories and was rounded off by collecting ideas for out-of-the-box tasks based on already existing lexical inventories for ESP.

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ELT acronym buster

ALM	Audio-lingual Method
ALTE	Association of Language Testers in Europe
BC	British Council
BE	Business English
BEC	Business English Certificate(s) (UCLES)
BELF	Business English as a Lingua Franca
BET	BESIG Editorial Team
BL	Blended Learning
BULATS	Business Language Testing Services
CALL	Computer-Assisted Language Learning
CBI	Content-based Instruction
CEFR	Common European Framework of Reference for Languages
CELTA	Certificate in English Language Teaching to Adults
Cert IBET	Certificate in International Business English Training
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CMS	Course Management System
COCA	Corpus of Contemporary American English
CoP	Community of Practice
CPD	Continuing Professional Development
CT	Critical Thinking
DELTA	Diploma in English Language Teaching to Adults
DOS	Director of Studies
EAP	English for Academic Purposes
EIL	English as an International Language
ELF	English as a Lingua Franca
ELL(s)	English Language Learner(s)
ELTA	English Language Teaching Association
EMI	English-Medium Instruction
EOP	English for Occupational Purposes
EPP	English for Professional Purposes
ESP	English for Specific Purposes
F2F	Face-to-face
GMAT®	Graduate Management Admission Test
GVT	Global Virtual Team
HE	Higher Education
IATEFL	International Association of Teachers of English as a Foreign Language
IATET	International Association of Technical English Trainers
ICFE	International Certificate in Financial English
ICT	Information and Communications Technology
IE	International English
IELTS	International English Language Testing System
ILEC	International Legal English Certificate
INSET	In-Service (Education and) Training
IWB	Interactive Whiteboard
KPI	Key Performance Indicator
L1	First language, native language
L2	Second language, target language

LCCI	London Chamber of Commerce and Industry
LLL	Lifelong Learning
LMS	Learning Management System
MOOC	Massive Open Online Course
MOODLE	Modular Object-Oriented Dynamic Learning Environment
NLP	Neuro-linguistic Programming
NS	Native speaker
NNS	Non-native speaker
PARSNIP	politics, alcohol, religion, sex, narcotics, isms, pork
PLN	Personal Learning Network
PPP	Present, Practise, Produce
PSA	Present Situation Analysis
QR Code	Quick Response Code
SCL	Student-centered Learning
SDL	Self-directed Learning
SLA	Second Language Acquisition
STEM	Science, Technology, Engineering and Mathematics
SWOT	Strengths, weaknesses, opportunities and threats
TBL	Task-based Learning
telc	The European Language Certificates
TELL	Technology Enhanced Language Learning
TENOR	Teaching English for No Obvious Reason
TOEFL®	Test of English as a Foreign Language
TOEIC®	Test of English for International Communication
TOLES	Test of Legal English Skills
TP	Teaching Practice
TPR	Total Physical Response
TTT	Test, Teach, Test; Teacher Talking Time
UCLES	University of Cambridge Local Examinations Syndicate
USP	Unique Selling Proposition/Point
VLE	Virtual Learning Environment
ZPD	Zone of Proximal Development

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Farewell Salina Bay. Thanks for having us!