



# **BESIG 2008**

**Preliminary Programme**

**FH Bonn-Rhein-Sieg**

**21 – 23 November 2008**

BESIG 2008 Conference – 21 – 23 November													
	timing	A	B	C	D	E	F	G	H	J	K	L	M
Friday	14:00 – 19:00	registration											
	19:00 – 20:00	opening ceremony											
	20:00 – 21:45	official reception											
Saturday	08:00 – 09:00	registration											
	0 09:00 – 10:15	PLENARY: Michael McCarthy – doing business with the spoken corpus											
	10:15 – 11:00	coffee break and exhibition											
	1 11:00 – 11:40	A1	B1	C1	D1	E1	F1	G1	H1	J1	K1	L1	M1
	11:40 – 12:00	exhibition and room change											
	2a 12:00 – 12:40	A2a		C2a	D2a		F2a	G2a	H2a	J2a	K2a	L2a	M2a
	12:40 – 13:00	exhibition and room change											
	2b 13:00 – 13:40	A2b	B2b	C2b	D2b	E2b	F2b	G2b		J2b		L2b	
	13:40 – 14:00	exhibition and room change											
	3 14:00 – 14:40	A3	B3	C3	D3	E3	F3	G3	H3	J3	K3	L3	M3
	14:40 – 15:00												
	4 15:00 – 15:40	A4				E4				J4	K4	L4	M4
	15:40 - 16:20	Coffee break											
	5 16:20 – 17:50	A5	B5	C5	D5	E5	F5	G5	H5	J5	K5	L5	M5
	17:50 – 18:00	exhibition and room change											
	6 18:00 – 19:00	BESIG AGM 2008											
Sunday	09:00 – 09:40	building open											
	7 09:40 – 10:20	A7	B7	C7	D7	E7	F7	G7	H7	J7	K7	L7	M7
	10:20 – 10:40												
	8 10:40 – 11:20			C8	D8	E8		G8	H8	J8	K8	L8	M8
	11:20 – 12:00	coffee break											
9 12:00 – 13:00	A9	B9	C9	D9	E9	F9	G9	H9		K9	L9	M9	

**Mike McCarthy: Doing Business with a spoken corpus**

How can a spoken corpus shed light on the typical characteristics of business discourse? In this presentation we look at a one-million-word spoken business English corpus and consider how the quantitative techniques of corpus linguistics can reveal specific items which are not only frequent in business discourse but which are significantly frequent, giving business language its 'fingerprint'. However, we find that qualitative analysis is also necessary to elucidate the particular meanings and pragmatic specialisations which items acquire within professional communities. The talk includes a look at lexical chunks as well as single words and structures.

**Biodata**

Michael McCarthy is Emeritus Professor of Applied Linguistics, University of Nottingham, UK, Adjunct Professor of Applied Linguistics, Pennsylvania State University, USA, and Adjunct Professor of Applied Linguistics, University of Limerick, Ireland. He is author/co-author/editor of more than 30 books and more than 70 academic papers. He is co-director (with Ronald Carter) of the 5-million word CANCODE spoken English corpus project, and the one-million word CANBEC spoken business English corpus. He has lectured on language and language teaching in 38 countries and has been actively involved in ELT for 41 years.

## Session 1

Saturday 11:00 – 11:40

**A1**                      **Rita Baker**  
**Headache and Aspirin**

Presentation type: Workshop, 40 minutes

Audience type:      Mixed

### Summary

The purpose of this workshop is to demonstrate how essential language can be generated through task-based learning. We will consider what sort of tasks we can set up, how much preparation is needed, how we can profitably exploit the language that arises out of them, and how we can identify what input our learners really need.

### Biodata

Rita Baker is the Training Development Director at Lydbury English Centre, which she and her husband, Duncan, founded in 1985. The centre specialises in residential immersion training - mainly task-based - in English for business and professional people. They have four adult children and have recently plunged headlong into grandparenthood.

**B1**                      **Dr Muhammad Abdul Wahid Usmani**  
**Evaluation of Business English and Business Communication**  
**Courses - A Case Study from Pakistan**

Presentation type: General Presentation, 40 minutes

Audience type:      Mixed

### Summary

Business English and Business Communication are the two areas in which most Pakistani English teachers need proper orientation. The teachers involved in these courses have little or no training in these areas. The current study, conducted in Pakistani Business Schools, used a step-by-step methodology to:

- collect and analyze curriculum documents
- gather the opinions of teachers through a structured questionnaire
- run follow-up sessions on issues emerging from the study

The findings of the study were quite remarkable as they document several previously unaddressed issues. The presenter will share these findings and present his conclusions and the remedial measures suggested. Though conducted in Pakistan the concepts and methodology may be replicated in similar settings anywhere in the world allowing for comparative studies in the future.

### Biodata

Dr. Muhammad Abdul Wahid Usmani holds a PhD in Standardized Testing. He currently works for Dow University, Pakistan, where he is involved in teacher training and quality assurance. He is also engaged in designing and conducting ESP programmes for different institutions within Dow University. Dr. Usmani has more than ten years of experience in teaching Business English and Business Communication at different

universities and public sector colleges in Pakistan. He is also working as a paper setter and moderator of Business English courses for a professional institute in Pakistan.

**C1**                      **Khalida Aliyeva**  
**Teaching Listening**

Presentation type: Workshop, 40 minutes

Audience type:      Mixed

**Summary**

Of the four language skills, none is less important than the others. Listening is a very important skill which takes time to improve. The method I will present has been successful at improving students' listening skills. Firstly, I present pictures related to the song 'What a Wonderful World' and ask the students questions about them and about the role of music in their lives and how it affects them. Using paper and coloured pencils, I ask them to draw pictures expressing how they feel while they listening to the song. The drawings are then put up on the wall and the students are invited to look at all the drawings and to choose the one that they like the most. The person who draws the most popular picture is then rewarded with a present. I have found this to be a good motivating approach for students to develop their listening skills.

**Biodata**

Khalida Aliyeva is 26 years old and has been manager of the AzETA Ganja Branch since 2003, organizing many different programs, conferences, and training sessions. An English teacher and teacher trainer for the British Council as well as the TEFL Institute, she has been teaching English and participating in conferences conducted by AzETA, British Council, for about six years.

**D1**                      **Pat Pledger**  
**Recruitment, human resources and the demographic changes**

Presentation type: Workshop, 40 minutes

Audience type:      Mixed

**Summary**

Demographic changes are influencing the recruitment process in today's challenging business world. The methods and sources of recruitment and selection are changing. Companies need to focus on talent management, not only to retain key personnel, but to fulfil the expectations of switched-on employees and to cope with globalisation. Pat Pledger continues the people management theme from previous events with a workshop focussing on some of the latest trends in recruitment and selection for those who train human resources people, executive search consultants, line managers or in-company participants.

**Biodata**

Pat Pledger spent 20 years in human resources management in London, before relocating to Germany and setting up as a Business English trainer and consultant 17 years ago. Running her own business from Hamburg, Pat works closely with many

companies in northern Germany but her main speciality is in human resources training in English. Having watched HR become more international over the last decade, and in an effort to fill a gap in the market for her students, her first book 'English for Human Resources' was published in 2005 in Germany, and in an international format in the UK in 2007.

**E1**                      **Brendan Wightman**  
**Exploiting dynamic content in the Professional English classroom**

Presentation type: Commercial, 40 minutes  
Audience type:        Mixed  
On behalf of:            Cambridge University Press

**Summary**

This presentation will explore the varying types of materials that are now available to professional English teachers through the Internet. These include blogs, podcasts, Infoquests and hot-off-the-press lesson plans that probe the latest issues with the immediacy that only the Internet can facilitate. Referencing the free resources on Professional English Online, we will consider the advantages and disadvantages of the Web's dynamic pedagogical content and how it compares to, differs from, and 'ultimately' can be integrated with traditional teaching materials.

**Biodata**

Brendan Wightman taught General and Business English in Poland and Italy for seven years before moving into technology-enhanced learning. He is an expert on blended learning and instructional technologies and his experience with e-Learning includes course design and software development for ELT, project managing interactive whiteboard CD-ROMs and teacher training. He now works for Cambridge ELT as Commissioning Editor for e-Learning.

**F1**                      **Dr Dosya Dubravka**  
**Leaders aren't born: they are made through hard work!**

Presentation type: Workshop, 40 minutes  
Audience type:        Mixed

**Summary**

Leaders aren't born; they are made through hard work. The workshop 'Leadership skills' focuses on the following areas:

- Types of Leaders
- Principles of leadership
- Basic personality traits required
- Conceptual thinking
- System thinking

- Body language
- Meeting etiquette

Workshop participants are going to learn how to develop winning personalities. The presentation will describe the benefits for being a leader. I hope to meet many interesting people to share experiences.

### **Biodata**

Work Experience - Assistant Professor of English Department, Lviv Commercial Academy, Ukraine, Candidate Degree in Psychology. Deliver classes in Business English, Theory and Practice of Translation for students of such faculties as International Economic Relations, Marketing, Management, Banking, Law, Commodity Science. Has introduced innovative methods in teaching English through workshops, developed programmes, assisted in organizing scientific Conferences. Has attended training courses - dedicated to European recommendations by Foreign Languages Agency, - Nick Brieger: English Language Methodology Seminar and Teaching Business English. BESIG Scholarship Winner 2007.

**G1**

**Matt Firth**

**Short activities for International Legal English Certificate (ILEC) classes**

Presentation type: Workshop, 40 minutes

Audience type: Mixed

On behalf of: Cambridge ESOL

### **Summary**

During this practical workshop participants will try out a series of tried-and-tested warmers, energisers, fillers and other short activities for legal English courses. While these activities were designed with the needs of ILEC students in mind, they are also suitable for non-ILEC classes. The activities modelled require minimum preparation and provide excellent opportunities for skills development.

### **Biodata**

Matt teaches English for Legal Purposes at the University of St Gallen, Switzerland and the Hochschule Vaduz, Liechtenstein. He is the ILEC Regional Manager for Austria and Germany, and runs regular workshops on teaching Legal English. Matt is Production Manager with TransLegal, for whom he developed the PLEAD Legal English blended learning course (TransLegal / Boston University / Cambridge University Press). Matt is co-author (together with Amy Krois-Lindner) of 'Introduction to International Legal English' (CUP, 2008) and writes a regular legal English column for Business Spotlight.

**H1**                      **Jeremy Comfort and Bill Mascull**  
**Best Practice for Business English**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:            Heinle

**Summary**

Best Practice uses a modular approach to developing language, communication and intercultural skills at intermediate and upper intermediate levels. The authors will focus mainly on the communication and intercultural dimensions and show how these are integrated into a Business English syllabus. We will demonstrate the intercultural materials in particular focusing on both building general intercultural competence and also understanding of specific cultures.

**Biodata**

Jeremy Comfort is a director of York Associates, a firm specialising in language, communication and intercultural training for corporate clients. During the last few years he has been developing an approach and materials aimed at international managers. Bill Mascull is a freelance writer with a range of Business and Lexical publications to his name.

**J1**                      **Tonya Trappe**  
**Will Power in the Business English Classroom**

Presentation type: Workshop, 40 minutes

Audience type:        Mixed

On behalf of:            Pearson Longman

**Summary**

The highly acclaimed British business Guru, Richard Olivier, son of Laurence Olivier, recently created a new form of 'arts based learning' that uses Shakespeare's plots to focus on leadership skills when training future business leaders. In the US, Carole and Kenneth Adleman train US business people and politicians to be more effective communicators by studying Shakespeare. This exciting new trend in business is an opportunity for Business English teachers to introduce high culture into their classrooms. This talk will demonstrate how teachers can introduce both the language and plots of the most famous Shakespearean plays into their classrooms without being experts on Shakespeare themselves.

**Biodata**

Tonya Trappe has had a varied and exciting career in ELT, as a teacher, author and teacher. Her publications include 'Insights into Business' and the award winning 'Intelligent Business' series. She is currently running a school in Paris and developing an 'English through drama' programme for teenagers.

**K1**                      **Dr Jackie Pocklington**  
**Designing University Courses based on the Job Application**  
**Process**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

**Summary**

An entire two-hour semester course provides an extended role-play framework in which students provide their own input while enacting the roles of personnel officers and applicants in the job-application process. To start off, groups of students become personnel officers of various well-known companies of their choice to create a job ad that the other course participants can apply for as graduates of their academic program. Participants apply for two distinctly different positions forcing themselves to customize their applications; the companies process the applications. For each course participant the process culminates in a 20-minute simulated job interview with each company and finally with the instructor. Each stage is prepared in advance with focus on optimizing strategies, the form and formulations. This presentation focuses on the course aims and the challenges that have to be faced in order to effectively reach these aims.

**Biodata**

Ph.D. Applied Linguistics, B.A. Mathematics, Professor of Business and Technical English Technische Fachhochschule Berlin - University of Applied Sciences, Coauthor 'Bewerben auf Englisch (Applying in English)', 2004, 2007, Local Coordinator - 20th Annual BESIG Conference, November 2007, in Berlin.

**L1**                      **Professor Abderrahman Azenoud**  
**Business English - a matter of medium or a matter of**  
**knowledge?**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

**Summary**

Many linguists consider Business English as a branch of 'English for Specific Purposes'; however, few of them have analysed the content of Business English syllabuses. This paper aims to shed light on the extra areas of knowledge that can be the contents of Business English syllabuses. Actually, in addition to 'English for Global Purposes', which is also a content-orientated medium, many other subjects such as marketing, mathematics, statistics, management, leadership, communication and culture are the core of Business English. It is hoped that this paper, which comes from personal experience, will demonstrate which types of knowledge are necessary and how these types could be exploited to improve the teaching and the learning of Business English.

**Biodata**

I have a Master and a Ph.D., both in Applied Linguistics. I have been teaching English for 28 years; first at High School, then at university. I have taught both English for Global Purposes and English for Specific Purposes. In addition to this, I have supervised and still supervise many Master and Ph.D dissertations in Applied Linguistics, on cultural

issues and in Linguistics in general. I speak English, French and Arabic. I have participated at many events, locally and abroad. I have published many articles on applied linguistics issues. My interests are linguistics, knowledge management and cultural studies.

**M1**                      **Evan Frendo**  
**Call me Ickfee**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:            Summertown

### **Summary**

The Cambridge ESOL International Certificate in Financial English (ICFE) was introduced recently to offer an internationally recognised qualification in this growing area of ESP. During this talk we will be discussing the nature of financial English and examine the demands that ICFE places on our students. We will also be looking at how we can best prepare our students for the exam using materials from a new Summertown book called 'Success with ICFE'.

### **Biodata**

Evan Frendo is a freelance Business English trainer, teacher trainer and author based in Berlin. A frequent speaker at conferences, he also travels regularly in Europe and Asia to run courses. He has published various books over the years, including 'English for Accounting' (Cornelsen 2003, OUP 2007) with Sean Mahoney, 'How to teach Business English' (Longman 2005), and the 'Double Dealing' Series of coursebooks (Summertown 2004-2006) with James Schofield. This talk is based on his work as author of the new 'Success with ICFE' coursebook (Summertown, 2009).

## Session 2a

Saturday 12:00 – 12:40

**A2a**

**Liam Brown**

### **Talk the Walk - how you can be an expert in anything**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

#### **Summary**

It is said - 'Those who can, do, and those who can't, teach.' This might neatly sum up the dilemma faced by many practitioners working in the field who wish to migrate from 'Business English' to management and communication skills, but feel disadvantaged due to apparent (and real) lack of expertise in specialist professional areas or sectors. We will speculate on how some non-expert trainers have broken through this apparent barrier. We look for clues in knowledge management - seeing how accessing tacit knowledge ('the know-how that you can't express in words'), seeing patterns, anomalies, or simply understanding 'the way things work' are crucial. We look at the nature of 'expertise', and draw some implications. Through analysis (of process), observation (of practices and craft), and social interaction, trainers can add to acknowledged standard methods of building a credible profile to offer employers - formal education, professional training, practical experience in business.

#### **Biodata**

Liam Brown is the London based Training and Development Manager for the English & Exams Division, at the British Council, working with the global Teaching Centre and Exams network. He specialises in areas relating to Teacher Professional Development; Individual and Organisational Learning; Performance Management, Knowledge Management and New Ways of Working in education, with particular reference to the ELT context, speaking and writing on these issues in many countries. He has worked for the British Council as teacher, trainer and manager in Nigeria, Spain, Saudi Arabia, Hong Kong & Singapore.

**C2a**

**Jamie Mann**

### **Introducing the CBEC - Creating customised in-company courses that are integrated with the CEF**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

On behalf of: The British Council

#### **Summary**

This talk is designed for those Business English teachers or freelance trainers who want to bridge the gap between a company's training needs and the 'standard' Business English offer. Recognising a gap in the market for customised Business English training - and inspired by ideas from last year's BESIG - I have been developing a training 'product', christened the Customised Business English Course or 'CBEC', which is a system for creating and delivering customised in-company courses in Bulgaria. Combining a communicative methodology, business skills training and the CEF, CBEC

courses do away with the need for coursebooks and partly use the company itself as a resource. I aim to discuss the pros and cons of the CBEC and describe the course design process, explaining how it has changed during the year in response to course evaluation data.

### **Biodata**

Jamie Mann is corporate training manager at the British Council in Sofia and has seven years' experience in teaching and business skills training.

### **D2a**

**Nina Leeke**

### **Getting the most out of Case Studies**

Presentation type: Commercial, 40 minutes

Audience type: Inexperienced

On behalf of: Oxford University Press

### **Summary**

In this workshop we will share opinions/experiences of using case studies in the Business English classroom. Then we will work through part of a case study (from 'Business Results'). After this we will draw conclusions on how to get the most out of using case studies.

### **Biodata**

Currently Director of Studies at Corporate Communications, Budapest. Former teacher of General and Business English in Hungary, Romania, China, South Korea and UK. Co-author of 'Business One:One Advanced' (OUP).

### **F2a**

**Scott Tokaryk**

### **Presenting Perfect English for Professionals: Cornelsen's Complete Blended Learning Suite**

Presentation type: Commercial, 40 minutes

Audience type: Mixed

On behalf of: Cornelsen Verlag

### **Summary**

Although the demand for blended learning courses has continued to grow over recent years, many language schools have not taken the plunge into this exciting field of teaching. Barriers such as high-costs, licensing fees and a (slight) apprehension towards new technologies have stood in the way.

Designed to overcome these obstacles, Cornelsen's new blended learning suite 'PEP: Perfect English for Professionals' is easy-to-use for language school administrators, trainers and learners alike. PEP comes complete with a course administration system containing over 100 online interactive modules on various Business English topics. Each online module is accompanied by a detailed Trainer's Guide supplying at least 90 minutes of classroom activities and an online forum activity. This presentation will show you how to use PEP to create well-packaged customized blended learning courses for any Business English client.

## **Biodata**

Scott Tokaryk has been a project manager at Cornelsen Corporate Solutions (Berlin) since May 2007 where he is responsible for developing blended learning products. Prior to joining Cornelsen, he was a Business English and ESP trainer at universities and private language schools in Germany and France. Originally from Halifax, Canada, Scott has lived in Europe since 1997.

## **G2a**                      **Deshini Chetty** **Business Language Training and Employability - A Case Study of India**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

## **Summary**

India is the fastest growing economy in the IT and BPO sector. As the sector grows India faces the challenge of ensuring that it can meet the industry requirements for employability. This growth has created a 'war for good talent' and increasing challenges to meet the demands for entry level positions. The presentation will examine the English language challenges facing India as it grows and competes in the global economy. It will also provide case studies of how Cambridge ESOL are working with local partners in India to manage this challenge and increase employability and the opportunities for international language trainers.

## **Biodata**

Deshini Chetty is the Global Manager - World of Work at Cambridge ESOL. Deshini joined Cambridge ESOL from the Pearson group where she initially led the international commercial/product management of the EFL portfolio in Edexcel International and was a key member of the team involved in the start up of the English testing business unit in the UK. Deshini has 16 years global experience in the EFL industry gained in teaching, training, publishing and assessments. Her current role as Global Manager - World of Work is primarily concerned with driving the global strategy for the Cambridge ESOL World of Work portfolio.

## **H2a**                      **Nick Robinson** **Teaching English for computer users - challenges and solutions**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:            Cambridge University Press

## **Summary**

Teaching English for computer users presents its own distinct set of challenges, regardless of how tech-savvy the teacher is: issues of learner motivation, language-learning competency and materials selection all come into play. Drawing examples from 'Infotech 4th Edition', recently published by Cambridge University Press, this talk will examine these issues with the aim of presenting solutions to make the teaching of

English for ICT (Information Communications Technology) easier and more effective. Specific ideas for how to motivate learners and encourage communication in class will be discussed.

### **Biodata**

Nick Robinson is a freelance editor, author and trainer based in York, UK. He taught in Barcelona, Spain, specialising in ESP and Business English, and then worked for Cambridge University Press for several years, primarily as an editor on the ESP and Business English lists. He has researched and developed materials for law, medicine, ICT, marketing, finance, nursing and the media. He is the author of the 'Infotech 4th Edition' Online Workbook and co-author of the forthcoming 'face2face Advanced' Teachers Book. He has run teacher training workshops in several European countries.

**J2a**

### **Nikolina Korecic Intercultural Legal Communication**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

Every day millions of people belonging to different nations and cultures meet and conduct various business operations in English, serving as lingua franca. Intercultural business communication is furthermore affected by the legal systems of the cultures involved. The Anglo-American legal system is based essentially on common law, whereas the legal systems of much of continental Europe are based on civil law. In this presentation the role of culture in intercultural legal communication is discussed, as well as current empirical studies and research projects in the field of intercultural communication. In conclusion, a short overview of advanced communication skills needed by lawyers to participate in such cross-cultural encounters is given. How cultural factors can affect presentations, negotiations with foreign partners, as well as meetings in an international boardroom is described and supported by practical experience of teaching the International Legal English Course.

### **Biodata**

Nikolina Korecic (Zagreb, Croatia) has been teaching Business English for 11 years. She works as a Business English teacher-trainer and mentor in HalPet Business Communication Center in Zagreb, Croatia, specializing in Business English teaching and training in business communication skills. She has specialized in the areas of finance, law, intercultural communication and presentations. In addition, she teaches the International Legal English Course at the Faculty of Law in Zagreb, Croatia, and works as a freelance translator. She holds a B.A., a B.M., and a M.A. in Music amongst others.

**K2a**

**Mike Hogan**

**Why are they here? What motivates Business English Students?**

Presentation type: Workshop, 40 minutes

Audience type: Mixed

### **Summary**

What motivates our learners? Why is attendance in some groups higher than in others? Why do some groups do homework and others don't? Is there something better which we could be doing to boost motivation in our classrooms? In ourselves? In this workshop I look at what motivates our learners, based on recent research I have carried out in Germany as part of the Trinity TESOL Diploma with students in different companies and with different trainers. This was done in order to try and establish some reasons for discrepancies between groups. I will also show you some useful activities for boosting motivation in your learners. After this workshop you will have a better understanding of what motivates typical Business English learners, and how we can channel this motivation and feed off it.

### **Biodata**

After starting teaching in Dublin in 2000 Mike moved to Germany in 2001 where he has been primarily teaching Business English ever since. Mike's special areas of interest are teaching one-to-one, materials development and teacher training. He believes in a flexible, collaborative and communicative approach to increasing professionals' English language competence, teaching them what they need when they need it. He is the training manager in southern Germany for LTC (Language Training Center) and lives in a small village in the woods near Nuernberg. His private interests include travel, jogging and snowboarding.

**L2a**

**Kalyan Chattopadhyay**

**Assessing communication skills training needs in hospitals for improved informed consent process**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

The alarming rise in litigation concerning healthcare in India has its origin in the failure of hospital support staff and physicians to involve the patients and their relatives in medical decision-making processes by providing necessary information to them about the medical intervention. Their ability to fulfil this primary function is attributed to their deficiency of effective communication skills. The paper proposes to share the issues relating to the perceptions of the patients in Indian hospitals about the present state of communication skills of the hospital staff and physicians providing and exchanging information on matters relating to informed consent.

The hospital support staff's perceptions about their own functions and communication skills in the informed consent process, and the doctors' and the managers' perceptions of the skills of their staff, were assessed by using both qualitative and quantitative methods. The findings were used to develop communication skills training programmes for the hospital support staff and physicians.

## **Biodata**

Kalyan Chattopadhyay has published ten research papers on language and literature to his credit. He has presented papers, has conducted teacher training programmes in institutes and also workshops in national and international conferences in India and Sri Lanka, Malaysia, Cambodia and Krasnoyarsk, Russia (online). Presently he is preparing a Handbook on Workplace Communication Skills. His research interests include ESP course designing, and materials development, Workplace English, Computer mediated communication and e-content development. Presently is a Senior Lecturer, Department of English, and Coordinator, Centre for Communication Skills, Bankim Sardar College, and Guest Lecturer, Rabindra Bharati University. He is also a visiting faculty member of the MA ELT Programme of Netaji Subhas Open University and the MA English course at the University of Burdwan, India.

## **M2a                      Barbara Tondre Building Bridges to Industry**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

## **Summary**

Texas LEARNS, an organization mandated to develop a demand-driven workplace literacy and basic skills curriculum, recently released three industry-related curricula for adult learners most in need: the limited English proficient seeking entry level employment in healthcare, manufacturing, and sales and service, or exploring career path opportunities in these industry sectors. Designed to replace conventional English language instruction and job training programs running parallel to one another, the curricula introduce the limited English proficient to the language of three targeted industry sectors. Modules include scenarios for problem solving and oral communications, employability/work readiness, career paths and learner orientation, a website for on-line support to learners and instructors, assessment materials, and strategies for establishing industry-related internship initiatives.

## **Biodata**

Barbara Tondre is a contractor/consultant currently working with Texas LEARNS in addressing the workforce-related needs of the limited English proficient. She holds an M.A. in TESOL and Developmental Education Specialist certification from the Kellogg Institute, National Center for Developmental Education. Barbara has taught ESOL, EFL, and VESL on four continents, and currently focuses on workforce literacy issues and transition to post secondary education and training. She is the author of 'Charting A Course: Responding to the Industry-Related Adult Basic Education Needs of the Texas Workforce', Handbooks One and Two.

## Session 2b

Saturday 13:00 – 13:40

**A2b**

**Dr Helen Bicknell**

### **Crossing over to CLIL - From Business English to Business in English**

Presentation type: Workshop, 40 minutes

Audience type: Experienced

#### **Summary**

Universities are increasingly expecting lecturers to deliver Business Studies courses in English as part of the progression towards Content and Language Integrated Learning (CLIL). What challenges does this pose for Business English teachers, content teachers and students? Is it best done by an L1 or an L2 teacher, or only by a combination of both? What materials can/should be used? How do the students evaluate the experience? How should such courses be assessed? This workshop presents my recent experiences in teaching International Management courses in English at a German Fachhochschule, and will include feedback from German lecturers who are teaching content courses in English. Active participation from teachers who are involved or interested in this topic would be welcomed.

#### **Biodata**

Helen Bicknell has recently 'crossed over' from teaching Business English to teaching International Management and Economics courses in English at the Europa Fachhochschule Fresenius in Idstein. Having taught Business English in Germany for many years, she recently upgraded her qualifications and obtained a PhD in European Industrial Relations from Birmingham University in 2006. This has enabled her to cross over into content teaching, whilst continuing to teach Business English, too. Non-working time is spent keeping fit, playing tennis, jogging and trying to up-date her English language skills by watching BBC soaps (*Waterloo Road*), socialising with ELTAF members and attending their events and BESIG conferences!

**B2b**

**Sonja Trampus**

### **Business as Content Knowledge in Business English Courses - the Effectiveness of Teaching Business Courses in the Foreign Language**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

#### **Summary**

My presentation is aimed at presenting the results of the research which was carried out at Bundeshandelsakademie 1 (HAK 1) Salzburg, Austria. The language competences of the business students who are taught commercial courses in English are compared to the language competences of the business students who study business courses in German. Both groups of students also take Business English classes throughout their studies. The communicative language tests were developed to assess the students' speaking, writing and general language competences. The presentation also addresses the importance of

output in teaching Business English as the present research focuses on business students' speaking and writing skills with a special attention to specific business vocabulary. The presentation presents the results which indicate that the students who are taught business subjects in English have excelled over the regular students mainly in the use of specific business vocabulary and appropriate grammatical structures.

### **Biodata**

Sonja Trampus is a lecturer in Business English at the Faculty of Economics, University of Ljubljana, Slovenia. After obtaining her BA in the English Language and Literature from the University of Maribor, Slovenia, she has taught Business English at secondary and university levels, as well as in companies for more than 15 years. She also taught Business English at the University of Dortmund, Germany, as a visiting professor. She is currently finishing her PhD for the University of Dortmund, which is based on the qualitative-quantitative study in the context of Business English. The research took place at Bundeshandelsakademie 1 (HAK 1) Salzburg, Austria.

**C2b**                      **Dr Hans Platzer and Prof. (FH) Dr Desiree Verdonk**  
**Tell us what you want, what you really, really want! - A survey on English in the workplace.**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

### **Summary**

Our presentation reports on a survey among in-service students at the Fachhochschule Wiener Neustadt, a university for business and engineering. This survey elicited aspects of English usage in the workplace. Such information informs curriculum development for pre-experience learners as this means making informed projections about their future requirements. The presentation discusses findings in three areas:

- language training in the workplace
- communication with native vs. non-native speakers
- the relative importance of various oral and written text-types.

The findings indicate that language training is not regarded as crucial by staff or employers, which means that instruction in ESP must remain a key concern for the education system in future. Moreover, both written and oral skills should be covered in a balanced fashion with particular emphasis on electronic means (telephoning, emailing). The data also suggest that face-to-face communication (social interactions, meetings) cannot be neglected.

### **Biodata**

Dr Hans Platzer has an MA and a PhD in historical linguistics from the University of Vienna and is currently a Business English trainer at the Fachhochschule Wiener Neustadt as well as previously being a lecturer at the University of Economics and Business Administration.

Prof. (FH) Dr Desiree Verdonk has an MA in interpreting and translating and a PhD in economic history from the University of Vienna. She is currently the head of the English Department at the Fachhochschule Wiener Neustadt.

**D2b**                      **Sam McCarter**  
**ESP - Communication skills for doctors and advanced nurses**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

On behalf of:            Oxford University Press

**Summary**

The talk will cover the generic communication skills applicable to all doctors (and advanced nurses) irrespective of medical speciality working in an English speaking environment: patient-centred communication; non-verbal and verbal communication; eliciting information; open, closed and leading questions; active listening; structuring the consultation; giving advice and explaining procedures; negotiation and persuasion in management plans dealing with compliance/ concordance; consent and confidentiality; breaking bad news and dealing with difficult situations. The talk will look at the specific language involved, technical, sub-technical and colloquial and the different teaching strategies that can be employed to make the teaching student-centred.

**Biodata**

Sam McCarter has been teaching medical English in the UK to doctors from around the world since the mid-1980s. He has worked as a free-lance editor for various organisations including the WHO. His editorial experience has been mainly in tropical medicine for the Wellcome Trust where he worked on the glossaries for CDs in tropical medicine. He has written a number of books and has just finished 'Medicine 1' in the Oxford English for Careers series along with a Teacher's Resource Book. 'Medicine 2' is in the process of being written. He is currently teaching communication skills to postgraduate doctors from around the world by video-conferencing. His main interests include teaching methodology, communication in the medical field and academic English.

**E2b**                      **Jeremy Day**  
**A wish-list for ESP course design**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:            Cambridge University Press

**Summary**

Thanks to the internet, it's fairly easy now to put together a half-decent ESP course by turning online texts into discussions and language work. But is it possible to do much better? How can we find out what professionals in our chosen ESP fields actually need English for, what situations they have problems with, and what language they need to focus on? How can we create authentic-sounding dialogues for targeted listening practice, which lead to practical and useful role-plays? Where can we find examples of the documents our students need to write, and not just those they might read? There are no easy solutions, but, using examples from 'Cambridge English for ...', a new series of short ESP courses from CUP, I will show how a principled but flexible approach to ESP can lead to courses really targeted towards the day-to-day needs of professionals.

## **Biodata**

Jeremy Day, a teacher and trainer for the British Council in Warsaw, is the Series Editor for the 'Cambridge English for ...' series of short ESP courses. The first four titles in this series, Nursing, the Media, Engineering and Jobhunting, are published in 2008. He has written several international ESP courses, including English for Marketing (International House) and Advanced Legal English (British Council), as well as numerous local ESP projects, ranging from finance to negotiation skills, and from counter-narcotics police to European patent attorneys. His teacher's book for International Legal English (CUP, 2006) was acclaimed for adding a new communicative dimension to the course, and has been followed by the teacher's book to Introduction to International Legal English (CUP, 2008).

## **F2b                      Simona Mitocaru** **Assessing Business Communication Skills of EFL Students**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

## **Summary**

One of the most important components of the teaching process is the improvement of students' communication skills. The presentation focuses on the assessment of written communication skills in Business English classes in the case of undergraduate EFL students.

## **Biodata**

Simona Mitocaru has been teaching Business English within the Faculty of Economics and Business Administration for almost ten years. Her special interests are Business Communication and English for Tourism.

## **G2b                      Amy Krois-Lindner and Matt Firth** **An approach to teaching legal English to law students and newly-qualified lawyers**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

On behalf of:            Cambridge University Press

## **Summary**

This talk outlines an approach to teaching Legal English to law students and newly-qualified lawyers. It addresses the particular needs of these learners, who either lack legal subject knowledge or have little experience of the practice of law. The talk introduces activities from the new book, 'Introduction to International Legal English' (CUP), which targets the needs of these learners by:

- providing an overview of legal subject areas studied at law faculties.
- introducing the types of texts law students encounter during their legal studies.
- exposing learners to authentic language and tasks, giving them insight into the work undertaken by practising lawyers.

The talk will provide examples of case studies in the book, developed in recognition of the fact that learners need to be both cognitively and linguistically engaged and will present authentic listening activities which reflect the interaction in a legal context which commonly takes place between non-native speakers.

### **Biodata**

Amy Krois-Lindner teaches English language skills at the University of Vienna. She is an instructor of English at Vienna University of Technology. With TransLegal, she has written 'International Legal English' (CUP, 2006) and, with Matt Firth and TransLegal, 'Introduction to International Legal English' (CUP 2008).

Matt Firth teaches English for Legal Purposes at the University of St Gallen and the Hochschule Vaduz. He is ILEC Regional Manager for Austria and Germany, and runs Legal English workshops. Matt is Production Manager with TransLegal, his most recent project being the PLEAD Legal English blended learning course (TransLegal / Boston University / CUP). Matt is co-author of Introduction to 'International Legal English' (CUP,2008) and writes a legal English column for 'Business Spotlight'.

### **J2b**

**Mercedes Viola**

**Adding value to our services [video conference]**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

We fulfill more than one role when a company call us because they need to improve their English for their jobs. How can we present our proposal so our clients can appreciate the value of what we do? Isn't what we do closely linked to that of a language consultant or strategist? In this presentation we will look at the different jobs we carry out as language training specialists and how we clearly benefit from our situation with a real professional development.

### **Biodata**

Mercedes Viola has been a Business English trainer for more than 18 years. She has developed materials and Business English programs for many local, regional and global companies. She has also designed English courses on the business environment, accounting, finance and management with the support of well-known professionals in the field. She has also written articles and delivered presentations on Curriculum Design.

### **L2b**

**Dr Ai-Ying Yang**

**Identifying Language Needs of Business English Learners - A Genre Study**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

Authentic materials have long been recommended as useful supplements to ESP teaching. In fact, analyzing authentic texts can also be useful in identifying the learners'

specific needs. Company websites which in general contain company profile, product information, and financial reports are authentic materials for both investors and the media people. The data for this study include the information collected from 100 companies. Wordsmith 5.0 was used to identify the linguistic features. In addition, genre analysis procedures (Bhatia, 1993) were also employed to examine the texts. Pedagogical implications regarding the teaching of Business English are given.

### **Biodata**

Ai-Ying Yang has a Ph.D. in Education from the University of Idaho and is currently employed as a full-time associate professor at Ming Chuan University, Taiwan. She has taught Business English, business communication, business writing at Taiwanese colleges and universities for more than twenty years.

## Session 3

Saturday 14:00 – 14:40

### **A3**                      **Louise Kennedy and Carole Eilertson** **Introducing 'Up to Speed'**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:            Cornelsen Verlag

#### **Summary**

We are introducing 'Up to Speed', Cornelsen's new modular C1 business resource with a student-and teacher-friendly approach to 1 to 1 (and small group) training. In this presentation we demonstrate activities from the book, such as topical 'focus questions' which elicit existing levels of knowledge, thought-provoking 'minimal grammar pairs' that make students realize how subtle structural differences can affect meaning, as well as case studies tailored to the 1 to 1 framework which allow students to bring their own expertise to bear on a real-world business conundrum. Throughout our presentation we encourage participants to take an active role by completing mini-tasks and rising to unexpected challenges.

#### **Biodata**

Louise Kennedy from County Donegal, Ireland, began her EFL career in Germany over 17 years ago and has been working in that field ever since. Her main interests are developing ESP materials, designing and evaluating programs as well as teaching with technology. She works in Hamburg where she is a partner in Intercom Language Services.

Carole Eilertson was born in Wales. After twenty years of freelance English teaching, she has turned to developing and publishing EFL materials as well as writing fiction. Carole's area of interest is coaching a diverse group of German business people to improve their effectiveness in English when dealing with non-German speakers. She believes that the foundation for effective Business English teaching is to build up a professional relationship of trust with the clients.

### **B3**                      **Dr Barry Tomalin** **Europe at Work**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

#### **Summary**

EUROPE AT WORK is a major new audio-visual resource for Business English teachers, based on the European Intercultural Workplace Leonardo programme, completed in 2008. It consists of a 14 unit DVD dramatising common intercultural conflicts arising between migrant workers and host country firms and a manual which offers comprehension, exploitation and best practice exercises for use in Diversity and Inclusion workshops. Barry Tomalin demonstrates activities you can use in Business English classes, using extracts from the DVD.

## **Biodata**

Barry Tomalin is Director of Cultural Training at International House, London and Visiting Lecturer in Inter-Cultural Communication at the University of Westminster. He is Director of the IH Business Cultural Trainers Certificate and co-author of 'Cultural Awareness' (OUP), 'The World's Business Cultures and How to Unlock Them' (Thorogood Publications) and the manual for 'Europe at Work'. In his career he has worked for the ODA in West Africa, the BBC World Service and in management consultancy and has trained in over 60 countries, specialising in cultural awareness programmes for international managers. He lectures at IATEFL and at the London Language Show as well as at corporate functions.

**C3**

### **Marjorie Rosenberg Teaching Business Vocabulary for Learners to Use**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

## **Summary**

Specialised vocabulary is one of the main differences between Business English and general English classes. As learners may feel overwhelmed by the amount of new vocabulary they are expected to absorb, using a variety of methods can help them to imprint, recycle and move vocabulary from passive to active use. These methods are designed to appeal to diverse learner types and be flexible enough to be implemented in different teaching settings. In this workshop you will try out activities created to make vocabulary learning fun and effective and be encouraged to continue to develop these ideas further when you are back in your own teaching situations.

## **Biodata**

Marjorie Rosenberg teaches English and Business English at the University of Graz and the University of Applied Sciences Campus 02 in Graz, Austria. She is an active teacher trainer and works with teachers throughout Europe. Marjorie is the author of 'In Business' (CUP) and ELT materials writer for Macmillan and Cornelsen as well as for several Austrian textbook publishers.

**D3**                      **Erica Williams**  
**Find Your Voice as a Presenter**

Presentation type: Workshop, 80 minutes

Audience type: Experienced

On behalf of: Macmillan Education

**Summary**

This is an interactive workshop in which we will explore questions about training and coaching presentation skills in English, particularly the issue of learners finding their authentic voice as presenters. We will examine problems and anxieties but also the joys of training for presentations. Please, join us if you are an experienced trainer or teacher and / or have been working with 'Presentations in English - Find Your Voice as a Presenter' (book and DVD, Macmillan).

**Biodata**

Erica Williams runs a training and coaching company based in the U.K. and Germany. Her clients come from a wide range of academic and business backgrounds, including international companies in the advertising, telecommunications and chemical industries. Her new book, 'Presentations in English' (Macmillan), is the result of twenty years experience of training and coaching presentation skills.

**E3**                      **Nick Robinson**  
**Adapting self-study ESP materials for the classroom - some practical ideas and approaches**

Presentation type: Workshop, 40 minutes

Audience type: Mixed

On behalf of: Cambridge University Press

**Summary**

The 'Professional English in Use' series from Cambridge University Press gives learners the chance to learn and practise the key terms and collocations used in their fields. Although primarily designed as self-study tools, the books can easily be adapted for more communicative use in the classroom. This interactive workshop will look at some practical ideas for using the 'Professional English in Use' titles in class. Although tasks will be based on material from the five existing books - Finance, Law, Medicine, ICT and Marketing - many of the ideas and approaches suggested in the workshop will be of equal use to teachers not using books from the series.

**Biodata**

Nick Robinson is a freelance editor, author and trainer based in York, UK. He taught in Barcelona, Spain, specialising in ESP and Business English, and then worked for Cambridge University Press for several years, primarily as an editor on the ESP and Business English lists. He has researched and developed materials for law, medicine, ICT, marketing, finance, nursing and the media. He is the author of the 'Infotech 4th Edition' Online Workbook and co-author of the forthcoming 'face2face Advanced' Teachers Book. He has run teacher training workshops in several European countries.

**F3**                      **Dr Andrew Frost and Gary Helft**  
**English for Legal Professionals**

Presentation type: Workshop, 80 minutes

Audience type:      Mixed

On behalf of:        Cornelsen Verlag

**Summary**

In this workshop we will initially discuss the type of student learning Legal English. Based on our discussion, I will describe the kind of ESP materials trainers and students would certainly benefit from. We will take a look at sections of 'English for Legal Professionals' (Cornelsen Short Course Series). In groups we will examine how this material can be used in practice.

**G3**                      **Judith Mader**  
**What's the best way of testing Business English? How do we**  
**decide on a good test?**

Presentation type: Workshop, 80 minutes

Audience type:      Mixed

**Summary**

This workshop will firstly discuss the question of what we mean by Business English and the various terms by which it goes and ultimately the test construct. After a short and simple (I promise!) introduction to test theory we will look at appropriate ways of testing Business English, considering what makes up a good test in general, the importance of the Common European Framework of Reference for teaching Business English, tests currently available as well as what constructing your own test should involve. We will then consider which test may be the best option for individual contexts. I hope to introduce you to the wonderful world of testing and show you how tests can be designed so that teachers and learners alike get something out of them and use them for what they are intended for: assessment, evaluation and to improve language learning in general.

**Biodata**

Judith Mader is a member of the strange breed of test-lovers. She comes from the North of England, has degrees from the Universities of Sussex and Birmingham and has lived in Germany for over 25 years. She has worked in many areas of ELT, including full-time as a test developer for telc - The European Language Certificates. She is now a lecturer in Business English at the University of Applied Sciences in Mainz with special responsibility for intercultural competence and assessment.

**H3**                      **Deborah Capras and Meg Engelmann**  
**Competition for Web 2.0**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

On behalf of:            Business Spotlight

**Summary**

How can you successfully compete with today's language-learning sites? By integrating online technologies more into your teaching and by offering an up-to-date, authentic, tailored blend of activities in the classroom. Move away from coursebooks and discover what kind of blend works best for you and your students. This workshop will look at how to design projects using the 'Business Spotlight' Blend for developing business skills. In particular, we will discuss how to prepare your students for participating in meetings and negotiations using 'Business Spotlight' materials and by exploiting the new 'Business Spotlight' website. Our Blend is tied together for teachers by 'Business Spotlight in the Classroom' combining our full suite of products.

**Biodata**

Deborah Capras is Content Manager for 'Business Spotlight Online' and author of 'Business Spotlight Plus'. She is a qualified Business English trainer and experienced teacher trainer.

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

**J3**                      **Cindy Hauert**  
**Publishers' Panel**

Presentation type: Workshop, 40 minutes

Audience type:        Mixed

**Summary**

As more and more Business English materials are shifted on-line, many questions remain - will we still be using traditional printed materials to teach Business English in the future, and if so, what will these materials look like? Is this a paradigm shift, or just a fad? What do the movers and shakers in the Business English publishing world think about 'Globish' and 'ELF'? Will we teachers and trainers have to become (even) more tech-savvy just to be able to survive in a 'virtual classroom'? What if your in-company meeting room doesn't have an interactive whiteboard? Come to the Publishers' Panel and get the insiders' point of view, and take the opportunity of telling them what you think. Moderated by Cindy Hauert.

**Biodata**

Cindy Hauert was born in the United States and grew up in Denver, Colorado. After completing a B.A., she joined an executive training programme at Macy's in New York City and became a buyer for the cosmetics department. This business experience proved to be very useful later on in her Business English teaching career. She returned to university in 1980 and after receiving her M.A. in English went to Paris, where she tutored

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

**K3**                      **Sheila Vine**  
**The case for Reflection in Business English**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

**Summary**

This talk takes the concept of reflection from teacher training and higher education to the realms of Business English. I will briefly discuss reflection as a pedagogical concept and then relate it to in company teaching. Some activities to introduce reflection into the classroom will also be introduced.

**Biodata**

Sheila Vine is a freelance teacher, teacher trainer, and online moderator and materials developer, working part-time for the University of Paderborn in Germany. She also works as a freelance Business English teacher and worked in training in various business fields in the U.K., including Accounting, Banking and Credit Management.

**L3**                      **Magda Pasalic**  
**Help your students enhance their Business English for tourism vocabulary**

Presentation type: General Presentation, 40 minutes

Audience type:        Inexperienced

**Summary**

In this workshop I would like to share a range of useful vocabulary development activities with colleagues who need to help their students improve the vocabulary required and used in Business English for tourism (e.g. describing accommodation, room/hotel/conference facilities, dealing with complaints, food vocabulary etc.). I will use a hotel and lodging website as a source of Business English for tourism vocabulary as well as different course books used at the Faculty of Economics at the University of Split, Croatia for the course of Business English for tourism. Activities will be suitable for students at pre-intermediate and intermediate level.

**Biodata**

Magda Pasalic has been teaching Business English for six years at the Faculty of Economics at the University of Split, Croatia. She has been teaching students in the undergraduate and vocational studies. Besides Business English, her interests include SLA and compiling dictionaries (she is a co-author of English - Croatian Dictionary of Tourism).

**M3**

**Robert Dignen**

**50 Ways To Improve Your Intercultural Communication Skills**

Presentation type: Commercial, 40 minutes

Audience type: Mixed

On behalf of: Summertown Publishing

**Summary**

Summertown Publishing's series '50 Ways to...' is designed as self-access learning materials full of practical tips, tools, techniques and exercises. The series is aimed at intermediate to advanced students who work internationally and combines language learning with international communication skills. Bob Dignen will present Summertown's forthcoming title '50 Ways to improve your intercultural communication skills' which he co-wrote with James Chamberlain. The presentation will review briefly the rationale behind core themes of the book:

- Understanding culture
- Culture shock and how to survive it
- Making culture visible
- Communication across cultures
- Building relationships
- Working in International Teams
- International leadership etc.

as well as looking at sample units. The presentation will also examine ways in which those delivering intercultural communication training can exploit this as a resource for both one-to-one and group contexts.

**Biodata**

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

## Session 4

Saturday 15:00 – 15:40

**A4**                      **Bethany Cagnol**  
**Business English Activities from Scratch - better than the same ol' thing**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

### Summary

Tired of using the same Business English tasks day in and day out? Is that coffee-stained activity folder starting to look dated? Have you ever been asked to come up with some last-minute needs-specific role plays? If you answered 'yes' to any of these questions, then this is the talk for you. From hurricanes to gastric veins, from sound bites to bear bites, together we will explore numerous routes of inspiration and the steps you can take to develop activities that will put the buzz back into your classroom. The only thing you need to bring to this presentation is your creativity.

### Biodata

Bethany Cagnol received her MA in Teaching Second and Foreign Languages at the University of London Institute in Paris and founded her own freelance business, International Customer. She is the Vice-President of TESOL France and organized the Best of BESIG 2 with the help of the BESIG Boys in June 2008 in Paris. She recently began writing for Cornelsen and also works as a French-to-English translator.

**E4**                      **Ian MacKenzie**  
**What is Financial English?**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

On behalf of:            Cambridge University Press

### Summary

Working in the financial sector requires the same communication skills as many other fields - telephoning, writing emails, letters and reports, participating in meetings, making presentations, socialising, negotiating, etc. Within these activities, particular language functions also overlap with many other professions - you might need to check information, summarize, ask for and give opinions, agree and disagree, etc. What is specific to finance is terminology - the large number of more or less technical terms you have to use if you're doing or talking about accounting, banking, asset management, financial regulation, etc. How does this square with the notion of 'Globish' - a supposed '1500-word vocabulary for international communication', which, unsurprisingly, doesn't include things like 'accumulated depreciation charges', 'capital adequacy ratio' or 'efficient-market hypothesis'! This talk is about financial English, and particularly financial vocabulary, and how to learn or acquire it. It will feature examples taken from 'English for the Financial Sector'.

## **Biodata**

Ian MacKenzie teaches translation, linguistics and English at the University of Geneva. He is the author of 'English for the Financial Sector', 'Professional English in Use - Finance', 'English for Business Studies' (all CUP) amongst others.

### **J4 Matthias Meier and David Mackie English for Engineers - Behind the Scenes of the Magazine Approach**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

On behalf of: engine / Hoppenstedt Publishing

## **Summary**

Engineering is a very broad subject. Finding suitable material for your students can be challenging - especially for non-engineers. The magazine 'engine' will help you with this search. Designed for the language needs of engineers it offers articles from all engineering disciplines, dictionaries, technology basics and vocabulary and grammar lessons built around situations typical for engineers. Naturally, each issue of 'engine' can only cover a selection from the wide variety of engineering topics. Therefore, we like to give you a look behind the scenes, share some of our sources and help you research content relevant to your students. After a short introduction to the magazine and its readers, the talk will present a few (internet) resources for short and long texts as well as audio and video files on engineering subjects. In the second part we will present examples of how to exploit both the magazine and self-researched content.

## **Biodata**

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

David Mackie is co-author and editor of 'engine'. He's also Freelance In-Company Trainer and lecturer for Business-English at the European Business School in Oestrich-Winkel.

### **K4 Timothy Phillips Quality Training - translating corporate expectations into trainer performance**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

## **Summary**

Companies and their language trainers often have a different understanding of what is meant by quality training. In this presentation, I will be referring to examples of this mismatch as experienced during a number of corporate consultancy projects in Germany. Different training managers place different quality values on the various aspects of the

training service which they provide to their in-company clients. I will be pointing out those areas which trainers may wish to (re-)consider when thinking about the quality of training provision and service they provide to their corporate clients in future.

### **Biodata**

Tim Phillips is founder and Managing Director of SKYLIGHT GmbH, a management consultancy which advises corporate clients on the development of the international communication skills of their staff. In the past Tim gained substantial experience as an in-company, freelance trainer, primarily in the financial and automotive sectors. Besides Germany, he has lived and worked in the Czech Republic, and in Singapore. For a number of years he was involved in the development and implementation of blended learning systems, and worked as a Senior Consultant for Deloitte. Tim is a member of the Advisory Committee of the annual Sprache & Beruf (Languages and Professions) conference.

### **L4 Clark Stoppia Graphics - more than a table**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

This presentation is on 'graphics', a topic on which I have been working for the past year. The talk is divided into three sections, the first being a discussion of what many learners call 'graphics', but in reality are speaking about - charts, graphs, tables and diagrams. I will offer definitions, examples and applications on these terms which I have discovered. The second part will focus on some specific situations I have experienced in teaching learners about the correct word to choose. Their backgrounds include the pharmaceutical, banking and logistics industries. Lastly, I will focus on how this language is important for Cambridge Business Suite candidates. The BEC Higher exam demands more precise language than 'graphics' and now you will be able to bring your learners to that higher level.

### **Biodata**

Clark Stoppia has been teaching in Europe for over nine years. He lives in Liestal (near Basel) Switzerland. He teaches mostly Professional and Business English through his firm, English Training Consulting.

**M4**

**Paul Dummett  
Improving Business Writing**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

**Summary**

Writing good advertising copy, a persuasive letter, a concise email, a winning proposal or a punchy report is difficult in any language. But it can be immensely satisfying when you can convey a clear message in the right tone of voice. This talk highlights the main pitfalls for learners (and how to avoid them), presents six golden rules for good business writing in English; and offers some practical motivating activities for teaching these skills in the classroom.

**Biodata**

I am a Business English trainer and writer with 20 years experience. I am the author of recently published 'Success with BEC Higher' (Summertown Publishing). I live and work in Oxford where I continue to teach and run my own e-learning business.

## Session 5

Saturday 16:20 – 17:50

### **A5**                      **Reka Polak-Weldon and Edit Komlosi** **Project work - from knowledge sharing to knowledge management**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

#### **Summary**

How can tacit knowledge be turned into explicit knowledge? Our workshop aims to share our experience with in-service university students at the Faculty of Economics at the University of Pannonia in Hungary. If you join our workshop you will watch students' presentations and with your active participation we will gain the know-how of students' and teachers' knowledge sharing and management. Project work is one way to maintain the creation and exchange of tacit knowledge and it is a kind of community of practice. According to Richard McDermott, community of practice is a 'group that shares knowledge, learns together, and creates common practice.' Do you agree? Come and share your experience or learn from ours.

#### **Biodata**

Reka Polak-Weldon is a teacher of Business English to Human Resources and Engineering Managers at the University of Pannonia, Veszprem, Hungary. She was educated there and at Central Queensland University, Australia. She has developed a special interest in Corpus Analysis and has started research in this field. She is also undertaking an MA in Human Resource Management to further develop her business knowledge.

Edit Komlosi is also a teacher of Business English at the University of Pannonia. After taking an MA in English and American Studies she taught English for Tourism and Catering where she developed materials as well as writing a book. She is just coming to the end of her three-year term as International Relations Officer for IATEFL-H. She is currently working on her MA Thesis focusing on knowledge sharing and knowledge management amongst Business English teachers in Hungary.

### **B5**                      **Pete Sharma** **New technology and the future of Business English**

Presentation type: General Presentation, 80 minutes

Audience type:        Mixed

#### **Summary**

Keeping up to date with the fast-moving nature of new technology can seem daunting for many Business English teachers. Similarly, making informed choices can be difficult - whether to use published materials or create and customise digital materials for specific learners; deciding how to blend face-to-face teaching with on-line interventions; selecting appropriate hardware and software. This presentation will update teachers on some of the latest developments in technology; critically analyse these; and explore 'best practice'. It will draw on the presenter's experience in various areas, such as materials writer, EAP

and ESP practitioner, teacher trainer and reviewer. It will describe some of the exciting, new and emerging pedagogies and identify key trends for the future of Business English. Participants will leave with a number of new, practical teaching ideas in the areas of grammar, vocabulary, language skills, business skills and phonology.

### **Biodata**

Pete Sharma is currently working as a Lecturer at Oxford Brookes University, UK, and is a freelance author and teacher trainer. Pete reviews ELT materials in the EL Gazette, and is the Newsletter Editor for the 'CALL Review', the journal of the IATEFL Learning Technologies SIG. Pete has written books on technology in language teaching, including 'Blended Learning - using technology in and beyond the language classroom', with Barney Barrett (Macmillan 2007), shortlisted for the Ben Warren International House Trust Prize. He writes a regular Business English e-lesson for the 'In-Company' series, and the Learning Technologies page (with Barney) for 'BESIG Issues'.

**C5**

**Ian Badger**

**Business English training - preparation, content, feedback**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

### **Summary**

In this workshop, Ian Badger will describe a range of Business English training projects with which he is currently involved, principally in the international engineering and paper industries. He will discuss the negotiation of training content, the preparation and delivery of training and the provision of feedback and follow-up. Ian works closely with HR and other departments to provide the language training companies need in order to operate globally in English. This cooperation allows him wide access to factories and sales offices across Europe in order to observe and record meetings, interviews and industrial processes. Ian will identify specific areas of difficulties in global communication and will discuss how they can be overcome using appropriate training strategies and materials.

### **Biodata**

Ian Badger is co-author of the new four-level series 'English for Business Life' (Langenscheidt/Marshall Cavendish ELT). He is a partner in Business and Medical English Services and a director of English4 Ltd. Ian is based in Bristol, UK but travels extensively running English language training for international companies and seminars for teachers of Business English. A special interest is in helping global teams to work effectively in English; current projects involve participants from Russia, Finland, Germany, France, Austria and China.

**D5**                      **Rachel Appleby**  
**Teaching Advanced Business English Learners**

Presentation type: Workshop, 80 minutes

Audience type:      Inexperienced

Oxford University Press

**Summary**

Teachers' comments about advanced level learners include:

'They're all at different levels in different skills! Where do I start?'

'They're pretty fluent, but actually they make the same mistakes over and over again.'

'Their vocabulary's not bad, and they're pretty accurate, but they lack fluency.'

'They're frustrated because they don't know how to move on, so generally they're not very motivated.'

'They can operate quite well at work, but their English could be so much better!'

Aiming to deal with some of these, this session will look at the main issues facing students and teachers of advanced English classes. We'll look at a variety of exercise types and activities and try to draw up a list of classroom strategies which will enable us to help our learners become better speakers of English, with a more sophisticated use of language and fewer mistakes!

**Biodata**

Rachel works full time at ELTE University in Budapest, and otherwise freelance, as a teacher and teacher trainer, specifically for Business English. She also runs Professional Skills training courses in C/E Europe, is a CELTA and LCCI trainer, and writes Business English teaching materials. She is co-author of 'Business one:one' Intermediate+, Pre-Intermediate and Advanced (OUP). She also co-wrote the Teacher's Book for 'Business Result Advanced' (forthcoming) and the new edition of 'International Express Upper Intermediate'. She has an Honours Degree in Music, a Post-graduate Diploma in Business Studies, and an MSc in TEFL.

**E5**                      **Guy Brook-Hart**  
**Developing students' spoken powers of persuasion**

Presentation type: Workshop, 80 minutes

Audience type:      Mixed

On behalf of:        Cambridge University Press

**Summary**

When teaching Business English, we put a lot of effort into developing students' fluency and accuracy. However, students working in business have needs which go beyond this. A large part of business communication, both spoken and written, is devoted to persuasion:

- persuading clients to buy products or services, accept prices, terms, etc.

- persuading colleagues or managers to adopt decisions, work in certain ways, etc.

Being successful in business is largely due to successful persuasion. This workshop will work on classroom activities which develop students' speaking abilities to make them more persuasive including interpersonal skills, small talk, giving presentations and participating in and managing meetings. Examples will be taken from 'Business Benchmark Upper Intermediate' and 'Business Benchmark Advanced' (CUP 2006 / 2007)

## **Biodata**

Guy Brook-Hart has taught English for over 30 years. He started teaching in Egypt and has since worked in Kuwait, France, Britain and Spain where he works for the British Council. He was a co-author of 'World Class', a joint British Council/Open University Business English course, the British Council Online English Course and the British Council IELTS CD-ROM. With Cambridge University Press he has published 'Instant IELTS' (CUP 2004), 'Business Benchmark Upper-Intermediate' (CUP 2006), 'Business Benchmark Advanced' (CUP 2007) and 'Complete First Certificate' (CUP 2008).

**F5**

**Cynthia Tilden-Machleidt**

**The workload challenge - What happens before and after class?  
What should happen?**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

## **Summary**

At our 2007 annual conference in Berlin we looked at Thiagi's Content Trap with tips on how to replace content overload with practice-based activities for higher education and corporate training. As a follow-up of that session, I'd like to focus on the workload (contact hours and self-study) challenges in the new Bachelor programmes in German higher education. I'll present a few more Thiagi ideas which can be adapted for success in business and technical English teaching and training. The workshop will address issues such as learner independence, self-motivation and learning effectively in-between classes. I'll try to incorporate a few old and new warmer activities which we can adapt/customise in an open space phase.

## **Biodata**

Cynthia Tilden-Machleidt, M.A., coordinator of Business English at the Berlin School of Economics (FHW) and freelance teacher/coach/cross-cultural trainer. Special interests include materials design and new methods in teaching for higher education, including blending e-learning and classroom teaching for ESP and IC.

**G5**

**Rudolf Camerer**

**Intercultural Competence in English - Introducing a training and testing tool.**

Presentation type: Workshop, 80 minutes

Audience type: Experienced

On behalf of: European Language Competence, Frankfurt am Main

## **Summary**

This workshop is based on experience gained in the course of developing and piloting a curriculum and test of intercultural communicative competence in English developed for German chambers of commerce. Current IC-training concepts tend to focus exclusively on IC-theory and IC-sensitivity training, generally neglecting the training of active communicative skills. Language teaching material often leaves learners unaware of

conflicting “cultural scripts”, the knowledge of which is essential when using the target language. Thus we may in fact be training learners for intercultural clashes, the reasons for which remain obscure to them. The criteria relevant for the development of curricula and assessment procedures will be discussed with reference to specifications provided by the international debate on ICC and the CEFR.

Video recordings will be used and examples of teaching material given.

### **Biodata**

Rudolf Camerer has worked in adult education and language testing for many years. Today he directs a language consultancy based in Frankfurt am Main, serving international companies, ministries of education and chambers of commerce.

**H5**

**Carl Dowse**

**Setting up and using wikis with business students and corporate clients**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

### **Summary**

This practical, hands on workshop will show trainers how to effectively exploit the potential of wikis to enhance and add value to their Business English training. This popular Web 2.0 technology requires very little technical expertise and can be used in a variety of ways to add value to training with corporate clients either in one-to-one or group teaching, or with business students in a higher education setting. By the end of the workshop participants will have set up their own wikis, and will have seen examples of how to use wikis to provide a private space for students to work online, deliver materials to students, interact and provide effective feedback, and to act as a staging post for students to access other online resources. Finally, some web-based tools to combine with wikis to provide trainees with a truly Web 2.0 experience will also be introduced.

### **Biodata**

Carl Dowse is author of the Cornelsen Corporate Solutions 'Business English' B2 Teacher's Guide, ICT teacher trainer with the award-winning The Consultants-E team, and lecturer of English for business at the University of Applied Sciences, Essen, Germany. He has worked in English language training in Italy, Germany and the UK since 1995 and is currently writing a teacher's guide on how to use ICT to teach business English.

**J5**

**Halina Wisniewska and Elzbieta Jendrych**

**One Case Study - Many Opportunities for Teachers**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

### **Summary**

The aim of the first part of the workshop is to look briefly at the methodology of case studies, demonstrate how to use mini-cases to practise 'reading between lines' and how

to elicit the relevant information about the company in question / the current market situation. This part will focus on practising reading and speaking skills at B2 level. Case studies in 'Market Leader' will be used during this part of the workshop. The second part of the workshop is more practical and will at some point require active participation of the delegates. It will show how the same case study can be used for teaching different topics or / and skills.

**K5**                      **Adrian Pilbeam and Philip O'Connor**  
**Training for the many cultural identities of learner - learning styles and training activities**

Presentation type: Workshop, 80 minutes

Audience type:        Experienced

**Summary**

We all learn in different ways. These differences are individual, but there are also tendencies for different cultures, both professional and national, to have preferred learning styles. In this workshop we will look at different learning style models and their implications when working with people from different professional and national cultures. Participants will participate in a variety of training activities, and analyse their effectiveness from the point of view of the cultural identities of learner. The workshop will be very 'hands-on' and participants will be able to share activities which they use in their own training situations and learn about others to use for the future.

**Biodata**

Adrian Pilbeam is the director of LTS Training and Consulting in Bath, UK. He has been an intercultural trainer and trainer trainer for more than 20 years. He regularly runs training workshops in all parts of Europe, as well as Asia and the US.

Philip O'Connor is a senior training consultant at LTS, and has been an intercultural trainer and trainer trainer for many years. He was also a founding member of SIETAR Europa and the first president of SIETAR UK. He has a particular interest in learning styles and how they differ across cultures.

**L5**                      **Robert McLarty and Cathy Rogers**  
**Delivering Results in Business English Teaching**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

On behalf of:            Oxford University Press

**Summary**

Companies are looking for results from their English Language Training suppliers. No matter how short the course, they want to see an improvement in the performance of their staff once the course is over. They are also looking for a modular course that offers flexibility and that suits the needs of the participants. They expect serious materials which reflect the modern working world. In the talk we will introduce examples of activities from the new OUP five level series 'Business Result' which allow teachers to answer these expectations while providing interesting and useful language learning.

## **Biodata**

Robert McLarty is Publishing Manager for Business English at OUP. He was Principal of OISE Oxford from 1998-2004 and held a number of roles in English teaching prior to that. He is co-author of 'Business Basics', 'Business Focus' and 'Quick Work' (OUP).

Cathy Rogers is an editor in the Business & ESP department at OUP. Before joining OUP she taught Business English and general English in Germany and Portugal, and English for Academic Purposes in the Higher Education sector in the UK. She also has a Masters qualification in Teaching English as a Foreign Language (Nottingham Trent University).

**M5**                      **James Schofield**  
**90 minutes +**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

Langenscheidt

## **Summary**

You have your students for maybe 90 minutes a week. What can you do to get them to invest more time in their English outside the classroom? According to David Graddol 'English Next' (British Council, 2006) the future of English learning will lie less in the traditional classroom and more in getting students to adopt value-adding language activities outside the class. This workshop looks at ways you can encourage your Business English students to do more reading. The activities will be based on the Summertown Business English readers 'Ekaterina', 'Peril in Venice' and 'Room Service' but the concepts can be applied generally. Participants will receive a free copy of one of the readers.

## **Biodata**

I have worked in various countries and for various organisations including the British Council and now Siemens in Munich. I write compulsively and have happily found enough people willing to read what I write to encourage me to continue. Why not add to their number and come to my workshop?

**Session 6**

Saturday 18:00 – 19:00

**BESIG AGM 2008**

## Session 7

Sunday 9:40 – 10:20

### **A7**                      **Anna Gevorgyan** **Minding your own business**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

#### **Summary**

The workshop aims to provide a range of business settings and situations as well as a variety of activities that will help to practice and improve the communication in the business field. The activities and tasks are tailored to be the most successful with adult learners who will be entering the world of business at the end of their course, as well as for business people who need to use English in their daily work. Activities are centered on different business situations that involve students in a variety of task-oriented, integrated performance. The situations reflect the kind of standard business practice that most students are likely to encounter in their working environment.

#### **Biodata**

Anna Gevorgyan has been teaching English for over 8 years. She has mainly taught adult learners of English both general English and ESP. She is currently doing her MA in TEFL at the American University of Armenia. For the past 4 years Anna has been working as a TEFL Trainer/ Coordinator for the Pre-Service Training at Peace Corps Armenia.

### **B7**                      **Nicholas Munby and Richard Hodgkiss** **There are unknown knowns**

Presentation type: Workshop, 80 minutes

Audience type:        Mixed

#### **Summary**

Problems exude a strange attraction; as soon as we sniff the scent, we are reluctant to forgo the pursuit. Problem-solving activities are a natural focus for fluency tasks which encourage interaction, and provide rich opportunities for subsequent language and communication feedback. This workshop will lead participants through some logical, numerical, ethical and cultural problems which they will work on in groups. We will not only examine the tactics consciously adopted but also consider ways of retrieving some of the instinctive procedural knowledge we exploit to deal with the world. Finally, we will discuss parallels that can be drawn with the stance a learner needs to adopt when mounting and testing hypotheses about an L2. We have used these routines for over 10 years with business students in seminars and classes in Germany, the Netherlands, Belgium, Hungary and the UK.

#### **Biodata**

Nick Munby is a teacher in secondary and tertiary education. Director, actor, writer in Community Theatre and TIE (UK). Translator (film sub-titles, websites, corporate communication). TEFL trainer. IELTS examiner. British Council and university lecturer. Business English seminar trainer for corporate clients, Schering, Clifford Chance, Mercedes (BRD).

Dick Hodgkiss is a teacher in secondary education. Actor and musician in Community Theatre (UK). Teacher in secondary education (the Netherlands and Spain). Translator (corporate communication). Business English trainer for corporate clients, PwC, ABN-AMRO, KPMG (the Netherlands).

**C7**                      **Huan Japes and Mark Rendell**  
**The English UK - Trinity College London Cert IBET**

Presentation type: Commercial, 40 minutes  
Audience type:        Mixed  
On behalf of:         Trinity College London/English UK

**Summary**

This talk focuses on all aspects of the new Certificate in Business English Training (Cert IBET) qualification, emphasizing the benefits of the programme to potential candidates, course providers and clients. We will look in particular at the following areas:

- An overview of the syllabus and course content, including a more detailed look at some of the key modules
- Assessment and moderation requirements and procedures, including examples of the end-of-course assignments
- Course entry requirements, Course delivery options - including distance and blended learning programmes
- Becoming a validated provider of the CertIBET
- Tips and advice on completing the programme.

**Biodata**

Huan has worked as a teacher, teacher trainer and academic manager in London, Italy, China, Indonesia and Russia. He currently develops and manages a range of TESOL qualifications for Trinity College London and has a particular interest in distance and blended learning courses.

**D7**                      **Amlaku Bikss Eshetie**  
**English in the Ethiopian Business Community - an illustrated analysis of spelling and context errors**

Presentation type: General Presentation, 40 minutes  
Audience type:        Mixed

**Summary**

As a teacher of English language for the last ten years, I have observed spelling errors in students' writing along with the spelling of words in business advertisements, banners and billboards. The same errors, which may be ascribed to various factors or causes, are observed both in my students' writing and elsewhere. These errors when collected, analysed and corrected can be a useful learning-teaching support for learners and teachers of English alike. The business community could also benefit from this for it brings the importance of spelling to the attention of calligraphers and business owners. Thus I gathered data for the illustrations mainly from the towns of Awassa, Shashemene,

Ziway, and partly Addis Ababa, Ethiopia. The pictures of business banners, billboards and advertisements have been grouped according to the type of spelling errors they contain. The type of errors have then been analysed and an explanation as to what and why they occur has been ascribed based on literature and personal experience.

### **Biodata**

Mr Amlaku Bikss Eshetie is an Ethiopian who works as a lecturer at Wondo Genet College of Forestry and Natural Resources (WGCF-NR), Hawassa University - Ethiopia. He received his BA degree in Foreign Languages & Literature (Major, English & Minor, French) in July 1997, at Addis Ababa University, Ethiopia. He did his MA in Teaching English as a Foreign Language (TEFL) in 2005 at the same university.

### **E7                      Dr Olesia Lupu** **Interviewing and Presentation Skills Portfolio**

Presentation type: General Presentation, 40 minutes

Audience type: Inexperienced

### **Summary**

The talk describes how interviewing skills could be combined with presentation skills in a portfolio of in-class Business English activities. The presenter describes how the informational interview format may be used in teaching both interviewing and presentation skills. Follow-up written assignments will be presented with teaching suggestions for developing both language and professional skills at the undergraduate level.

### **Biodata**

Olesia Lupu, PhD, has been teaching Business and Legal English for the past eight years at the 'Alexandru Ioan Cuza' University in Iasi, Romania. She has a special interest in Business and Legal English, innovative teaching for ESP and academic writing.

### **F7                      James Schofield** **Teaching your students to pass the Cambridge Business English Certificate (BEC) and teaching them Business English are two mutually exclusive goals.' Discuss**

Presentation type: Workshop, 80 minutes

Audience type: Mixed

On behalf of: Cambridge ESOL

### **Summary**

Are trainers failing their students if they concentrate only on helping them pass the BEC exams? By necessity the BEC exams focus on only some of the tasks someone will need in order to operate effectively in Business English. Listening, reading, writing and speaking are developed, but what about other areas such as socializing, negotiating, intercultural and interpersonal skills? If a student or company is paying for training to pass the exam, can a trainer justify spending limited classroom time in supporting students in these areas? Should they fall by the wayside or be integrated? In this workshop I will look

at the risks involved in focusing too narrowly and then we'll try some activities that combine helping students obtain these important qualifications while still making a qualitative difference to their ability to perform in Business English.

### **Biodata**

I have worked in various countries and for various organisations including the British Council and now Siemens in Munich. I write compulsively and have happily found enough people willing to read what I write to encourage me to continue. Why not add to their number and come to my workshop?

**G7**                      **John Allison**  
**Stealth teaching**

Presentation type: General Presentation, 40 minutes

Audience type:      Mixed

On behalf of:        Macmillan Education

### **Summary**

Teaching Business English at upper-intermediate level presents challenges that many teachers find difficult to respond to:

- Students can 'get by' on most subjects without the teacher's help.
- Students already 'know' the major grammar points but still make basic errors.
- They've seen everything in the teacher's 'box of tricks' before.
- Nuances of tone register and vocabulary mean that authentic materials are still very challenging.
- Pen and paper written assignments cannot compete with the attractions of digital media.
- Language study alone is no longer enough; content needs to bring added value.

Using examples from the 'The Business Upper-Intermediate', this talk demonstrates how 'stealth teaching' a subversive approach to materials, new objectives, and a hidden agenda - can help teachers meet the upper-intermediate challenge.

### **Biodata**

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

**H7**                      **Anthony Green**  
**What L2 business listeners are listening for**

Presentation type: Workshop, 40 minutes

Audience type:      Mixed

On behalf of:        VOICEbook

**Summary**

Trainers are often amazed to discover what L2 listeners really find difficult, and how little they manage to decode into intelligible language. Until recently, we had no tools to measure that inability, to give qualitative and quantitative feedback, and more importantly perhaps we also had no tools to put the situation right. Take a look at any coursebook - most listening comprehension exercises are based on the same approach as reading comprehension, even though the decoding inherent in reading is poles apart from that in listening. Learners make fastest progress when working at i+1 level, but with conventional audio, i+1 sounds very garbled to them. With VOICEbooks, by contrast, listeners work 90% of the time at i+1 level. Try out a VOICEbook at this workshop, put yourself in your students' shoes (or should that be ears?) and take the chance to reconsider your approach to listening.

**Biodata**

Jolted out of his torpor by his students' complaints that they got the questions right through their intuitive skills but still didn't understand what was being said and were not making any progress, Anthony Green has worked on listening for the last 15 years, working at the University of Bari in Italy, and helping to found the VOICEbook project.

**J7**                      **John Riach**  
**A regular verb-driven approach to Business English**

Presentation type: General Presentation, 40 minutes

Audience type:      Experienced

**Summary**

In the last 25 years of teaching Business English I have been impressed with the implications of the fact that most verbs in Business English are regular and that this can allow us to develop a number of shortcuts in the classroom. This is particularly important when teaching German native speakers, because their sentence patterns tend to be noun-driven. This often causes the German learner to look for a completely different sentence pattern. Now the interesting question is - What can you do with a regular verb? Not much, and that is good news. And verb-driven has very little to do with tense and aspect.

**Biodata**

John Riach has worked in the area of Business English for over 25 years in Germany both in private industry and at the Volkshochschule.

**K7**

**Helen Strong**  
**BESIG - Making the network work for you**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

**Summary**

This talk reports on an intercultural and educational exchange which I took part in in August 2008. Through the BESIG network I set up an arrangement whereby I would train at a Business English institution in Uruguay, with a view to sharing Business English training practices across two continents. I will explain how I went about setting up this initiative, highlight the benefits to both parties, and give my personal tips on how to make such a venture a success.

**Biodata**

Originally from the northeast of England, I moved to Ingolstadt in 1999 to teach Business English to Audi employees. Since 2005 I have done in-company training on a self-employed basis.

**L7**

**Jeremy Comfort and Peter Franklin**  
**The Mindful International Manager**

Presentation type: Commercial, 40 minutes

Audience type: Experienced

On behalf of: York Associates

**Summary**

The Mindful International Manager is a new publication which aims to support managers who have to lead people across cultures. The book is a practical guide aimed at giving the reader insight into cultural, interpersonal and situational factors which influence effectiveness when working internationally. The book develops good practice in areas such as:

- direction - how the manager communicates vision and objectives
- organisation and change - how the manager introduces and carries through change initiatives
- conflict - how he or she deals with conflict across cultures and personalities

The presentation aims to familiarise trainers with this new publication and to discuss how it could support them in developing their participants to work internationally.

**Biodata**

Jeremy Comfort is a director of York Associates, a firm specialising in language, communication and intercultural training for corporate clients. During the last few years he has been developing an approach and materials aimed at international managers.

Peter Franklin is Professor of Business English and Intercultural Business and Management Communication at the Fachhochschule Konstanz University of Applied Sciences. He is a Founder Member of the KieM Institute for Intercultural Management, Values and Communication and Director of The Delta Intercultural Academy.

**M7**

**Ummu Gaye Ozarslan**

**What non-native speakers of English think about their interactions with native speakers?**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

### **Summary**

Communicative competency in a target language is considered one of the aims of language learners. To gain communicative competency in the desired modality, language learners should be exposed to and practice the target language in the target registers and genres that they will experience. Although most language input is provided by language teachers, internet and media sources, it is widely accepted that the most desired type of language input among these comes from interactions with native speakers. It is unclear how non-native speakers' interactions with native speakers affect their language acquisition process, due to many factors affecting non-native speakers' opportunities for interacting with native speakers. To better understand the effects of these factors in real life face-to-face conversations, this study explores the experiences of non-native speakers and how they view their interactions with native speakers as a part of their language acquisition process. The research investigates English-language learners' opinions about their interactions with native speakers.

### **Biodata**

Ummu Gaye Ozarslan was born in 1983. She has trained to be a teacher since being in high-school. After finishing her undergraduate studies at Middle East Technical University, Department of Foreign Language Teaching, she moved to US and did her MA TESOL. While she was studying as a graduate student at Minnesota State University, she taught English Composition to native and non-native speakers of English for 2 years. Now, she is looking for PhD programs to continue her academic career.

## Session 8

Sunday 10:40 – 11:20

**C8**                      **Roger Randall**  
**Business English Testing - Let the test work for you!**

Presentation type: Commercial, 40 minutes

Audience type:        Mixed

On behalf of:          Mondiale-Testsysteme

### Summary

As a teacher of Business English no one can get around testing. Most teachers come to terms with it but it is time consuming and payback on the investment is often meager. Still testing plays an important role at various points in the overall language learning cycle and deserves more attention than it often receives. This could change if testing stops being a liability and becomes an asset to the teacher. Teachers preparing candidates for a high stakes exam profit directly from the test but working for the test is not the only way to benefit. You can also make the test work for you. There are a number of ways testing can help you. This presentation explores how tests are used in business language learning, contrasts the different types of tests and illustrates some of the models you can use to extend the scope of your language offering.

### Biodata

Roger Randall has many years experience in education and IT. After studying language education at the University of Michigan and the University of Freiburg, he went on to study linguistics and IT at the University of Hamburg. During his career in IT, he addressed audiences around the world on a variety of topics. As alliance manager at Software AG, he worked closely with specialists from leading manufacturers to promote the use of XML in content-oriented applications. Recently he has focused on language training and testing at a number of conferences. Currently he heads online testing at MONDIALE-Testsysteme, an independent testing institution specializing in language testing, which was among the first to use web-based testing.

**D8**                      **Veronica Dal-Bianco**  
**Sustaining online communication during a blended learning**  
**Business English course**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

### Summary

Having taught blended learning Business English courses for the past 4 years, we are now in a better position to analyse what encourages a high level of online communication. This presentation looks at key features that make tasks particularly effective and includes practical examples of each.

### Biodata

Veronica Dal-Bianco grew up in Scotland, and moved to Vienna in 1974, where she worked initially as a biochemist, before retraining as an EFL teacher. She is currently

employed at a University of Applied Sciences in Austria, the FH Burgenland, coordinating the language department and teaching general and Business English classes. She is also a freelance CELTA tutor and language trainer.

**E8**                      **Dr Inesa Fedorova**  
**Tips for Teaching Public Speaking in Business Situations**

Presentation type: Workshop, 40 minutes

Audience type:        Mixed

**Summary**

Public speaking may seem difficult and boring for students, unless they are involved in interesting processes of research, analysis and decision making. This session focuses on the problems of teaching oral presentations to senior students of international economics. First, we will offer the analysis of business presentations, and consider the goals of teaching public speaking. Afterwards, we will explore the ways to best enhance the students' confidence and their willingness to speak, and the methods of switching attention from the form to the contents of speech. An important role here belongs to the use of the Internet, which is a rich source of authentic and actual information that helps to break the artificial environment and to make the tasks closer to real situations of professional communication. Finally, we will demonstrate how activities that are designed to develop public speaking skills can be used in a Business English classroom.

**Biodata**

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

**G8**                      **Dr Francine Robinson**  
**Accountability of Higher Education to the Business Community**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

**Summary**

English has become an essential part of the Israeli business community. Therefore, companies stipulate that potential employees must have a command of all English skills. In spite of this, most Israeli institutions of higher education only offer courses for English for Academic Purposes, which just teach reading comprehension skills. Consequently, a student may complete the course requirement, but may lack English language skills indispensable to the business community. This paper investigates whether institutions of higher education have an obligation to prepare students for their future professional life and should be held accountable to the stakeholders who have a direct interest in business English language courses (the students, the instructors and the business community). The stakeholders were questioned in a multi-center study utilizing

quantitative and qualitative research methods. The results will attempt to demonstrate whether students are being provided with the necessary academic and occupational business English language skills.

### **Biodata**

I am head of the English Language Department at Holon Institute of Technology, Israel; I was also coordinator of courses for English for Specific Purposes for Business. I have taught courses for English for Academic Purposes in several institutions of higher education in Israel. In addition, I have also taught courses for English for Occupational Purposes, which include conversation, writing and reading skills. My interest in business English led to the research of my doctoral thesis, which investigated the accountability of higher education to the Israeli business community in relation to business English academic courses.

**H8**                      **Ron Zeronis**  
**Developments in Cambridge ESOL online business language testing - BULATS Online**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

### **Summary**

This talk looks at the recent introduction of Cambridge ESOL's newest computer-based test - BULATS Online. Cambridge ESOL has done extensive research and development in the area of computer-based language assessment and now offers an increasing range of CD ROM based assessment products. CB BULATS was the first of these, and has been administered within companies and organisations worldwide for the past 10 years. Cambridge ESOL launched in August 2008 BULATS Online, an online version of CB BULATS. BULATS Online closely mimics the existing CD ROM variant of the test in its assessment methodology, adaptive algorithm and task types but utilises the advantages afforded by the online medium, offering enhancements to CB BULATS in order to provide customers and candidates with a more user-friendly, modern assessment service.

### **Biodata**

Ron Zeronis is a Subject Officer for BULATS (Business Language Testing Service) at University of Cambridge ESOL Examinations, working on production of the BULATS Standard Test and tasks for BULATS Online. He has also been involved in ESP test development projects, working on both ILEC (International Legal English Certificate) and ICFE (International Certificate in Financial English) as part of the Test Development Unit.

**J8**

**Dr Luminita Cocarta and Sorin-Toma Andrei  
Corporate Culture and Leadership Strategy**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

**Summary**

Business organizations nowadays have complex structures and develop various processes to obtain managerial and communication performances. Therefore, the tight connection between leadership strategy and corporate culture becomes an important issue in international business. The present paper suggests that culture is a critical variable in the strategy process and it should be explicitly examined as a part of the process. Cultural dimensions (with special reference to authors like Hofstede and Hall) affect all organizations, managers and co-workers. A combination of high individualist scores along with high masculinity scores tend to result in highly competitive organizational climates, for instance. On the other hand, effective partnership implies communication, coordination, relational commitment, trust and time to develop expectations. An emerging necessary skill for multinational managers and co-workers is building trust and relationship if they hope for success in doing business with other cultures, where relations are critical.

**Biodata**

Luminita Cocarta is an Associate Professor in Applied Linguistics and Business Communication at Alexandru Ioan Cuza University, Iasi, Romania. She has published books in the above mentioned fields ('Insights into Business English', 'English Language Today - Perception, Varieties and Acquisition', 'Business English Grammar', 'Business English Tests' amongst others) and participated in conferences and symposia in business communication, translation studies, language awareness. She has been teaching Business English and Culture since 1992.

Sorin-Toma Andrei is a doctoral student in International Relations at Alexandru Ioan Cuza University, Iasi, Romania. His research interests include corporate management, international relations and cross-cultural business.

**K8**

**Jitka Hlouskova  
Three in One**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

**Summary**

Three worlds: the world of education, the world of business and the world of language teaching. What do they have in common? Where do they intersect? What are the ESP teacher's roles in the area of their intersection? How do representatives of the three different worlds see needs for communication in English? The talk will suggest answers to these questions. It will deal with the roles of the ESP teacher as a needs assessor, course designer, language teacher and researcher. It will also compare needs for communication in English as perceived by university students majoring in ICT studies, the academic staff, ICT experts in business and some bodies of public administration and try to propose some ideas for a syllabus to meet them.

## **Biodata**

Jitka Hlouskova is a staff member of the Language Centre at the University of Pardubice, Czech Republic. She teaches general English and English for Specific Purposes to students of information technologies. In her courses, she uses her previous experience from an international business and economic information service. At the moment she is working on research combining the analysis of language needs in ESP, the academic environment and the labour market.

## **L8                      Svenja Schilling and Ann Troy-Inniss Bridging Gaps in Banking Materials**

Presentation type: Workshop, 40 minutes

Audience type:        Mixed

## **Summary**

There is no such thing as the perfect course book. Taking a look at what is available in print in the field of banking and finance this workshop will focus on the GAP syndrome that every ESP trainer has faced when teaching highly specialised clients effectively with colleagues world wide. Based on our teaching experience in banks and with bankers and financial staff, we will show you how to bridge materials GAPS by using custom-made materials, internet resources and authentic materials to improve the client's job specific language and communication skills.

## **Biodata**

As professional Business English trainers Svenja Schilling and Ann Troy-Inniss both have many years of experience in teaching Business English and ESP increasingly in banking and finance. They are based in Kiel, Germany, and provide corporate clients with Business English and ESP within the office network of 'Associated Trainers & Translators'. Svenja, German born and bred, is also the representative of an LCCI examination centre in Kiel and as diploma-qualified Business English trainer (LCCI) offers teacher training qualifications. Ann, of Irish origin, holds the FTBE certificate and in addition to teaching, works as a translator.

**M8**

**Michael Gibson**  
**Training room anecdotes**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

**Summary**

As trainee teachers we are told to think carefully about, and minimise, our Teacher Talking Time. For skills trainers this does not necessarily hold true. Trainer anecdotes can paint a picture in the mind of the listener which help course participants to experience and reflect on the learning points in a skills course. In this presentation I will relate the four stages of Kolb's learning cycle to input materials for skills courses by telling some of the stories that I use. You will see how anecdotes can help learners to understand and relate to the key learning points, and have the chance to share some of your amusing stories with others.

**Biodata**

Mike Gibson has been teaching English since 1994 after working in engineering in the UK and Saudi Arabia. For 10 years he worked in Russia, teaching in a variety of contexts, and in 2004 went to the British Council in Penang, Malaysia to manage the Business Courses Unit and teach professional skills courses. Since 2005 he has worked for the British Council in Prague as manager of its corporate courses. He is studying for an MA in Human Resources Management and Development at Leicester University, having completed an MA in TEFL at the University of Reading.

## Session 9

Sunday 12:00 – 13:00

**A9**

**Kevin Westbrook**

**A framework for blended learning - putting theory into practice.**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

### Summary

This presentation gives the results of a project investigating how linguistic theory can be used to support a framework for implementing blended learning in an in-house, business environment. The result, a set of six principles and an evaluation check list, will be presented with a brief overview of the supporting theory and an example of how this can be implemented in a practical situation. This project was aimed at helping teachers who may or may not be experienced at providing face-to-face courses in this environment, but who are looking for guidance for providing a successful blended learning solution to their customers. The provision of the supporting theory should also give those concerned more confidence in promoting this kind of course with (potential) customers. The check list and principles with supporting information will be made available for download, along with the presentation.

### Biodata

Kevin has been involved in EFL since 1997 on a full-time basis. Over the last seven years he has been particularly interested in the practical use of technology in EFL in general, and blended learning in particular. He has a regular column on blended learning in English Teaching Matters magazine and writes articles for Business Spotlight. He has just (successfully) completed a Masters in Applied Linguistics for Language Teaching and now proposes to spend more time with his family!

**B9**

**Dennis Newson**

**How is Second Life being used for training and foreign language teaching?**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

### Summary

At BESIG Berlin I examined general attitudes to Second Life and described some of its educational possibilities. In this follow-on presentation I want to examine how Second Life is currently being used for training of various kinds, and by whom, and for the teaching of foreign languages, especially EFL.

### Biodata

I studied History at Cambridge (1955-58) but switched to EFL in 1961 in my first post. I have taught at various levels in Ghana, Sierre Leone, Qatar, London; and at the Technical University, Trondheim, Norway and the University of Osnabrueck, Germany (25 years). After retirement, I spent two periods of 6 weeks in each case, as an advisor in Kosova and Sarajevo. Workshops and conferences have taken me to Brighton, London,

Cologne, Turkey, Russia, Poland, Hungary and Berlin. I am moderator of several EFL e-lists and on the committee of the IATEFL YL SIG.

**C9**                      **Jennifer Verschoor**  
**Technology integration in Business classes**

Presentation type: General Presentation, 40 minutes

Audience type:        Mixed

**Summary**

New technologies have changed the landscape of information and knowledge. Learning in this scenario poses new questions for us teachers: How can I teach Business English more effectively with blogs, podcasts or wikis? Is it possible to evolve towards an enhanced curriculum or do we need to revolutionize our classroom with new practices? In this presentation you will learn ways to teach Business English in our networked world. We will reflect on the importance of guiding our students to harness technology for their learning purposes as well as enhancing the teachers' learning experience in the process. Our focus will be to find the pedagogies behind the tools rather than a technical introductions or 'howtos' (guidance to tools /tutorials and sites mentioned available in the handout). It is with clear purpose in mind that we will explore ways to use the tools to open up our Business classrooms to the world.

**Biodata**

Jennifer Verschoor is from Buenos Aires, Argentina and works as a Public Translator and University Professor. She holds a Bachelor in Educational Management from Universidad Catolica, Argentina. She is also the coordinator of Peer Coaching sponsored by Microsoft as well as Director and Founder of Teachnet, a teacher training company. She participates in many online international projects provided by IEARN and is interested in integrating e-tools in the classroom.

**D9**                      **Henry Emery**  
**Language functions in aviation radiotelephony**

Presentation type: General Presentation, 60 minutes

Audience type:        Mixed

On behalf of:            Macmillan Education

**Summary**

I will begin with an overview of the strengthened International Civil Aviation Organisation (ICAO) language proficiency requirements, including:

- Why the requirements were introduced
- Who is affected by them
- Their implementation
- Radio-telephony phraseology and plain English in aeronautical communication.

I will analyze the language functions required in radiotelephony, drawing on published literature and giving examples from authentic pilot - air traffic controller radio exchanges in non-routine and emergency situations. I will focus on receptive and productive skills,

inviting the audience to explore the difficulties that pilots and controllers may face in identifying language functions and responding appropriately and effectively. As co-author of the Macmillan Education language course, 'Aviation English', I will:

- give an overview of the course, its components and its target audience
- present examples of language input through reading and listening material
- present activities for the practice of functions in the aviation English classroom.

### **Biodata**

Henry Emery, author of Aviation English, is a teacher, teacher trainer and examiner of plain English for aeronautical communication. He is co-director of a language consultancy, assisting aviation organizations around the world with the implementation of the ICAO language proficiency requirements. Henry joined the ICAO PRICESG Linguistic Sub Group to work on the Training Aid 'Rated Speech Samples' and he works closely with the International Civil Aviation English Association (ICAEA). He lives with his wife in Plymouth, United Kingdom.

### **E9                      Robert Dignen                                  The art of feedback**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

On behalf of: Cambridge University Press

### **Summary**

This presentation centres around the proposition that the ELT industry's focus on language and business communication skills must shift. Those in business need support beyond the traditional mix of English language, training for presentations, meetings or negotiations and briefings on national culture. Instead professionals need to develop a set of generic management soft skills to use in English across their entire international working context. This presentation outlines a new soft skills syllabus illustrated within the context of 'English365', a professional English course book co-authored by Bob Dignen for Cambridge University Press. The presentation will then focus on one of these skills, such as 'the art of feedback' which is itself central to the methodology of 'English365'. The presentation will be useful for teachers looking to develop the feedback skills of their participants and their own abilities to provide feedback to participants on attitudinal and behavioural performance during classroom activities.

### **Biodata**

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

**F9**

**Valentina Dodge**  
**What's this blended business?**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

**Summary**

New means of communicating and processing information allow us to support student learning in new ways and call for new ways of teaching. Many teachers are using Web 2.0 resources to successfully blend online learning into the EFL classrooms. What tools work best? Can forums develop debate and negotiation skills for our boardroom students? Should we set up a wiki as an efficient system for connecting a closed group of learners? Is the use of synchronous tools, like Skype, to role play phone calls or offer presentation practice a good way forward? This session looks at the relevance of web 2.0 resources in the Business English. Best practice will be discussed and tips offered to any teacher using blended learning. It discusses practical strategies which increase the opportunities for collaborative constructive learning - learning that motivates and doesn't burden the over-loaded over-worked Business English student.

**Biodata**

Valentina Dodge is a teacher, teacher trainer and online tutor. She works part-time at the University of Naples. She co-manages a small business consultancy specializing in tailor-made Business courses in the Salerno area and helps develop educational material. She has worked in the field of education for the past twenty years and as a consultant for local and European projects for the past five. She is actively involved in setting up, running and mentoring trans-national projects as well as VLE teacher training programmes involving learning technologies.

**G9**

**Gabriella Hirthe**  
**Teaching Financial Experts**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

On behalf of: ISD GmbH

**Summary**

Understanding the needs and expectations of financial experts in today's world demands new methodologies, flexible teaching practices and team member trainers. The challenge for the language trainer is not only to deliver quality, but also to identify the learners' language needs, manage the courses, and to get along as a team. It is also fundamental to understand the participants' needs in advance by carrying out tests and interviews, and provide a needs-based course using various tailored material. The trainer must be ready to manage the challenges of course delivery and client expectations, collaborate as a team member, show great flexibility and know-how, and at the same time fulfil the client's needs and requirements. Balancing the needs of the participant and client are key in satisfying the needs of this sector. This talk will give insights on:

- Financial experts expectations
- Creating needs-based material
- Managing the challenge.

## **Biodata**

Gabriella Hirthe B. A., Trinity Dipl. TESOL, CLTC-C, is Head of the English Department at ISD GmbH in Stuttgart. She originally started her career in banking by working for CoreStates and Citi-Corp as a Relationship Analyst in leveraged-buyouts in the U.S. She works closely with ISD clients, include a major bank in Baden-Wuerttemberg.

**H9**

### **Gavin Dudeney Net Advantage - Marketing 2.0 - The Internet & Your Organisation**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

## **Summary**

With language courses increasingly being sold via the Net, traditional notions of how organisations are perceived have gone out of the window. Printed matter and webpage banners are no longer the most effective means of reaching and convincing your audience. Originally it was sufficient to build and optimise a website and wait for clients to come to you. Times have changed. The passive consumer has morphed into a social and sharing beast, relying less on advertising and more on the opinions of others. Via a myriad of technologies the savvy modern prosumer gleans a deeper and more balanced understanding of any product than publicity can achieve. And from these the ultimate decision is usually made. Find out good and bad points of various technologies and how to make them work for you as well as successful examples of implementation in the ELT world and recommendations on how to get started.

## **Biodata**

Gavin Dudeney is author of 'The Internet & The Language Classroom' (CUP 2000/2007) and co-author of 'How to Teach English with Technology' (Longman 2007). He is Project Director for an online training and development consultancy, theconsultants-e, and in his spare time is Honorary Secretary of IATEFL and an amateur drummer. His current interest is in the use of virtual worlds for teacher training.

**K9**

### **Ian McMaster So you want a new job, do you?**

Presentation type: General Presentation, 60 minutes

Audience type: Mixed

On behalf of: Business Spotlight, Spotlight Verlag

## **Summary**

Many people who learn Business English will have to submit a job application in English at some point or take part in a job interview in English. On the basis of 25 years' experience of interviewing candidates, this presentation will give a personal view of the key success factors. It will also discuss some recent developments in the job application process. Participants will be encouraged to share their own views and experiences.

## **Biodata**

Ian McMaster is editor-in-chief of the bi-monthly Business English magazine 'Business Spotlight'. The magazine is aimed at German speakers who need English at work and has licensed editions in Bulgaria, the Czech Republic and Ukraine. Ian is also currently joint coordinator of BESIG.

**L9**

### **Dr Tatyana Tolstova Corpus as a Tool of Objective Researching and Teaching Business English**

Presentation type: General Presentation, 40 minutes

Audience type: Mixed

## **Summary**

If you teach English and are not a native speaker, you have most likely found yourself in a situation when you were not sure about the choice of a word form or a word combination to make the utterance sound idiomatic. What is the most obvious thing to do? Consult a native speaker? Is there a more substantiated approach to the problem? One possible solution might be using a representative corpus of texts. This can provide one with reliable and quantitatively expressed data that is not dependent on the potentially erroneous intuition of a native speaker. Students can use the corpus and come to their own conclusions, independent of the teacher's judgements and prescriptions. These corpus-based studies can address different levels of language: vocabulary, morphology, syntax and genre-structure.

## **Biodata**

Tatiana V. Tolstova has a PhD in Linguistics and is Head of the Department of Linguistics and Intercultural Communication, Volga Branch of International University in Moscow (Samara, Russia). She has taught Business English for 5 years)

**M9**

### **Byron Russell Blended learning in practice - exploring the real issues**

Presentation type: Commercial, 40 minutes

Audience type: Mixed

On behalf of: Macmillan English Campus

## **Summary**

There's an ever-increasing buzz around blended learning in ELT, but which institutions are using blended approaches in everyday teaching, and why? Exploring the online material available and using case studies from the Macmillan English Campus, the presentation aims to examine the real-life rationale and issues involved in setting up blended learning programmes. One of the major new developments of recent times, online services enable new course programmes and offer practical features like remotely-accessed student markbooks and online testing. They come with implicit promises that they will make the teacher's life easier, while leading to cost savings, a competitive edge for institutions and increased enrolment revenues. But to what extent are these promises

fulfilled? Through case studies of institutions using the Macmillan English Campus, the presentation looks at the reasons for adopting blended learning and explores the real issues facing an institution thinking of following the blended learning route.

### **Biodata**

Byron Russell is an ELT professional with experience as a teacher, teacher-trainer and educational consultant to mainstream ELT publishers. For the past eight years he has been involved with a range of learning programmes for electronic delivery. He has spoken at international conferences in Latin America, the US and Europe.