Towards aims and a course outline





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Towards a course outline

• From needs analysis to aims

• From aims to course outline

Needs analysis form

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Section 1	Section 2	
Name	Read the sentences and tick the correct answer for you Please give more details where possible.	ι.
Company / organization details	For my job, I mainly communicate with clients in other companies. with colleagues inside the company. with clients and colleagues.	
Job title / description	Details	
Have you studied English before? Yes / No If you answered 'yes', give details (where / when?).	I mainly communicate in English with non-native speakers. native speakers. both native and non-native speakers.	
What did you like / dislike about your previous English lessons?	When I communicate in English I need to be fluent and it's not a problem if I make a few mistakes. I shouldn't make any mistakes with grammar, pronunciation, or vocabulary. Details	
Teacher's notes / comments	When I use English at work speaking is the most important form of communication. writing is the most important form of communication. speaking and writing are equally important. Details	
	For my job I need to learn specialist English. I need to learn general English. I need to learn specialist and general English. Details	

Section 3					Section 4			
To respond in this section, circle a number.					1 How much time do you have for self-study on this course?			
1 = It isn't very important for me.					hours per week.			
2 = It isn't important for my job, but it could be	e							
interesting.					2 Write 2 questions you have about this course for your			
3 = It's sometimes important and it could be useful to					teacher.			
practise. 4 = It's very important for me and we must pr	anti	so ti	hie		For example: Will we have time to study financial vocabulary?			
4 – It's very important for the and we must pr language in my classes.	acu	se u	1115		vocaouary?			
How important is it for you to be able to					Question 1			
introduce yourself and describe what you					Question 1			
do at work?	-	2	3	4				
discuss projects you are working on?	1		3	4				
talk about free time and hobbies?	1	2	3	4				
explain how something works?	1	2	3	4				
deal with customers?	1	2	3	4				
welcome visitors?	1		3	4				
explain changes?	1	_	3	4				
present and discuss plans?	1		3	4				
deal with orders?	1		3	4	Question 2			
discuss your place of work?	1	2	3	4				
discuss and make decisions?	1	_	3	4				
give presentations?	1			4				
solve problems?	1	_	-	4				
describe processes and make appointments?	1	2	3	4				
give feedback and set objectives?	1			4	· · · · · · · · · · · · · · · · · · ·			
give reports?	1	2	3	4				
How important are these communication skills for		u? 2	3	4	Your teacher will return this form to you and answer your questions below.			
Social / Conversational English Making telephone calls		2			questions below.			
0		2						
Attending meetings		2			Answer to question 1			
Giving and attending presentations Writing emails		2						
Do you speak and listen in other situations? Pleas	e gi	ve d	leta	ils.				
				_	Answer to question 2			
Do you read or write other correspondence?								
Please give details.								

Needs analysis form

Photocopiable © Oxford University Press

By the end of this course you will have learned how to give a short presentation at the beginning of meetings with clients about you and your bank.

NETWORKING / SMALL TALK, AUTUMN 2018 XYZ University, Staff Training Budapest

Trainer: Rachel Appleby

COURSE OUTLINE

NB. The course remains flexible, based on participants' needs. It will include a number of audio / video extracts

NETWORKING What is it, and why is it important? Setting Goals The 12 P's of Networking THE ELEVATOR PITCH / 30-SECOND INFLUENCER Introducing yourself / others THE IMPORTANCE OF LISTENING Active listening strategies Body language
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Active listening strategies Body language
Body language
,
Keeping a conversation going
Breaking into a group; Leaving a group
LUNCH
MAXIMISING NETWORKING OPPORTUNITIES
Preparation & Prioritisation
Action-planning
Follow-up (email, etc.)
ONLINE OPPORTUNITIES
Ways of using (and not abusing) Facebook, Twitter, Linked-in etc. for developing
your Personal (Learning) Network (PLN)
NETWORKING ROLE-PLAY

Participants will be encouraged to reflect on their experiences, and make an action plan to follow up.

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Based on an idea from Didau, D. (2015) What if everything you knew in education was wrong Crown House

Definitions

Aims (or goals) are general statements about why the course is happening.

Objectives are more specific and break up the aim into a smaller elements of learning.

Business English course outlines tend to use **performance** (behavioural) objectives.

Frendo, E. (2005) How to teach Business English Pearson



Graves, K. (2000) Designing Language Course National Geographic Learning

Add *so* that for relevance

To use the past simple	so that	students can talk about how the company began.
To listen for key words and phrases	so that	students can understand the main meaning of a presentation and take notes.
To learn words connected with transport	so that	students can talk about their journey to a conference.

Zoe Elder at https://fullonlearning.com/2012/10/01/constructing-learning-so-that-it-is-meaningful-and-purposeful

The what, who, how test:

By the end of this course you will have learned how to give presentations.

By the end of this course you will have learned how to give a short presentation at the beginning of meetings with clients about you and your bank. The what, who, how test:

By the end of this course, students will be able to

- 1) talk about this document next week.
- 2) telephone colleagues in France.
- 3) understand what people say in meetings.
- 4) receive and read emails from customers.
- 5) understand and translate a manual for a team of engineers.

The what, who, how test:

By the end of this course, students will be able to

- 1) present a legal document to peers and lawyers.
- 2) telephone colleagues in France talk about orders.
- 3) participate in meetings about products with UK colleagues.
- 4) read and respond to emails about prices from customers in South Africa.
- 5) understand, translate and mediate a helicopter manual for a team of engineers.

NETWORKING / SMALL TALK, AUTUMN 2018

XYZ University, Staff Training Budapest

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COURSE OUTLINE

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9.30-1pm	NETWORKING What is it, and why is it important? Setting Goals The 12 P's of Networking
(coffee)	THE ELEVATOR PITCH / 30-SECOND INFLUENCER Introducing yourself / others
	THE IMPORTANCE OF LISTENING Active listening strategies Body language
	Keeping a conversation going Breaking into a group; Leaving a group
1-2pm	LUNCH
2-5.30	MAXIMISING NETWORKING OPPORTUNITIES Preparation & Prioritisation Action-planning Follow-up (email, etc.)
(break)	ONLINE OPPORTUNITIES Ways of using (and not abusing) Facebook, Twitter, Linked-in etc. for developing your Personal (Learning) Network (PLN)
	NETWORKING ROLE-PLAY Recap & Summary; Course round-up & evaluation

Participants will be encouraged to reflect on their experiences, and make an action plan to follow up.



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THE IMPORTANCE OF LISTENING

Active listening strategies Body language Keeping a conversation going Breaking into a group; Leaving a group

Who is it for?

- The trainer
- The learner
- The company
- The head of training
- The director of studies
- The learner's line manager
- The sales manager

Group Task

- 1. Spend some time looking through the examples of course outlines.
- 2. Make a list of the information they all contain.
- 3. Discuss which features the CO's you use (or would use). Discuss anything you would omit or do differently.
- 4. Finally, make a summary list of best practice for writing a CO starting with the sentence, "An effective course outline should...."

What can a course outline include?

- Title of course
- Times/dates/length
- Location of lessons
- Number of participants
- Outline summary
- Goals, aims and objectives
- Timetable by day/week
- Activities & tasks
- Coffee/lunch breaks

- Materials/page numbers
- Self study/Homework
- Test/exam deadlines
- Assessment
- Q&A / Course Feedback
- Contact details
- Course expectations
- Tutorials
- Methodology of the course

References and further reading

Frendo, E. (2005) *How to teach Business English* Pearson Graves, K. (2000) *Designing Language Courses* National Geographic Learning Hughes, J & McLarty, R (2017) *ETpedia Business English* Pavilion ELT Donna, S (2000) *Teach Business English* Cambridge





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