

Towards aims and a course outline



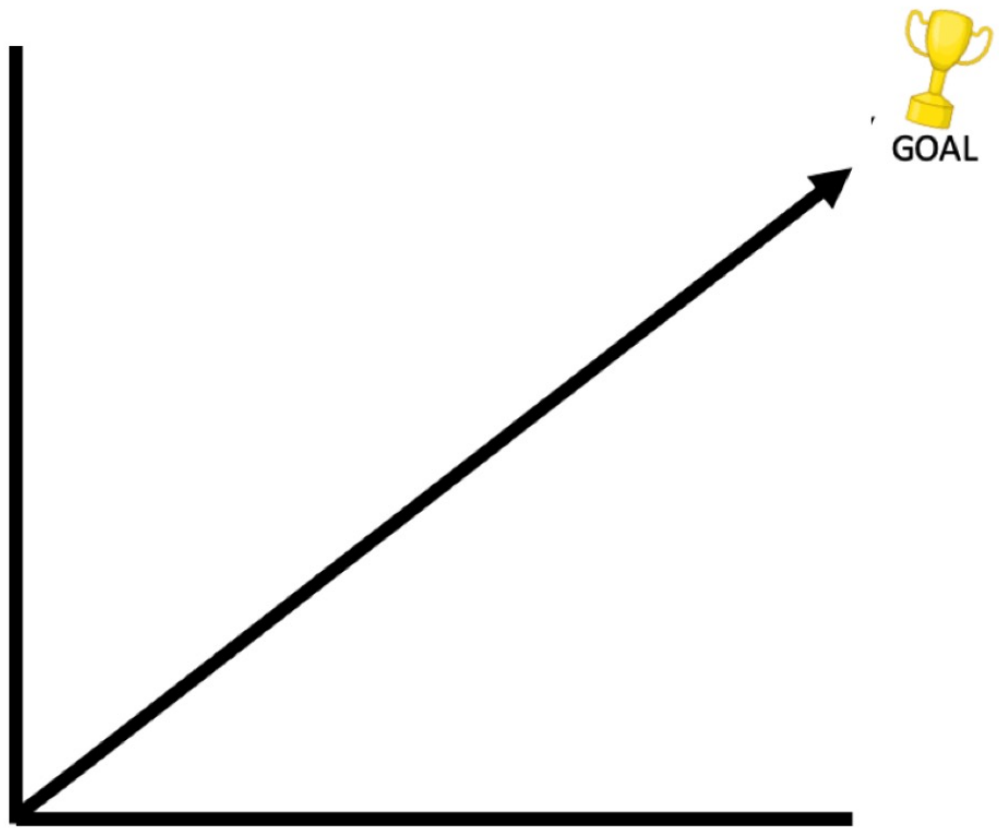
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Towards a course outline

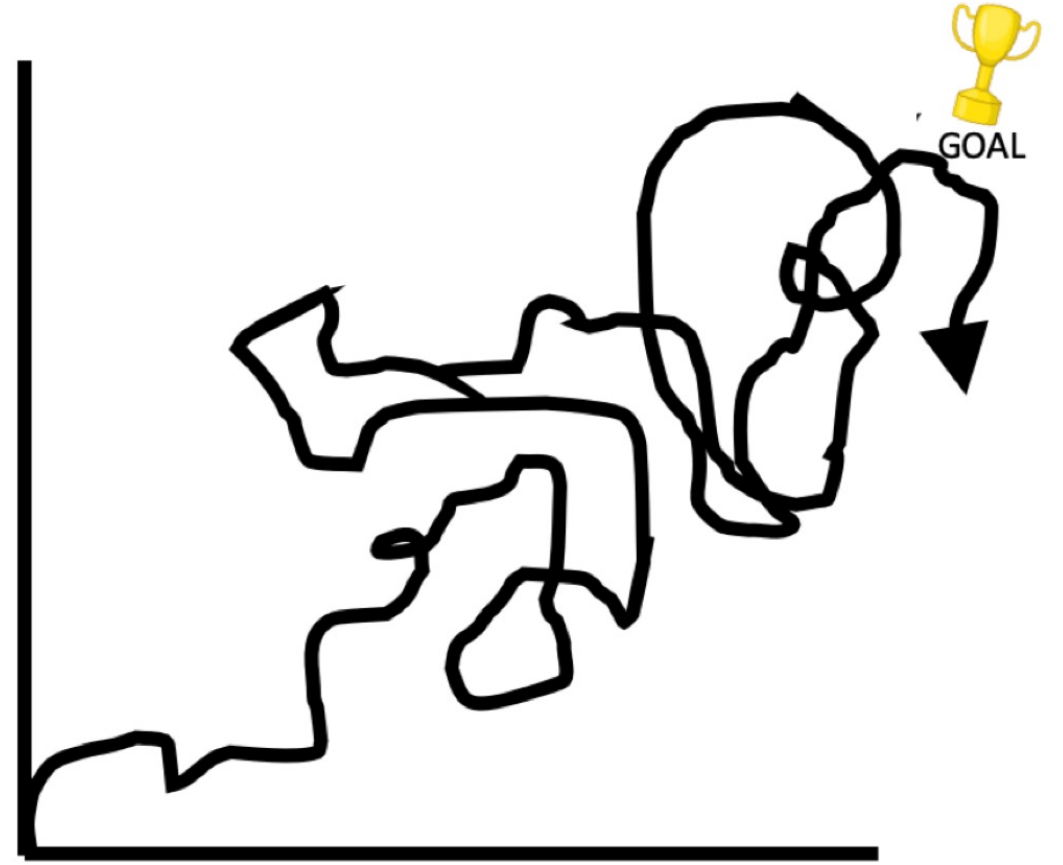
- From needs analysis to aims
- From aims to course outline

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.

In our minds, before the course



Reality



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.

GOAL
“I want to tell the story of my company in English.”

OBJECTIVE 1

“Review the rules of the narrative tenses.”

OBJECTIVE 2

“Learn the vocabulary you need for a particular story.”

OBJECTIVE 3

“Practise telling the story with discourse markers.”

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.

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.

COURSE OUTLINE

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

9.30-1pm <i>(coffee)</i>	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 Keeping a conversation going Breaking into a group; Leaving a group
1-2pm	LUNCH
2-5.30 <i>(break)</i>	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 Recap & Summary; Course round-up & evaluation

THE IMPORTANCE OF LISTENING
Active listening strategies
Body language
Keeping a conversation going
Breaking into a group; Leaving a group

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

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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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