

## CertIBET Course Syllabus

### Module 1: Introduction to Business English

- Making the transition from General to Business English
- Business English as part of Human Resources Development
- The Business English learner: drives and working styles
- The motivation of business students v working executives
- The time/money factor: delivering on claims
- Workplace research (Mintzberg, Adair, Louhiala-Salminen)
- New class activities: personal disclosure and course content negotiation
- Accuracy v effectiveness (Wilberg, Lewis)
- International English / English as a Lingua Franca (Johnson, Seidlhofer, Jenkins)
- History of Business English (West)
- Business English Myths (O'Neill)

### Module 2: A Lexical Approach to Business English

- The mental lexicon (Aitchison, Nation, Pawley, Syder, Nattinger, De Carrico)
- Concepts and principles of the Lexical Approach (Willis, Lewis, Thornbury)
- Chunking: words, polywords, collocations, (semi-fixed) expressions, frameworks/schemata
- Examples of corpus data from concordancers (Sinclair)
- Lexical v structural processing (Skehan)
- 'Grammaring' (Thornbury)
- Lexical exercise and activity types for Business English
- Cards, multi-modality games, interactive drills
- Lexical recording formats: wordmaps, 5-5-1 boxes, speech-though bubbles, flowcharts etc.

### Module 3: Meetings and Interviews

- Types of meeting: planning, problem-solving, decision-making, brainstorming etc.
- Formulaic functional exponents in the context of meetings: gambits
- Expressions based on keywords: point, question, fact, problem, option, position, answer etc.
- Metaphorical expressions: discussion is a journey, argument is war
- Minimal native-speaker interaction: OK; so; well; yeah, but; look; now, er... etc.
- Explicit v implicit language of meetings
- Discovery task (simulated meeting) and language analysis
- Chairing language
- Key skills in meetings: interrupting, clarifying, querying, summarising, assisting, paraphrasing
- Workouts or skills drills to practise these key skills
- Corridor meetings (Peters: Management by Wandering Around, MBWA)
- Video and audio input
- Online resources

#### Module 4: Roleplays, Simulations and Case Studies

- Terms and definitions: simulation, case study, roleplay, realplay, reverse roleplay
- Simulation design: content and process reality; topic and skills focus; input and task control
- Setting up simulations: information load and task complexity
- Comparison and analysis of a selection of published and unpublished simulations
- Criteria of good Business English simulation: risk, time pressure, quantifiable outcome etc.
- Learning by doing: the case for experiential learning

#### Module 5: Telephoning

- Telephone English v English on the phone
- The telephone as a problem-solving tool
- Formulaic telephone language and drill practice
- Telephone English games and activities
- Doing business on the phone
- Telephone simulations
- The interruptive nature of telephoning
- Teleconferencing

#### Module 6: E-Mail, Faxes, Letters, Reports

- A process writing approach to Business correspondence
- 'netiquette' and e-mail writing
- tone and register
- writing activities: deletion, correction, reformulation, personalisation
- co-operative writing technique
- formality games
- crossover and in-tray simulations
- letter/e-mail/voicemail 'genre switch' activities
- a project approach to report writing: information gathering, presentation, visuals, sequencing
- report 'templates'

#### Module 7: Exploiting Authentic Materials & Technology

- the arguments for and against authenticity
- sources of authentic material
- text evaluation and modification
- visual stimuli: photos, cartoons, graphics
- verbal stimuli: jokes, quotes, slogans
- audio input: podcasts, news, interviews, documentary
- video input: commercials, movies, YouTube, vodcasts
- wikis and moodles, online video-casting
- activity types 1: exploiting for content
- activity types 2: exploiting for language
- integrating authentic material into multi-skill activities
- authentic materials design task
- 30-page Business English webliography

### Module 8: Intercultural Awareness

- attitudes to time, space, gender, status, individuality (Hall, Hofstede, Trmpenaars)
- a visual approach to intercultural awareness (R. Lewis)
- cross-cultural dialogues for analysis and comment (Storti)
- The Cross-Culture Game®, board game (R. Lewis)
- Online resources

### Module 9: Presentations

- Reflection on qualities of a good presentation
- Body language and non-verbal communication
- Statistics on attention-span, voice tone, visual impact etc.
- Voice work: SoundScripting® using movie screenplays
- Structuring and signposting using Memory Maps® (Rose)
- Rhetorical techniques: repetition, emphasis, contrast, tripling, figurative language
- Stylistic analysis of famous speeches: King, Kennedy, Churchill etc.
- Reformulating 'lame' expressions into powerful ones
- Video input
- Online resources
- Mini-presentation simulations.

### Module 10: Q&A Sessions

- Question types: good, difficult, unnecessary, irrelevant, multi
- Fielding questions from the audience
- Question generation games
- Framing follow-up questions: context-focus-enquiry
- Simulated Q&A session

### Module 11: Negotiations

- Defining the negotiation process
- Terms: win-win, principled negotiation, zero-sum, BATNA etc.
- Discovery task: roleplay a difficult encounter
- Positional v interest-based negotiation (Harvard model)
- Qualities of a good negotiator
- Negotiation tactics and how to counter them
- Conflict styles and how to deal with them (MIT model)
- Haggling v negotiation v mediation
- Video input
- Online resources
- Fixed expression for negotiating
- The language of diplomacy: reformulating for directness
- Extended simulation of a contract negotiation
- Quantifiable feedback: opening position, target position, walk-away position

### Module 12: Teaching Business English One to One

- Comparison of group and one-to-one teaching
- Dynamics: pace and style
- 'Response-ability' (Wilberg)
- opportunities, constraints and threats
- classroom management
- methodology: models from Silent Way, Community Language Learning etc.
- materials and techniques
- teaching aids: laptops, flip-pads, walkman, mobiles, cards, Cuisenaire rods
- the coaching model

### Module 13: Learning Styles

- Neurolinguistic programming: modalities (VAK), congruence (Bandler, Grinder)
- Learning cycles 1: activist, reflector, theorist, pragmatist (Honey, Mumford)
- Learning cycles 2: converger, diverger, assimilator, accommodator (Kolb)
- 4MAT System: innovative, analytic, common sense, dynamic learners (McCarthy)

### Module 14: Business Background

- Current trends in business: change, leadership, emotional intelligence, permission marketing
- Behind the buzzwords
- How businesses work: functional and divisional hierarchies
- Group game: the 60-min MBA

### Module 15: Business English Exams

- Comparison of Business English exam formats: LCCI, BEC, C&G Pitman
- Experience share
- Breathing life into exam materials

### Module 16: Networking and Socialising in a Business Context

- Putting the art of conversation to work
- Classroom research: analysis of recorded transcripts of Business English roleplays
- The language of Small Talk: openers, closes, active listening, contractions, ellipsis
- Cultural factors: low- and high context cultures (Trompenaars)
- Features of conversation: turn-taking, story-telling, idiom, intonation
- Schemata theory
- Teaching techniques: narrative principle, reformulation, frameworks
- Setting up situational roleplays: visuals for context, realia, motivation gap, hidden agendas
- Video input
- Online resources
- Common scenarios: travel, entertainment, conference-going, downtime

### Module 17: Needs Analysis, Course Planning and Evaluation

- Needs, wants, lacks
- Competence and performance
- Learning Goals: S.M.A.R.T.E.R.
- Krashen's input hypothesis x 10
- Working styles according to professional sector
- Approaches to needs analysis: questionnaire, interview, metaplan®, lotus blossom®, menu etc.
- Video case study of a needs analysis interview
- Target situation analysis (TSA)
- Learning preferences
- Instructional design: stolen syllabus, prioritised checklist, cyclic, targeted build
- Training cycles
- Online resources

### Module 18: Professional Development

- Further training
- Postgraduate opportunities
- Marketing yourself
- Specialisation
- Networking
- Getting published