

TEACHING BUSINESS ENGLISH

WHO THE COURSE IS FOR

If you want to teach Business English, we provide an ideal training course. However, this is not an initial TESOL qualification, and anyone taking this course should already hold a TEFL/TESOL certificate or diploma.

THE BUSINESS ENGLISH COURSE FEATURES

- Material you can photocopy for class use
- Methods of assessing your trainees' language skills
- How to plan a Business English course
- How to plan Business English lessons
- Practical teaching skills
- Sample authentic materials
- Information on cross-cultural awareness
- In-course activities
- Assignments for submission and grading by your tutor

COURSE CONTENT

- The nature of Business English
- Skills a trainer should possess
- Needs analysis
- Planning your Business English course
- Your teaching approach
- Recommended ways of facilitating interaction
- Role play and simulation games
- Planning your teaching
- Planning your lessons
- The first day of your course
- Cross-cultural awareness in business
- Teaching business vocabulary
- The use of authentic business materials
- Use of metaphor and idiomatic language
- Using English on the telephone
- The language of meetings
- Giving business presentations
- Report writing
- Writing formal letters

ASSIGNMENTS

Assignments follow each course module. They have to be sent to your course tutor. The normal method of delivery is via e-mail. Feedback can be expected within 8 days from receipt of the assignment. It can also arrive in a much shorter time.

The feedback is comprehensive and will include careful comments on a student's work together with suggestions and recommendations.

Our tutors provide full support for all students. If an assignment does not meet the expected standard, the tutor will return it with comments on its improvement. The student may then submit it a second time. It is rare that students have to resubmit it more than once.

Eighteen Assignments consist of a range of different tasks and include the following:

- Working with a needs analysis
- Planning what language skills to focus on in a course
- Developing materials and courses
- Adapting articles from a business journal
- Integrating guest speakers
- Assessing Business English learners



ASSESSMENT CRITERIA

The grading system has a primary classification of A, B, C ... which has the following meaning:

DESCRIPTION			SIGNIFICANCE	
<p>The Assignments 1-11 must meet the standards of academic expression, referencing and originality.</p> <p>The final test is composed of multiple choice and questions for which you have to supply an answer.</p>			<p>These are products upon which the student's performance will be measured. The grading will be weighted at 80% for the eighteen assignments and 20% for the final test and exchanges with the tutor.</p>	
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<ul style="list-style-type: none"> Shows adequate research to cover the minimal requirement Expression is acceptable Footnoting and bibliography are present if not complete Shows academic competence at minimal levels 	<ul style="list-style-type: none"> Content of research is above the basics Expression is fairly good Most footnoting and bibliography better than acceptable Above minimal academic standards 	<ul style="list-style-type: none"> Clearly above average research demonstrated Quality of written expression is uniformly good Footnoting and bibliography is complete Shows progress in academic knowledge and skills 	<ul style="list-style-type: none"> The quality and the quantity of research is well above the norm and shows careful study Written expression is concise, cohesive and always comprehensible Extra research is indicated in footnoting and bibliography Academic knowledge and skills are clearly at a higher level 	<ul style="list-style-type: none"> Exceptional quality of research and understanding of content Written expression is superior in all respects Research goes beyond what would be expected at this level Academic skills and knowledge are exceptional
DEFICIENCIES			STRENGTHS	
<ul style="list-style-type: none"> Inadequate research shown Poor understanding of the topics being explored Poor written expression in terms of sentence, paragraphing and overall written organization Lack of understanding the purpose of research Little evidence that the student is learning or open to the learning experience 			<ul style="list-style-type: none"> Extensive research demonstrated Clear understanding of the topics in question Comprehensive and comprehensible expression in transparent language Fluency with the norms of referencing Obvious development of academic skills 	

GRADING SCALE

Grade	Value	Comment
A	5	Excellent
B+	4	Very Good
B	3	Good
C+	2	Above Average
C	1	Average
F	0	Fail

