London Chamber of
Commerce and Industry
International Qualifications

www.lcciiq.com

Further Certificate for Teachers of Business English (FTBE)

Infopack

2008

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CONTENTS

FAQS (Frequently Asked Questions)

WHO is LCCI IQ?
LCCI IQ stands for London Chamber of Commerce and Industry International Qualifications. The London Chamber of Commerce and Industry (LCCI) was established in 1887 and LCCI examinations offered by the London Chamber of Commerce and Industry Examinations Board (LCCIEB). In 2003 the LCCIEB merged with an Online Assessment company to create Education Development International (EDI) who now deliver London Chamber of Commerce and Industry International Qualifications (LCCIIQ) through a network of over 4000 registered LCCI IQ centres in 100 countries worldwide. In Germany over 30,000 people take LCCI exams every year through a network of over 200 official LCCIIQ Examinations Centres. The LCCI range of business-related qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

WHAT is the Further Certificate in Teaching Business English (FTBE)?
The LCCI FTBE examination is offered to qualified teachers with a minimum of 2 tears teaching experience. Below is an overview of the exam:
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Overview of FTBE	
Length	2 hours 30 minutes
Format	**3 Sections** Section A: one compulsory question Section B: one compulsory question Section C: candidates must choose two out of three questions.
Structure	• Section A; one extended question on Topic 1 below (35 marks) • Section B: one extended question on Topic 2 below (35 marks) • Section C: three shorter questions on Topic 3 below (30 marks)
Outline Syllabus	1 Teaching Business English (TBE) professional skills (eg needs analysis, syllabus/course design etc) 2 TBE methodologies (eg different approaches, classroom management, use of materials etc) 3 Basic business concepts and practices (eg business terminology, letter layout etc)
Requirements	Open to qualified teachers with a minimum of 2 years teaching experience
Price 2007-2008	133 Euros
Dates Available	Fixed Series Dates and also On Demand*

*A small charge is made for this service. Contact info@lcciiq.com for more information.

WHY choose an LCCI qualification?
LCCI Certificates enjoy a high level of recognition from employers worldwide. A booklet containing an overview of worldwide recognitions can be downloaded from www.lcciiq.com.

WHERE can I take the FTBE qualification?
In Germany there are over 200 Examinations Centres for London Chamber of Commerce and Industry International Qualifications listed on www.lcciiq.com. You can take the FTBE exam in any LCCI IQ Centre.

Is there a recommended book?
Yes. A reading list can be found in the examination syllabus section of this document.

What other support material is available?
There are a small number of Sample Papers available. Please contact info@lcciiq.com.

How long before I get the exam results?
All exam scripts are then forwarded to the UK to be marked by a team of professional markers. Results and Certificates are usually issued 4 weeks after the date of exam and at the latest 6 weeks after the exam date.

Who do I contact for more information?
Find your local LCCI IQ Centre at www.lcciiq.com or contact us info@lcciiq.com

Sample Examination

FURTHER CERTIFICATE FOR TEACHERS OF BUSINESS ENGLISH

SUBJECT CODE: 610

Time Allowed: **2 hours 30 minutes**

INSTRUCTIONS FOR CANDIDATES

- Answer all 3 sections. Candidates should note that they are required to answer **only 2** questions in **Section C**.
- All answers must be clearly and correctly numbered but need not be in numerical order.
- Credit will be given for correct spelling, punctuation and grammar.
- Adequate and appropriate communication is required rather than a particular number of words.
- When you finish, check you work carefully.
- The use of standard English dictionaries and cordless non-programmable calculators is permitted. Candidates whose first language is not English may use a bilingual dictionary.

SECTION A: PROFESSIONAL SKILLS

Question 1

Scenario

You are designing a needs analysis for these 2 different groups:

(a) You have been asked to run a 1 week language training course for a small family-run firm based in Toulouse, France. The business specialises in hand-made chocolates. You would be working with a small group of 4 with an Intermediate level of English. They have requested a business English course focusing on telephone skills as they have to deal with English-speaking clients when orders are placed.

(b) You have been asked to run a language training course for a large chocolate manufacturer based in Paris. They have many international clients and English is becoming more and more important as they expand. It has become apparent to the company that English language skills of employees from various departments need improvement. They would like to start a series of lunch-time language classes focusing on the following skills: telephoning, sales presentations, dealing with written correspondence and increasing their business vocabulary. The level of ability is mixed but none are absolute beginners. You would be working with middle managers from the marketing department, administrators, sales people who liaise with clients directly as well as employees from the accounts department.

TASK:

(a) What is the purpose of a needs analysis? (3 marks)

(b) What different forms can a needs analysis take? (4 marks)

(c) Why do you need to obtain information prior to conducting a needs analysis? (3 marks)

(d) What information do you need to obtain for each of the given scenarios (what factors need to be taken into account) and how will you get it? (10 marks)

(e) What format will your needs analysis take in each case and why? (10 marks)

(Up to 5 additional marks may be awarded for correct English in your answer)

(Total 35 marks)

SECTION B: METHODOLOGY AND MATERIALS

Question 2

Scenario
Below is a sample lesson plan for a group of 12 mixed nationality Intermediate learners coming from a variety of business backgrounds. The lesson is timed for 2½ hours and focuses on the topic of job interviews.

TASK:

(a) Please comment on the stated aims and the extent to which you consider them individually, and as a whole, appropriate to the topic area. (5 marks)

(b) Are there any aims which you would omit or modify and are there any which you might add?(5 marks)

(c) Working through the lesson plan activity by activity, comment on each one in terms of:

(i)	the activities and skills mix	(7 marks)
(ii)	the materials	(5 marks)
(iii)	timing	(3 marks)
(iv)	any changes you may make	(5 marks)

(Up to 5 additional marks may be awarded for correct English in your answer) **(Total 35 marks)**

LESSON PLAN
Aims:
- for students to be aware of different types of job interview
- to be familiar with the type of question asked
- to develop confidence through awareness and language practice
- to build vocabulary
- to develop written skills (ongoing) to describe their job experience/qualifications etc.

Timing	**Activity/Skill**	**Interaction**	**Materials**
10 mins	Review of last lesson	whole class	student-
		- what employers are looking	
for			generated
	Elicit methods of assessment used in interviews		
	Draw on students' own experience		
	Write up		
10 mins	Show overhead transparency	whole class	teacher
	of various assessment methods		produced
30 mins	Reading article	pairs	business
	"Tough Interviews"		magazine
	Give out vocabulary list		
	Elicit vocabulary definitions		
	Students to read article in pairs and summarise to each other		
30 mins	Listening exercise	small groups	course book
	(2 interview extracts)		
	Discuss which candidate does better and why		
	Second listening		
30 mins	Overhead transparency:		
	Types of questions interviewers can ask	pairs	teacher's
		- students to suggest answers	
		experience	
30 mins	Reading article	small groups	Newspaper
	"The Vital Steps to Interview Success"		
FINAL	Overhead transparency:		
	Final points on awareness		
	body language etc		
	Distribute handouts		

Section C: Basic Business Awareness

(a choice of 2 out of 3 questions) (30 marks)

Question 3: (basic marketing principles)

(a) What are the main components of the marketing mix? (2 marks)

(b) Define the 'four P's' and explain the relevance of each 'P'. (8 marks)

(c) Define a SWOT analysis and give an example of when it is used. (2 marks)

(d) Define what is meant by the terms 'USP' and 'AIDA'. (3 marks)

(Total 15 marks)

Question 4: (basic business vocabulary)

Task:
Select 15 appropriate words or phrases from those below (each word or phrase may only be selected once) to complete the text extract **(Total 15 marks)**

arrangements assets tax-driven depress accounts competing commercial equity
capital restructure intense net consolidated complexity dormant purged shareholders
profitable off-shore tax holding minority year-ends

TEXT:

The first thing that strikes anyone interested in Mr Branson's empire is its sheer ________. It is hard to get up-to-date financial information about his businesses. They are not neatly held in a consolidated group, but are in a clutch of ________ trusts in the Channel Islands and Virgin ________ companies in the British Virgin Islands, where there is no obligation to publish ________. Over the past few years, Mr Branson has converted the ________ of several of the British holding companies into "bearer shares" an unusual form in which there are no registered ________ . One consequence is that it is impossible for outsiders to know if the firm has ________ shareholders, or who they are. Virgin explains that there is nothing sinister in these ________. Its directors give different explanations for their purpose. Mr Branson admits that "indirectly" its structure was set up to reduce the tax bill. The finance director, Stephen Murphy, says it is not ________. He says that Mr Branson originally chose to situate companies in the British Virgin Islands because he wanted to keep information from British Airways during a ________ dispute in the early 1990's. Since then Virgin has used the islands for companies that might one day be listed outside Britain. And bearer shares enable Mr Branson to ________ the various companies without some of the costly bureaucracy that is normally associated with registered shares. Because individual companies have different ________, it is also hard to follow the movement of ________ between companies. For instance, in early 1994 when it was making losses, Virgin's property firm was sold by its British parent to and offshore company for some £50m, only to reappear in Britain a year later ________ of its losses, bought back by another Branson company for only £11m. In effect, the losses were taken onto the books of an off-shore holding company. Virgin says that it does not keep ________ accounts even for its own use.

Extracted from The Economist

Question 5: (business letter – layout, structure, and style)

TASK:

Re-write the letter in an appropriate style, adding a request for information about discounts and taking the following into account:

layout and consistent use of conventions (British or American)	(5 marks)
paragraph structure	(2 marks)
style and appropriacy	(6 marks)

(Up to 2 additional marks may be awarded for correct English in your answer)

(Total 15 marks)

Central Art Gallery
Mexico City, Mexico
224 Avenue de las Ricas

Conference Organiser
Ms M Kadlecova
Koszykowa 58
Le Mercur Hotel
5216 Warsaw
Poland

Dear Sir/Madam

We want to hold a conference in Warsaw during the summer of 1999 (20-27 June) and we would like to use your hotel. We think about 65 participants will attend and they will need accommodation and meals. Can you provide refreshments during the conference as well? We also need equipment which you can provide. We need 2 overhead projectors, 2 flipcharts and pens, video recorder and television.

Can you send a list of prices. Maybe we will use your hotel more regular.

Yours faithfully

Marketing Manager
Cameron Watson

FTBE
Sample Examination Paper
Answers

Question 1 Sample Answers

(a) The purpose of conducting a needs analysis is:
for the trainer to make his/her own assessment of the language skills of all participants
to establish the client's desired language learning outcomes (where the client can be distinguished from the direct participants in the training)
to establish the participant's own perception of their current language skills and their desired learning outcomes.

(b) A needs analysis can be conducted using any one or a combination of the following ways:
pro-forma (standardised or designed by the trainer specifically for the circumstances), one-to-one interview, group discussion, standardised test, telephone interview, work shadowing.

(c) Prior to deciding on the format of any needs analysis, the trainer should obtain appropriate information about the client's general situation and about the specific situation which has led to a request for language training. This will give him/her a suitable framework in which to decide the format. This situation will differ from circumstance to circumstance as in the case of the two scenarios outlined.

(d) Scenario A:
The size of the firm and the small number of participants is the crucial factor here. It is appropriate and feasible to obtain certain information as personalities and personal relationships are more likely to be a factor in determining effectiveness of the teaching strategies adopted. The following information should therefore be obtained:
an understanding of the organisational structures and corporate culture which will effect what teaching strategies the trainer might usefully adopt, specifically the kind of management structure (flat or hierarchical), the role of each participant in this structure and personal information on age, background, education and work experience.
This information can be obtained by a visit to the company including a meeting with its head.

Scenario B:
In this case the deciding factor is the need to deal with 2 client groups: the company management who have requested the training on behalf of their employees and are also presumably financing it and the employees who will be the participants and are therefore also in the client role. Given the size of the company and the probable number of candidates involved in the training, it is only feasible to deal with the company management at this initial stage. The following information should therefore be obtained:
the status of the classes ie are they compulsory and are all relevant employees required to attend classes in all subject areas. This will have a direct bearing on the form of the needs analysis the time frame envisaged for the courses to avoid setting up unrealistic or unachievable expectations the management's desired learning outcomes. This information can be obtained from the contact person in management responsible for this training request either by letter, telephone or interview.

(e) Scenario A:
One-to-one interviews and group discussion would be appropriate given the small numbers and likely high level of motivation. This would serve to negotiate the training objectives and materials as well as course organisation. Individual telephone calls to each participant would enable the trainer to make a preliminary assessment of telephone skills and techniques and establish rapport between trainer and participant.

Scenario B:
A standardised pro-forma would be necessary given the presumed large numbers. The pro-forma would require precise details of each participant's job, nature and extent of their interaction with clients (particularly international) as well as a self-assessment of their language abilities. This information will help the trainer to design the course appropriately and in line with participant needs. It is also useful to learn how the clients themselves view their language needs; to know, for example, when and where they studied English, how long ago this was and where any weaknesses might lie.
A brief written exercise and interview with each participant would also be appropriate. This enables the trainer to make a preliminary assessment of written and oral skills. A personal interview also establishes rapport between trainer and participant, especially given the large numbers.

Section B: Methodology and Materials

Question 2 Sample Answer

(a) The aims of a lesson plan need to be appropriate to the group of learners and their needs, both short term and long term. They should be clearly defined so that the trainer is absolutely clear as to what he/she expects to achieve in terms of learning outcomes from the lesson. Once the aims are clear, then the planning of the lesson itself and the activities and skills practised can be centred around those particular aims.

(b) If we look at these aims overall it seems that not enough emphasis has been placed on pre-planning for an interview and that perhaps the aims are a little ambitious for a 2 1/2 hour lesson. Therefore one of the aims should be planning for an interview and another could be strategies for handling an interview. The aim mentioning the development of written skills could be used for another lesson. The building of vocabulary is intrinsic.

Looking at the aims individually an expansion of the first aim is required to clarify the extent of the knowledge that the learner is expected to gain. For example: is he/she expected to be able to list the various types of job interview or to demonstrate an ability to deal with various types? The concept of "awareness" is insufficiently clear in the context of a lesson aim. The second aim's phrasing "to be familiar", has a similar lack of definition. A better phrasing would be "to demonstrate knowledge and familiarity of the types of questions asked at a job interview". The third aim looking at developing confidence is acceptable. The fourth aim "to build vocabulary" is too vague and should be expanded to specify the kind of vocabulary necessary in this context. Consistently with aims one and two, the phrasing could usefully be amended to read "to demonstrate in use, vocabulary appropriate to different types of job interview and assessment". The final aim, although best kept for another lesson, is acceptable as a lesson aim.

(c) An effective lesson plan should always involve a balance of: the practice of skills and activities relevant to the aims of the lesson, varied interaction as well as up-to-date and appropriate materials, and realistic timing of activities.

The timing of the first activity seems a little too short to incorporate all the elements listed and also does not take into account that it will most likely generate lively discussion. More time should be allocated to this. However, the fact that the activity is student-generated and involves the whole class is positive.

The second activity is feasible and again the interaction is positive.

The reading activity assumes that these students would know the specialist vocabulary and be able to offer definitions. However, it is unlikely that this would be the case at this level. Therefore, the trainer could consider providing definitions to mix and match with the vocabulary and elicit each item in this way. The choice of material is positive as is the interaction. However, the purpose of students reading and summarising in pairs is unclear. More emphasis could be placed on useful ideas and tips gained from the article and to this end, students could be placed in small groups and asked to comment and compare with their own experiences and knowledge of interview practice in their own country.

The listening exercise is suitable and relevant; however the purpose of the second listening is not clear. The task after the second reading could perhaps be a role play based on the recording so that students could attempt answering the questions themselves. It could also be used to identify necessary vocabulary and question forms.

It may not be possible to fit in the final reading article and one may ask whether a second reading task is relevant at this point in the lesson. Does the trainer really want or need to introduce new vocabulary or concepts at this last stage of the lesson when there is no opportunity for reinforcement or real practice?

The final activities listed as points on awareness, body language etc. cannot be just in the form of handouts. Awareness and body language are critical to any interview and should either be the subject of a separate lesson or practised as part of an interview preplanning exercise. There would simply be insufficient time for this kind of activity.

Section C: Basic Business Awareness (a choice of 2 out of 3 questions) (30 marks)
Question 3 Sample Answers

(a) The marketing mix consists of the 'the four P's': providing the customer with the right "product" at the right "price", presented in the most attractive way ("promotion") and available in the easiest way ("place")

(b) The 'four P's' refer to "product", "price", "promotion", and "place/position":

- A "product" is not just an assembled set of components: it is something that customers buy to satisfy a need that they feel they have. The image and the design of the product are just as important as its specification.
- The product must be "priced" so that it competes effectively with rival products in the same market.
- The product is presented to customers via active "promotion". This includes using the methods of advertising (TV commercials, radio, newspaper advertisements and posters), packaging (eg design and label), publicity, PR and personal selling.
- The product must be easily accessible to customers through its "position/place" ie the most cost-effective channels of distribution and its availability in a suitable location. A consumer product must be offered to the end-user in appropriate retail outlets, or be made available by mail order.

(c) SWOT stands for "strengths", "weaknesses", "opportunities", and "threats". A firm must be aware of its strengths and weaknesses and the opportunities and threats it faces in the market place; a SWOT analysis can be used during the business planning cycle.

(d) Promoting a product involves developing one or more Unique Selling Points (USPs). These are the features and benefits which give the product an advantage over competing products.

The AIDA are the four stages in promoting a product:
A = attract the ATTENTION of potential customers
I = arouse INTEREST in the product
D = create a DESIRE for its benefits
A = encourage customers to take prompt ACTION (ie buy the product).

Question 4 Sample Answer

The first thing that strikes anyone interested in Mr Branson's empire is its sheer <u>complexity</u>. It is hard to get up-to-date financial information about his businesses. They are not neatly held in a consolidated group, but are in a clutch of <u>off-shore</u> trusts in the Channel Islands and Virgin <u>holding</u> companies in the British Virgin Islands, where there is no obligation to publish <u>accounts</u>. Over the past few years Mr Branson has converted the <u>equity capital</u> of several of the British holding companies into "bearer shares", an unusual form in which there are no registered <u>shareholders</u>. One consequence is that it is impossible for outsiders to know if the firm has <u>minority</u> shareholders, or who they are. Virgin explains that there is nothing sinister in these <u>arrangements</u>. Its directors give different explanations for their purpose. Mr Branson admits that "indirectly" its structure was set up to reduce the tax bill. The financial director, Stephen Murphy, says it is not <u>tax-driven</u>. He says that Mr Branson originally chose to situate companies in the British Virgin Islands because he wanted to keep information from British Airways during a <u>commercial</u> dispute in the early 1990's. Since then Virgin has used the islands for companies that might one day be listed outside Britain. And bearer shares enable Mr Branson to <u>restructure</u> the various companies without some of the costly bureaucracy that is normally associated with registered shares. Because individual companies have different <u>year-ends</u>, it is also hard to follow the movement of <u>assets</u> between companies. For instance, in early 1994 when it was making losses, Virgin's property firm was sold by its British parent to an offshore company for some £50m, only to reappear in Britain one year later, <u>purged</u> of its losses, bought back by another Branson company for only £11m. In effect, the losses were taken onto the books of an offshore holding company. Virgin says that it does not keep <u>consolidated</u> accounts even for its own use.

Extracted from The Economist

Question 5 Sample Answer

Central Art Gallery
224 Avenue de las Ricas
Mexico City
Mexico

Ms M Kadlecova
Conference Organiser
Le Mercur Hotel
Koszykowa 58
5216 Warsaw
Poland

Today's Date

Dear Ms Kadlecova

We are planning to hold a conference in Warsaw during the summer of 1999 from 20 – 27 June inclusive at your hotel.

Approximately 65 delegates are expected to attend the conference and they will require single rooms and full board.

We would greatly appreciate it if you could provide us with the following equipment:

* 2 overhead projectors
* 2 flipcharts and pens
* 1 video recorder and television

In addition we would require coffee and biscuits in the morning and afternoon as well as soft drinks throughout the day.

Could you please send me a list of your prices. As we may consider holding conferences at your hotel on a regular basis we are interested in any discounts for block bookings you may be able to offer.
I look forward to hearing from you.

Yours sincerely

Cameron Watson
Marketing Manager

Examination Syllabus

The aim of this qualification is to allow the candidate to develop a basic knowledge of the "Teaching Business English" (TBE) profession in order to:

- develop an understanding of the professional skills that are required of the business English teacher
- identify the methodologies that are most effective in the business English classroom
- develop an understanding of the basic business concepts and practices that the business English teacher is expected to be familiar with.

Objectives

The candidate will be able to:

- demonstrate a general awareness of the key professional skills required of a business English teacher
- demonstrate a knowledge of the key classroom methodologies that are regarded as best practice in business English teaching
- demonstrate a knowledge of basic business concepts and practices

Target audience and candidate progression

This qualification is intended as a supplementary qualification for qualified teachers of general English, providing them with an introduction to Teaching Business English (TBE).
Candidates must be either:

a) graduate native speakers with a language teaching qualification or basic English as a Foreign Language (EFL) qualification,
b) non-native speaker English teachers with a first degree plus a formal English teaching qualification.

For both groups a minimum of 2 years experience of general English teaching to adults is required, as well as a limited amount of business English teaching experience.

Level of English required

It is recommended that candidates should have passed English for Business Level 3 before entering for FTBE.

Guide to assessment

Syllabus topics

1 Teaching Business English (TBE) professional skills (eg needs analysis, syllabus/course design etc)
2 TBE methodologies (eg different approaches, classroom management, use of materials etc)
3 Basic business concepts and practices (eg business terminology, letter layout etc)

Coverage of syllabus topics in examinations

The examination will consist of 3 Sections: in Section A there will be one extended question on topic 1, in Section B there will be one extended question on topic 2, and in Section C there will be 2 shorter questions on topic 3. Candidates may be expected to draw upon related syllabus topics when answering the questions.

Examination format

Candidates will be assessed via a 2½ hour examination paper and they must complete 4 questions.

Section A covers TBE professional skills and is worth 35% of the marks
Section B covers TBE methodology and materials and is worth 35% of the marks
Section C covers basic business concepts and practices and is worth 30% of the marks

In Section A candidates will be expected to answer a series of questions relating to a TBE scenario (recommended time for this section is 55 minutes). Section B will be the same as Section A in format (recommended time for this section is 55 minutes). In Section C candidates will be expected to complete 2 questions out of a choice of 3 (recommended time for this section is 40 minutes). One question will always take the form of a "correct the business document" type exercise. All 3 questions will carry equal marks.

Questions in Sections A and B will require full prose answers. Questions in Section C will require a mixture of different answer formats including short answers.

Candidate answer guidance

Unless requested otherwise, candidates should use a concise essay style or bullet point format using appropriate language. If requested to answer in the form of a report or a scheme of work, candidates will again need to structure their answer with clear headings and sub-headings.

Pass mark information

Pass	50%
Credit	60%
Distinction	75%

Recommended reading list

Title	Author(s)	Publisher	ISBN Code
Teaching Business English	M Ellis/ C Johnson	CUP	0194371670
The English Teacher's Handbook	R V White	Longman	0174441843
York Associates Teaching Business English Handbook	N Brieger	York Assoc.	11900991071
Business English Recipes	Harlow	Longman	0582089603
Business Challenges	N O'Driscoll/ F Scott-Barrett	Longman	0582229944
Business Objectives	V Hollett	OUP	019451384X
Business Matters	M Powell	LTP	1899396101
Better Business Writing	N Brieger	York Assoc.	1900991055
Executive Decisions	Fowles/ Miller/ Stocker	Nelson	0175569363
New International Business English	L Jones/ R Alexander	CUP	0521455804

Syllabus topic **Items covered**

1 **TBE professional skills** Candidates must be able to:

1.1 Demonstrate a knowledge of needs analysis skills including

1.1.1 the purpose of needs analysis (to gain a detailed knowledge of learner's needs; also to motivate learners and, if necessary, to adjust their expectations of the language learning process)

1.1.2 the content of the needs analysis process (to assess what a client will have to do in the target language as well as their potential as language learners)

1.1.3 different types of needs analysis: pro-forma, the "menu" approach, personal interviews, work shadowing

1.2 Demonstrate a knowledge of syllabus design skills including

1.2.1 different types of syllabi (functional, topic-based, grammatical/structural) and the relevant application of each

1.2.2 interpreting and utilising the results of a needs analysis

1.2.3 translating a client's wishes and needs into realistic, achievable course content

1.3 Demonstrate a knowledge of lesson planning including

1.3.1 ingredients of a lesson plan eg headings, columns, prompts

1.3.2 planning for different aims/needs eg input versus practice or new language versus skills work

1.3.3 timing and variety eg activities, skills, materials

1.4 Demonstrate a knowledge of the "client approach" including

1.4.1 the importance of establishing an adult, personal-but-professional, rapport with students who should be viewed as "clients" or "customers"

1.4.2 the importance of establishing an appropriate relationship with learners which is different to that of the standard "teacher/ student" (eg consultant, business partner)

1.4.3 adopting an appropriate "results oriented" approach to teaching and appreciating the importance of setting and achieving realistic targets in order to secure repeat business

1.5 Demonstrate a knowledge of feedback and evaluation including

1.5.1 an understanding of different forms of feedback and evaluation and their uses

1.5.2 an appreciation of the importance of feedback and evaluation as both an educational tool (motivation) and providing a business-like basis for the trainer's relationship with clients (accounting for the amount & content of training required)

1.5.3 an understanding that learners can negotiate the content of their course with their trainer by using the set of learning goals identified in the needs analysis as a measure and that this negotiation is on-going throughout the course

2 TBE methodology Candidates must be able to:

2.1 Demonstrate a knowledge of different approaches to language teaching including

2.1.1 an awareness of the learner-centred approach and related language learning concepts
- acquisition and learning
- task-based learning
- self-directed learning
- input and output

2.1.2 an awareness of the various approaches to language teaching determined by specific and apparent reasons for learning and the relevant application of each depending upon the nature and needs of the client
- humanistic approaches - a perspective of the learner as a "whole person". The experience of the learner and encouragement of positive feelings seen as an important part of the language learning process, plus frequent learner-centred activities
- the numerical-graphic approach - most business people are highly numerate and graph-literate, and utilising such business information in the teaching of language can be highly effective
- the communicative teaching approach
    - role-plays/simulations involving business meetings or other situations relevant to learners' needs
    - specific oral skill practice (eg telephoning or giving instructions at lower levels, making sales presentations at higher levels)
    - specific writing skills practice (eg letters of confirmation at lower levels, reports or letters of reply at higher levels)
    - business games (eg word-building games)
    - the use of authentic texts (provided by the client)
    - extended role-plays/simulations pursuing an on-going business scenario with the learners either acting themselves (simulation) or imaginary characters (role-play)
- other possibilities
  - Suggestopaedia
  - Cuisenaire rods
  - Lexical approach

2.2 Demonstrate a knowledge of classroom management including

2.2.1 creating a good rapport with clients and being sensitive to their needs

2.2.2 being inter-active, demonstrating new activities and ensuring clarity of instruction

2.2.3 ensuring a variety of activity/ focus/setting

2.2.4 adopting a role as facilitator

2.3 Demonstrate a knowledge of TBE materials including

2.3.1 authentic materials such as
- newspapers
- magazines/business journals
- advertisements
- documentaries
- video
- radio and TV broadcasts relevant to business
- company materials (brochures, reports, figures etc.)
- any materials relating to the client's field
- the Internet.

2.3.2 an awareness of how to adapt texts from authentic materials such as
- set comprehension/multiple choice/true-false statements
- find synonyms/opposites
- create information-gap activities
- ask learners to complete statements about the text
- interactive dictation
- adapt texts on business topics for discussion
- compare texts/documents on the same topic (eg company reports with press coverage)

2.3.3 an awareness of the possibilities in terms of materials specially selected or created by the teacher to suit the client's business language needs
- the use of graphs and charts relating to the client's field or provided by the client (eg creating a graphic representation of data to explain business terms/trends)
- the use of video to film learners in role-plays/simulations and provide them with useful input/feedback
- the use of audio recordings to record learners in role-plays/ simulations and provide them with useful input/ feedback
- the use of TV programmes related to the client's business
- the use of authentic texts, reports or articles related to the client's business (eg the use of the client's company report to practice the passive voice)
- the use of research projects to be conducted perhaps outside classroom hours drawing upon available outside resources and resulting in a classroom presentation

2.3.4 an awareness of how to evaluate and exploit published TBE or EFL materials (see reading list)

2.3.5 an awareness of how to evaluate and exploit authentic materials and how to develop useful language from these materials ie
- as vocabulary development resource
- to trigger discussion
- scanning for word partnerships
- information gathering
- summarising and contextualising facts and figures

2.3.6 an awareness of the possibilities for creating bespoke materials specific to the needs of the client

3 Basic business concepts and practices

In general, candidates will be expected to demonstrate a broad basic knowledge and understanding of business issues plus an awareness of up-to-date and current business-related language and terminology.

Candidates must be able to demonstrate:

3.1 An awareness of basic business communication
- telephone/fax/letter/e-mail or face to face communication
- promotion material (eg flyers, brochures, web sites, etc)
- handling an enquiry and providing information
- arranging a meeting
- negotiating a sale
- making an offer
- placing an order

3.2 An awareness of the importance of social English in business
- networking
- introductions and small talk
- creating a rapport
- idioms/phrases/appropriate register
- corporate entertainment (business lunches/dinners)

- everyday situations

3.3 An awareness of the basic written forms of business communication (as outlined in LCCIEB's "How to Pass English for Business" books)

- the layout of letters, memos, faxes, and reports
- the style of language used in: letters, reports, faxes, memos, e-mail
- the content and layout of basic business documents and forms (eg price lists, order forms, invoices, etc)
- the basic structure of reports

3.4 A familiarity with the common formats and the key language of

- presentations
- conferences
- meetings
- negotiations

3.5 A familiarity with basic corporate structures

- types of company (sole trader, partnerships, limited, public, multi-nationals, conglomerates, etc)
- the make up of a company (eg single site, multiple site, departmental structure, etc)
- the structure of a department (organisation charts).

3.6 A familiarity with basic marketing principles

- the four Ps (Product, Price, Promotion, Place/Position)
- advertising and promotion (bill boards, trade press, national/ regional/local press, national/ regional/local TV/radio, web sites)
- USPs – Unique Selling Points
- product launches (announcements, press releases, conferences and events, advertising)
- sales techniques (eg direct selling, cold calling, mailshots, point of sale promotion, etc).

3.7 A familiarity with basic financial terms

- making payments (invoices, reminders, methods of payment)
- basic accountancy terminology and documents (annual accounts, spread- sheets, profit and loss, balance sheets)
- basic currency-related terminology (the names of international currencies, exchange rates).

3.8 A familiarity with the basic terminology and activities of research and development

- conceptualisation (brain-storming, focus groups, desk top research, questionnaires, proposals)
- implementation and development (pilot studies, prototypes, development working parties, product development and testing)
- review (feedback exercises, reports)

3.9 A familiarity with the basic terminology and activities of production and quality assurance (QA)

- basic types of production (eg assembly line, labour intensive, automated)
- basic stages in production processes (raw materials, manufacture, storage, distribution)
- quality control (eg sampling, testing)

3.10 A familiarity with general business documents and terminology

- mission statements
- company reports
- stocks/shares
- SWOT analyses (Strengths, Weaknesses, Opportunities, Threats).

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