

## Lecture: 23

### Variety of channels in businesses

- Letters
- Memos
- Emails
- Text messages

### Rationale behind choosing one channel

- Topic
- Format
- Audience
- Security
- Destination

### Purposes to write a letter

- Inquiries
- Cover letters
- Complaints
- Conveying bad news
- Confirmation
- Recommendations

### Components of Letters

- The paper should be '8.5' by '11' with '1' to '1.5' margin on all sides
- Writer's address or the company's address
- The reader's address should be placed two spaces below the date
- Salutation starts with 'dear' with your reader's last name followed by a colon. If marital status of a woman is unknown 'Ms' should be used, and if known then 'Miss' or 'Mrs.'.
- Letter body starts two places below the salutation and includes your introductory paragraph, the discussion paragraph(s) and the concluding paragraph.
- Complimentary close is placed two spaces below the letter body and includes, "Sincerely"

### Types of Letters

**Cover letter** - you have to specify why and what you are writing about in the introduction, and if the information was requested.

**Letter of inquiry** - written to give information about degree, requirements, costs, deadlines.

**Transmittal letter** - gives information to clients, vendors and tells upfront what they are receiving, helping to focus readers' attention on important things.

**Recommendation letter** - written to recommend an employee, a project or a service. Perhaps an employee deserves a promotion or has to be nominated for an award.

**Bad news letter** – also starts with an *introduction* which is a buffer. It avoids telling why you are writing. In *discussion* after giving the bad news, quantifiable evidence is given as background to the situation. The *conclusion* gives future hope.

### Formats of Letters

- **Full Block** - all the information is to the left side of the paper without indenting of paragraphs. The date and the complimentary close/ signature are also flush with the left margin.
- **Full block with subject line** - the only difference is that a subject-line is included.
- **Simplified** - The Simplified format omits the salutation and complimentary close e.g. *sincerely*

### Considerations regarding writing a letter

- 1) Steps of process writing
  - Pre-writing
  - Writing
  - Re-writing
- 2) Writing rules
  - Clarity
  - Conciseness
  - Authenticity
  - Ethics

## Lecture: 24

### Mostly used forms of communication

1. Memos
2. Emails
3. Letters

### The choice of channel (given above) depends on:

- The purpose of the communication
- The audience
- The security
- Accessibility

### Writing criteria for memos

1. Identification line - summarizes the memo's content and gives the date, to, from, subject
2. Introduction - why and what you are writing
3. Discussion - the content is developed specifically
4. Conclusion - the writer thanks the reader and adds a directive close

### Criteria for memos

- Subject line
- Discussion
- Audience Recognition
- Style and Tone
- Format

### Reasons for Writing Memos

- Can access those are working in the field
- Not all companies have access to email
- Some unions demand hard copies
- Some information cannot be sent electronically, e.g. cancelled checks

### Business functions best conveyed through memos

- Status

- Directive
- Procedures
- Inquiry
- Documentation
- Confirmation
- Recommendations

### Reasons for Writing Emails

Same as memo's functions given above

## Lecture: 25

### Reports can differ according to:

- Purposes
- Length
- Formality
- Audience
- Channels

### Functions of Report writing

- Informational: Give factual information
- Analytical: Analyze causes behind the information
- Persuasive: Give information and draw conclusions

### Channels in which reports can be written

1. Memos
2. Emails
3. Letters

### Organization of a report

- Identification lines - consists of a date, to whom, by whom and a Subject. It has to have a topic and a focus
- Headings and talking headings – headings make text accessible and talking headings explain the headings
- Introduction - provides an overview of the report
- Discussion - discussion is the largest part of the report & includes development of concepts of summarized topics
- Conclusion/Recommendations - sum up the report and relate what decisions have been made, suggest actions

### Types of Reports

- **Incident report** documents an unexpected happening, e.g. equipment failure, accident, employee misconduct
- **Investigation report** looks at the causes behind an incident. It is a document about why something happened
- **Progress report** gives the status of an activity, accomplished and remaining

## Lecture: 26

### Components of Resumes

- Identification
- Career Objectives
- Summary of Qualifications
- Employment
- Education
- Professional Skills
- Professional Affiliations
- Military Experience
- Optional Components
- Portfolios
- References
- Personal Data

### **Chronological resume**

You write a reverse chronological resume if you are a traditional job seeker, a recent high school or college graduate, aged 18-25, and you hope to enter the profession in which you have received your college training or certification. In the resume you list your education and experience in reverse chronological order.

### **Functional resume**

You write a functional resume when you are a non-traditional job applicant, returning to work after a gap and are not fresh graduate. You have not received education for a job and have changed jobs.

### **Ethical Considerations in CV**

Your CV should give accurate information about your education, experience, skills and references. Inaccurate information can be found out, people can easily be contacted and checked.

It is a must to present qualifications honestly. E.g. a degree that you have not earned, inflating your job title, achievements etc.

### **Factors for effective resume style**

- Appropriate font sizes - should be between 10-12, with headings in 14-16 size
- Appropriate font style - Usually Times New Roman, Calibri, and Aerial are used in technical writing
- Avoid using full sentences
- Capitalization and using boldface highlights important information
- Lists should begin with verbs
- Don't just tell your readers how great you are

### **Methods of Delivery**

1. By mail version or the traditional style
2. By the email version
3. By the scan-able resume

## **Lecture: 27**

**Proposals** - long reports, whose purpose is to persuade someone or a company to carry out what you propose.

**Internal proposals** - aimed for an audience within the company. They relate to issues which are addressed by –company management.

**External proposals** - aimed for an external audience. They are written to sell a service or a product outside your company.

**Request for Proposals** - Oftentimes companies have to procure services from other corporations. To receive bids and analyses of services, the company writes an **RFP** specifying its needs. Competing companies respond with their proposals.

### Components of proposal

1. Title page, Cover letter, Table of contents, List of Illustrations
2. Abstract, Introduction, Discussion, Conclusion/Recommendation
3. Glossary, Works Cited, Appendices

## Lecture: 28

### Long, Formal Reports

When a topic is too large and complex, a *longer report* and more *formality* are required. Long reports are not simply extensions of short reports. They require more time, money, resources and research. Reports can do the following:

- Inform
- Analyze
- Recommend

**Information Reports:** They focus on facts. This helps the reader to understand the context, the situation and the topic.

**Analytical Reports:** In analytical reports, you analyze through factual information. Then you expand on it to interpret, to analyze and to draw conclusions.

**Recommendation Reports:** After providing and analyzing information, you can recommend action based on findings.

### Components of long reports

- Front matter
- Text
- Back matter

### Components of Title page

- Title of the report
- Name of the company
- Writer/s submitting the report
- Date of submission

### Guidelines to make your data collection easier and ethical:

- Come prepared
- Prepare survey questions
- Ask permission to use their responses
- Thank respondents

## Lecture: 29

### Technology as Communicative Space

The greatest change brought about by the Internet is that anyone can be an author. It allows opportunities to share and create new materials and new forms of multimodal writing. Technologies can be used for language learning, by students to create and share their texts.

## Web Quests

Web quests are activities designed for learners to look/use internet information to enhance knowledge of language forms and of Business English. They do not just focus on the content, but involve the learners to play an active role in finding, evaluating, and analyzing the required information.

## Lecture: 30

### Areas in Business Communication

- Administration
- Customer service
- Distribution
- Marketing
- Finance

### Three schools of thought exerted an influence on management science

- Scientific Theory
- Classical Management
- Behavioral movements

### Business skill for management

Manager communicate for carrying out the following functions:

- Leadership
- Team building
- Delegation

### Five areas where the future manger will have to communicate

- Planning
- Organizing
- Leading
- Controlling
- Staffing

### Business English for Administration

Administration presents the public image of the organization and is responsible for contact with internal audience and external audience.

### Communication skills Admin need to perform

- Reading: Reports, procedures, policies
- Speaking: Meetings, negotiating, presentations
- Writing: Reports, orders, memos
- Listening: Partners complaints

### Marketing concepts

- Advertising
- Brand
- Brand identity
- Launch
- Consumer
- Public relations
- Campaign

**Marketing mix** - is made up of the four Ps of marketing:

1. Product
2. Price
3. Place - is about a product's market coverage
4. Promotion - advertising which may involve public relations and marketing

### **Lecture: 31**

**Legal English** – purpose is to enable L2 legal professionals and students to operate in professional and academic situations where English is required. It entails:

- ELP: English for Legal Purposes
- EALP: English for Academic and Legal Purposes
- EGLP: English for General Legal Purposes
- EOLP : English for Legal Occupations Purposes

**Legal language is required in dealing with a number of issues**

- Court cases: Criminal and civil
- Forensic
- Contracts with multinational companies

**Areas of legal language**

- Language of contracts
- Language of employment
- Language of banking, business law, and company, etc.

**Teaching Legal English**

There is a special legal lexis – register or specialist vocabulary. The key to teach legal English is to gain familiarity with common legal collocations. Legal register can be taught by using vocabulary lists.

**Aviation English** - the de facto language of civil aviation which is called Radiotelephony; it is a specialized communication between pilots and air traffic controllers, and other personnel associated with the aviation industry, like flight attendants, crew, mechanics and engineers.

**Discourse of the Pilot**

- Identifies his address
- Identifies himself
- Flight level

**Discourse of the Controller**

- Identifies aircraft
- Identifies himself
- Acknowledges receipt of info
- Passes instructions to proceed
- Call sign

**Factors that contribute to cognitive workload on Pilots**

- Length of the interaction
- Code switching
- Prosodic features
- Politeness markers
- Hierarchical relationship

## Lecture: 32

### EMP literature focuses on

- Pedagogical/research enterprise
- Health care communication: Doctor – patient

### What is needed by doctors?

- Giving papers, reports/articles in English for publication
- Understanding papers and lectures in English
- Giving papers and lectures in English
- Participating in formal discussion at conferences
- Entertaining/being entertained

### EMP Course Content and Activities

- Listening and reporting
- Reading and reporting
- Listen to a guest speaker doctor
- Preparing and presenting a paper

### Medical English language practice in the language laboratory:

- Writing abstracts
- Doctor patient role plays
- Rehearsals of mini conference talks
- Presentations at conferences

### Teacher's role in practice activities

- Activator of resources
- Animator of activities
- Provider of feedback

### EMP – for Nursing

Business English for Nursing is a relatively new area within ESP which focuses on healthcare professionals' use of English in clinical settings and in nursing education.

### Linguistic Content of Tasks and Activities

Spoken accuracy at five levels:

- Pronunciation
- Vocabulary
- Grammar
- Discourse

## Lecture: 33

**Common core EAP** - focuses on general academic language skills

**Subject specific EAP** - focuses on the language features of particular discipline



## Genre Descriptions

Descriptions are of the following:

- Introductions
- Literature reviews
- Discussion sections
- Conclusion

For *introductions*, the **CARS** Model (Create a Research Space), is followed. It is a three step model, with the following moves:

- Move 1. Establishing a territory
- Move 2. Establishing a niche
- Move 3. Occupying the niche

### Three-move model

1. Provide background information
2. Present a statement of result (SOR)
3. Evaluate/comment on results

### Four foci of investigation

1. Finding out what apprentice and/or experienced writers think about the process of writing for publication
2. Finding out what goes on in their minds when they are writing
3. Analyzing the different versions of texts
4. Obtaining and analyzing peer evaluation

## Lecture: 34

**Distance Learning (DE)** is not a new concept. It has been used in the 19th C. through the *postal services*, and in the 20th C. through *radio* and *television*. A method of studying in which lectures are broadcast or lessons are conducted by correspondence, without the student needing to attend a school or college.

### Advantages of distance learning

- Flexibility
- Autonomy in pace of study
- Autonomy in time and place of study
- Costs less than a full-time degree
- Pursuing a job along with studies

### Disadvantages of distance learning

- High chances of distraction
- Hidden costs
- Complicated technology
- Quality of faculty compromised
- Questionable credibility of degrees

**Giving Feedback** - is important as learners feel disconnected and insecure, especially in the first year of study. Feedback is more sought-after by **DL** students than by their **F2F** counterparts.

### Corrective feedback should be:

- Timely
- Effective

- Regular
- Sufficient
- Meaningful
- Improve learning

### **Principles of designing courses**

1. Setting objectives
2. Needs Analysis
3. Material Development

## **Lecture: 35**

### **Teaching by Telephone**

#### *Advantages of using the telephone*

- Ease of use
- Cost effective than any other means of communication
- Teachers and learners may use the telephone to discuss assignments, plans
- Gives learning opportunities through an authentic use of language

### **Practical Tasks**

- Listening to recordings with learners
- Checking and clarifying information
- Working with specific authentic documents

## **Lecture: 36**

### **Teaching Business Communication Online**

#### **Strategies and considerations Before your online course begins**

- Create an effective course outline
- Create guidelines of online behavior
- Effectively use the learning management system (LMS)

#### **Strategies and considerations During the course**

- Teach students about online learning
- Promote active learning techniques
- Promote collaborative learning
- Develop relationships with students
- Encourage the exchange of ideas

#### **Strategies and considerations At the end of a course**

- Provide students with assignment grades
- Give prompt feedback to students
- Evaluate your own teachings

### **Assessment in Distance Teaching**

- Continuous Assessment (CA) - based on quizzes, MCQs and various discussion boards.
- End of course examination or assignments

## Lecture: 37

**Ethnocentrism** - It is related to culture - the view that one's culture is the center of everything, and other cultural groups are judged with reference to it and are compared to one's cultural group.

**Essentialism**: The assumption that groups, categories have one or several defining features/characteristics exclusive to all members of that category and that there is an essential cultural identity for each cultural group.

## Lecture: 38

**Culture** - The collective programming of the mind which distinguishes the members of one group or category of people from another. Culture is something which is learnt, and not something one is born with.

**Intercultural training** - is about helping people to interact successfully with people from other cultures. It includes teaching appropriate language use in different contexts, and also develops learners' understanding of the role that culture plays in communication.

### Three important changes brought about by globalization

1. Transportation
2. Communication technology
3. Immigration patterns

### Reasons of the Problems in Cross Cultural Communication

- Different cultural assumptions
- Different ideas about cultural values
- Different use of honorific titles, silence, and pauses, reticence, and turn-taking.

What is *marked* or what is *unmarked* can be referred to as '**conversational etiquette**'

### Collectivist societies/ cultures

- Emphasis is on the group and cooperation in shared activities
- Individuals' own opinion is not expressed
- 70% of the world's population is collectivistic
- "Putting yourself forward" is frowned upon

**Individualistic cultures** - standing up for one's self is admired, e.g. in the USA and Norway which are individualistic and horizontal cultures.

**High-context culture** - Members use the context itself as a means of communication. This means that they do not need to explain things explicitly which are readily available from the situation, or from the environment.

- They use non-verbal behavior
- They value long-term relationships
- They work with spoken rather than written agreements

### Low-context culture

- Things need to be communicated much more explicitly
- People often appear direct and dislike ambiguity
- Outsiders may find it relatively easy to become a member of the group

Most *individualistic* cultures prefer low-context messages, while *collectivistic* cultures prefer high-context ones.

The **USA** is a high context, while **Asian** societies are viewed as low context

## Lecture: 39

### 5 Areas of Potential Difference in cultures

1. Is silence Golden
2. Conversational routines
3. The Face of Politeness - attention paid to the self-respect of addressee and ultimately of oneself
4. How to ask for things: Requests
5. Power Differentials in Family

### Three types of requests

- Direct, explicit: Imperatives, “Clean the kitchen”
- Non-conventionally Indirect: “The kitchen needs to be cleaned”
- Conventionally indirect:

## Lecture: 40

**Confucianism** - ethics in Confucianism are based on good relationships and harmonious interactions. Confucius emphasized ethics as the basis of good social relationships and their maintenance.

### Cultural dimensions

- **Time:** Concepts of time vary culturally.
  - Monochronic cultures - time is seen as linear, with one event following another.
  - Polychronic culture might spend the meeting doing various things, making phone calls, and talking.
- **Masculinity versus Femininity:**
  - In Masculine cultures, achievement is often measured in terms of power and wealth
  - In Feminine cultures, emphasis placed on personal goals, human contact, and relationship building.
- **Universalism versus Particularism:**
  - The Universalist says that rules and regulations are there to be followed.
  - The Particularist would argue that it depends on the situation and people involved.
- **Neutral versus Emotional:** This dimension looks at how people show emotions in various situations
  - In a neutral culture would pride itself on staying calm and in control in the face of chaos and confusion.
  - In an emotional culture people may want to find ways to express their emotions
- **Specific versus Diffuse**
  - In specific-oriented cultures, people see work and personal life separate
  - In ‘diffuse’ cultures, people see an overlap in work and personal relationships
- **Power Distance:** Power differentials vary in different societies.
- **Uncertainty Avoidance**

If a cashier is caught stealing from the till, in a Universalist culture, he or she would probably lose their job. In a Particularist culture, the fact that the person was stealing to pay for a child’s education might be seen as an excuse for the behavior.

## Lecture: 41

### Increasing Awareness of Multiculturalism

Various activities have been created for bringing awareness:

- Cognitive activities: In which learners increase their knowledge about culture.
- Affective or experiential activities: in which learners emotions and feelings are evoked

### *Activities to practice:*

- Turn Taking (in some cultures, turns are normal while in others, it follows different rules)
- Silences
- Pauses (how some cultures silence and pauses are normal and desired while in others it is viewed as a failure of communication)
- Using metaphors

- Requests

## Managing Cross Cultural Conflicts

- Help maintain face
- Deal with conflicts when they are still small and manageable
- Avoid absolute statements, like “no”

**Critical incidents** focus on differences from a practical not theoretical perspective. Sometimes learners do not find a solution, or perhaps there is no perfect solution.

Example: an employee, moving from an Asian culture to a South European one, might be uncomfortable with her colleagues touching her hand/arm or putting their arms around her.

## Lecture: 42

### Levels of Kirkpatrick’s Model of evaluation

1. Learner
2. Learning
3. Transfer
4. Results
5. Return on investment

### Principles of a Test

1. Validity
2. Reliability
3. Practicality - issues involved in the process of constructing a test. The test should be easy to administer and it should be cost effective.

**Summative evaluation** - carried out at a pre-specified stage in a course (such as the end), and looks at whether or not the course objectives have been achieved, or how effective

**Formative evaluation** - looks at what was good and not so good on a particular course, and forms a basis for change and future action.

### Proficiency test can be assessed in two ways

#### Norm referenced:

- Scores are compared with each other
- Numbers, rankings, and letter grades are used

#### Criterion referenced:

- Scores are compared with an external standard
- Gives qualitative information what a learner can do with language

### Testing Learners

1. Pre-course tests: aim to find the learners’ current communicative competence
2. In-course tests: continuous assessments carried out during the course to give a cumulative picture of learners’ progress
3. End of term/Final tests: used to report to an external body and constructed by an external educational body

## Lecture: 43

## Types of reading comprehension assessments

One type involves a student reading a passage that is at an appropriate level for the student, and then having the student answer factual questions about the text.

A second type involves a student answering inferential questions about implied information in the text.

A third type involves a student filling in missing words from a passage.

## Assessment measures to test reading comprehension skills

- Degrees of Reading Power (DRP)
- TPRI
- GORT4
- ERDA
- ITBS

## Assessment measures to test fluency in reading skills

- Curriculum Based Measurement (CBM)
- TPRI
- GORT4

**Letter knowledge** - the ability to associate sounds with letters.

**Phonemic awareness** - the ability to hear and manipulate sounds in words.

*The following tests are available to test these skills:*

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Early Reading Diagnostic Assessment (ERDA)

## Testing Writing Skills

*Testing of writing skills can be carried out by using the following:*

- Non-weighted rubric
- Weighted rubric
- Holistic rubric – describes the qualities of excellent, good, and fair, and unsatisfactory assignments

## Task Based Test

The task-based approach in language teaching aims at providing opportunities for learners to experiment with and to explore both spoken and written language through learning activities

**Washback effect** - When the course is designed with the test in mind, its effect is called washback. In other words, the effect of testing and assessment on the language teaching curriculum that is related to it.

**Beneficial Washback effect** - when test makers ensure that the test is known and understood by students and teachers

**Positive Washback effect** - when the test measures the same kinds of materials, skills stated in the objectives and taught in the courses.

**Negative Washback effect** - If the test content and testing techniques are at variance with course objectives, then washback could be harmful.

**Computer-adaptive tests (CAT)** are CBTs where the computer selects items based on the response of the test taker to the previous item. A computer selects items according to test takers preference.

### **Classification of self - and peer- assessments**

- Direct assessments of a specific performance
- Indirect assessment of general competence
- Metacognitive assessment
- Socio-affective assessment
- Student-generated tests

### **Benefits of self-assessments**

- Can be developed to administer quickly
- Involve students in the assessment process
- Involvement helps students understand and learn a language autonomously

## **Lecture: 45**

### **Changes in the business world that influence the teaching of business English**

- Development of technology
- New powerhouse economies
- Emergence of new markets in eastern Europe
- Huge growth of the financial sector

### **Advantages of using authentic materials**

- Are always up-to-date
- Provide exposure to real language
- Provide authentic cultural information
- Relate more closely to learners ' needs
- Have a positive effect on learner motivation

### **Disadvantages of using authentic materials**

- Contain difficult language
  - Too culturally biased and too many structures are mixed
- .....