

Authentic Connections:

Addressing individuals' motivational and language needs in Business English classes



Rachel Appleby
NYESZE, Budapest, April 2018

*How well do you know your students?
How well do you know their area of work?
How can you draw on this information to increase motivation
in the classroom? (theirs & yours!)*

Investigate these five areas to involve your students more, and heighten engagement in the classroom.



1. How you can relate to your students' area of work
2. Corporate materials (brochures; website)
3. Finding out about the students / their needs / interests / 'chat'
4. Course book use & personalization
5. Online industry-related materials (podcasts; blogs)

1. How do you relate to your students' area of work?

What have you (or a friend / relative) done or experienced which you can use to relate to your students' area of work? Think of how to incorporate it into a lesson.

Benefits:

- Helps to bridge the gap between your (lack of) knowledge, and students' expertise
- Helps demonstrate your interest in their work
- May help exploit relevant corporate documentation for follow-up language work.



2. Corporate materials (brochures; website)

If potentially 'boring', look at the pages of a different department, or the website of a rival company.

Give students a task which is relevant to what they need to do in English (e.g.

'Feedback on the page you read in a summary / brief report / email / mini presentation / ...'



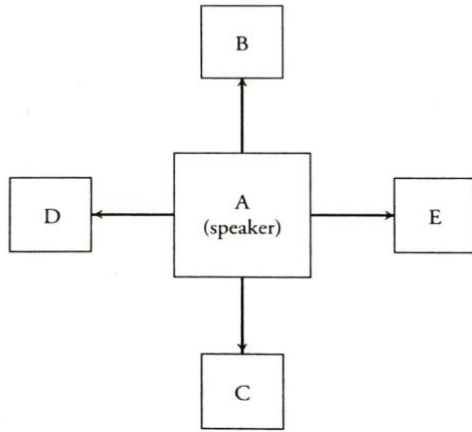
3. Finding out about the students / their needs

- Needs Analysis
- Getting to know your students
- General chat

Use step-by-step activities (including Framework Materials – see references, below) to help structure student talk and discussions about common issues at work.

These can be very short (e.g. warmers / fillers).





4. Course book use & personalization

Use a good course book to structure your course. Look for opportunities specifically at the start & end of each section or unit for students to relate to the material. ‘Lift’ activities off the page, and structure them.



5. Online industry-related materials: Podcasts & Blogs

[Become a podcast-listener, or blog-reader yourself, first!]

Find good industry-related podcasts and/or blogs, and introduce your students to them; encourage them to listen / read at home, and report back. *



OVER TO YOU! (choose 2!)
 Your weekend / next week’s challenge:

- How can you relate to your students’ work / industry?
- Check an industry **website** of a *rival* company
- Write 2 questions: **find out more** about your students
- Check your **course book** for opportunities to relate content to your students work
- Find a suitable **podcast / blog** for your students
- (other :)

REFERENCES

OUP *Business one:one* series: *Pre-Intermediate, Intermediate+, Advanced* (2006, 07, 08). Appleby, R., Bradshaw, J., Brennan, B., Hudson, J., Leeke, N., Scrivener, J.
 OUP *Business Result*, 2nd edition, Intermediate (2016). Hughes, J. & Naunton, J.
 OUP *International Express*, 3rd edition, Upper Intermediate (2014). Appleby, R. & Watkins, F.

Ellis, M. and Johnson, C. (1994). *Teaching Business English*. OUP
 Frendo, E. <http://englishfortheworkplace.blogspot.hu/2018/03/what-are-framework-materials.html> (retrieved 6.3.2018)
 Rei, C. (2012). <http://businessenglishideas.blogspot.hu/2012/11/the-communicative-event-session-recap.html> (retrieved 12.3.2018)

RACHEL APPLEBY rachelappleby @ mail.datanet.hu
 @rapple18



* For a random selection of **podcasts** (and blogs) (not all tried-and-tested!) – as well as the powerpoint slides & handout for this talk, go to ‘Conference Talks’ here: <http://rachelappleby.edublogs.org>