



# ENG516

**Mid-Term (Solved)**

## **ABSTRACT**

*This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.*

## **Maha Malik**

Teaching of Business Communication

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**Q. in which business English what is the first thing that make the English distinctive (Topic 01)**

The distinction between general and business English is not so clear. Although the objectives of both are the same, that is, developing the accuracy, fluency and effectiveness of the target language in the students; however, the context is different. In general English, one learns the basics, the mechanics of grammar, composition and vocabulary. In business English you build upon what you learned in general English, focusing on business situations, which require clarity, logic and presentation styles that are dominant in business communication.

**Q. Briefly describe the two components of Business English course. (Topic 01)**

The two components of a Business English course are language knowledge which reflect the formal aspects of grammar, vocabulary and sound system and communication skills in which we activate this knowledge to transmit messages through different channels, for example, oral channels like presentations, meetings, telephoning or in written documents such as letters and reports.

**Q. 2 dominant trends of WW. (Topic 02)**

The importance of commerce and technology, which generated the demand for a unifying language and because of various factors, one being the power of the USA, this role fell to English. As English became the accepted international language, non-native workers and students needed it for functional and academic purposes.

**Q. Phase 1 of development business communication. (Topic 04)**

The Concept of Special Language: Register Analysis. In 1960s and early 1970s, the basic principle was that each field has its own particular register. Specific registers were to be analyzed to identify their grammatical and lexical features to be used in teaching materials. The aim was to make the syllabus as relevant as possible to learners' needs, giving high priority to language forms that students were likely to meet in Science studies. However, there was very little that was distinctive in the sentence grammar of Science English, except a tendency to favor certain grammatical forms, like the simple present tense, passive voice and nominal compounds. This meant that there was nothing which was not present in General English (Ewer and Latorre 1969).

**Q. Phase 2 developments in BC? (Topic 04)**

Rhetorical or Discourse Analysis. In this phase, attention was given to language above the sentence level, how sentences were combined in discourse to produce meaning. The aim was to identify organizational patterns in texts, to specify the linguistic means by which these patterns were signaled, and used to make the ESP syllabus.

**Q. What is BC? (Topic 06)**

Business communication teaching, like all ESP teaching, then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. Dudley Evans and John's (2000), definition for English for specific Purposes, can be applied to

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BC teaching as well. They say that it is related to specific disciplines, and is designed to meet specific needs of the learner. The tree of ELT has shown that all language teaching is primarily concerned with communication and learning. So, BC should be seen not as a particular language product but as an approach to language teaching which is directed by specific and apparent reasons for learning.

### **Q. Pre-experienced learner? (Topic 07)**

A Pre-experienced learner, with no experience of the world, who is learning Business English to follow a business career; a university student, or even a secondary school student. Because of their lack of experience they would often need the teacher to provide a window on the business world.

### **Q. First way to be learnt in the BC course (Topic 10)**

Firstly, business people do a variety of things with language; they socialize, predict, analyze, negotiate, buy, write, persuade, compromise, telephone, compete, market, sell, produce, interview, train, travel, plan, investigate, deal, advertise, explain - the list is endless. These are done in a specific business context, and for business aims. But skill in using business English is not limited to the words and the language used. Presenters use certain techniques to get their message across as do negotiators and telephone operators. Business English users need to know the words, but they also need the skills in order to do their job. So business English is used together with business communication skills.

### **Q. State the difference between "national" and "corporate" Culture. (Topic 15)**

<b>National culture</b>	<b>corporate culture</b>
National culture takes as its reference point the concept of the politically bounded nation state. This is not the same as ethnicity, which is used to refer to groups having the same language, history, religion, or race. A nation may be composed of different ethnic groups, and ethnic groups do not always observe national borders.	Organizational or corporate culture describes the specific behaviors and values found in organizations. So, for example, a young company with twenty employees which sells groceries via the internet is likely to have a very different way of doing things compared to an older, more traditional engineering company which has been in existence for over a hundred years, and which has more than 300,000 employees scattered in different parts of the world.

### **Q. task based learning approach (Topic 18)**

The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. Task based learning

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stimulates a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

**Q. 3 roles of a business teacher (Topic 19)**

At one end of the continuum are courses which focus on language teaching (focusing on language development within a framework of business oriented vocabulary). On the other end, programs which combine content, language and communication to develop learners' language knowledge and communication skills. The BC teacher is not a management, financial expert but rather a knowledgeable generalist, able to tap into learner's expertise and use it as a resource in the development of the course. For a course for finance managers who need to develop their language knowledge and communication skills for handling communication and exchanges on professional matters, the content may include balance sheets and profit and loss statements.

**Q. Enlist three management approaches. Or Q. Classical organization theory (Topic 20)**

**1. Scientific Management:** (Taylor 1856-1915) is based on the following principles:

Management as a science, best method

Scientific selection of workers, so that each worker would be given responsibility for which he/she is best suited

**2. Classical Organization Theory** (Henri Fayol 1841-1925) is based on the recognition of the human factor in management and on managerial behavior. He believed that management is not an inborn talent but a learnt skill. He divided business operations into six interdependent and related functional areas:

- ✚ Technical
- ✚ Commercial
- ✚ Financial

**3. Behavioral Movement:** Managers get frustrated that people do not behave in predicted ways. The social sciences of psychology and sociology provide insights into human behavior in the workplace, resulting in the Human Relations Approach" - how to deal with people in organizations by addressing their social needs. Based on Maslow's hierarchy of man's needs, the behaviorists tried to establish a link between what motivates the 'social man' to work – his lower level needs are to be met before his upper level needs are addressed. Later researchers argue for the needs of the 'complex man'. The work of Behavioral scientists, together with Human Relation Theorists, has been very influential in forming the discipline of modern management.

**Q. enlists 5 skills a manager should have.....5 (Topic 20)**

- ✚ Planning
- ✚ Organizing
- ✚ Commanding
- ✚ Coordinating
- ✚ Controlling

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**Q. What are the key issues of management which a business teacher must be aware?**  
**(Topic 21)**

The structure of business organizations, the hierarchy, and working areas are areas about which the business English teacher should know. It is also useful for the business communication teacher to know something about the key issues which managers and their teams have to face, which depend on the functions which it has to perform. The following areas are helpful starting points to explore different management interests and concerns:

- + General Management
- + Administration
- + Customer Service
- + Distribution
- + Finance

**Q. Specialist---non-specialist/Non-specialist---Specialist (Topic 22)**

To be effective, today's multi-faceted manager needs to be able to operate in own team and multi-disciplinary workgroups and contexts, needs business vocabulary of own area but others as well.

**Q. Generalist--- Generalist (Topic 22)**

Wider context in which professionals communicate outside the strict confines of corporate offices and board rooms. Successful business depends on successful relationships. So the social side of business communication must not be ignored – the ability to converse about economic, social, environment and personal issues. This requires its own set of vocabulary. So besides context-driven and topic driven vocabulary, there is need for general purpose vocabulary. Long lists might be daunting for the learner, so should be served in reasonable chunks.

**Q. communication skills in Business.5marks (Topic 23)**

General English courses tend to develop the accuracy as well as effectiveness of communication in learners. Factors which influence effectiveness are: impact of delivery, variety of media, and conciseness of communication, but there are no absolute rules of effectiveness which can be measured. They include behavioral features, gestures, eye contact, use of local variety, etc. So we have listed the objectives – accuracy, fluency and effectiveness of Business Communication and these require different knowledge and skills. We will look in more detail at the professional communication skills listed below. All learners will agree that these skills are central to the communication of today's business profession. And many trainees will see the usefulness of attending BC courses to improve these skills

**Q. Delegation and communication (Topic 24)**

At the core of delegation are what to delegate and to whom. However the conceptual elements involved in what and who to delegate to need to be matched by communication skills if the delegation itself is to be effectively communicated. For the business English teacher, it is useful to note the importance attributed to delegation in large organizations, and to think about the skills

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required to communicate the delegation and to ensure the feedback system for information is well carried out. Effective communication is central to the process involved in explaining the tasks to the people to whom you are delegating, understanding their reservations and concerns, getting their agreement and commitment and sharing feedback on the progress of delegated tasks.

**Q. Define team building (Topic 24)**

Team building involves the combining and integrating the talents, skills and energies of individual employees to solve problems and achieve goals and objectives which might be difficult or impossible to achieve by management and individual efforts alone.

**Q. Enlist the 5 factors involved in delegation (Topic 24)**

1. policy,
2. organization,
3. procedures and techniques,
4. technology and leadership,
5. effectiveness and motivation

**Q. explain need analysis (Topic 25)**

Needs analysis, carried out to establish the “what” and the “how” of a course, is the first stage in Business Communication course development, followed by curriculum design, materials selection, methodology, assessment, and evaluation. However, these stages should not be seen as separate, but as proceeding in a linear fashion. They come at the pre-course stage. The teacher needs to know the needs of the learners so that the objectives of the course may be decided. Business English learners have more precisely defined needs than general English learners and these needs should be incorporated in the course objectives.

**Q. Three element of need analysis? 3 (Topic 25)**

- ✚ The range of communication and language required in the learner’s present of future profession.
- ✚ The current ability of the learner in terms of language and communication.
- ✚ The actual objective of the training program

**Q. how much scopes English business communication? (Topic 25)**

- ✚ General Language Knowledge
- ✚ Specialist Language Knowledge
- ✚ General Communication Skills
- ✚ Professional Communication Skills

**Q. Five ethical questions that should be consider. (Topic 26 & 30)**

1. Is all the information gathered really necessary?
2. Who has access to the information?
3. What will the department head be told about their employee?

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4. Was the employee made aware of this at the time the data was collected?
5. Is the teacher competent enough to use this information in order to make decisions which could affect people's careers?

### **Q. How learning needs are analyzed...5 (Topic 29)**

Learning needs can be analyzed by using different tools to collect a series of snapshots which allow them to compare a target situation with the current situation, thus leading to a focused course. After gathering information through forms, questionnaires, interviews, observation tests etc. the teacher has to analyze learners' needs. The data acquired does not produce a sharply defined list of things to do, so it becomes more difficult as the course progresses. A needs analysis provides a series of snapshots which contribute to our understanding. It differentiates a General English course from ESP course and provides a justification for what happens during the course. It also provides provision for modifying the course as it progresses, and can be used for subsequent courses.

### **Q. What is a face-validity and authenticity of a placement test? (Topic 32)**

- ✚ **Face validity:** Face validity is to be credible to the learner, if we give a grammar test to a learner who is interested to improve presentation skills, the prospective learner may start to question our judgment.
- ✚ **Authenticity:** Tied with this is the question of authenticity, that the test should reflect the target language, and the way it is used (this is why a placement test should, ideally, follow the target situation analysis).

### **Q. what is diagnostic test. (Topic 32)**

Diagnostic tests are used where the intention is to diagnose any weaknesses. Sometimes, they may be specifically drawn up for the company or organization involved. The results can be checked against a list of proficiency or can-do statements, such as those used by the CEF or ACTFL. Such tests are available to test the proficient, independent and basic user. They allow teachers to compare their subjects' current communicative ability, target needs, and find the gap, to help in placing learners in the most appropriate group.

### **Q. Teacher needs under pedagogical needs? (Topic 33)**

Pedagogical needs, which exist as a result of the teaching situation based on three main aspects. These are teacher's needs, needs of learning situation or the learning environment and learning needs or learning styles of learners. Teacher's Needs: What happens in the classroom is influenced to a very great extent by the trainer's own style, experience, and needs. An important part of a needs analysis depends on teachers' basic assumptions about teaching and learning. The BE teacher is basically a language expert, not a specialist in the core area, having experience in teaching general English. When teaching business English, the teacher has to adapt his/her learning style, and use strategies which can be passed on to learners. Being a reflective practitioner and having self-knowledge about own learning style is important. Teachers' role can be of trainer, coach and consultant.

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**Q. What do you know about Nuero linguistic program? (Topic 33)**

Learning styles are related to NLP (Neuro-Linguistic Programming), which is a collection of techniques, models, and theories based on how the mind works and how people behave and communicate. NLP has been useful to some business English teachers because of the insight it gives into various communication skills such as building rapport, non-verbal communication, active listening, and so on, but it can also help our learners understand how they perceive the world, and what affects that perception.

**Q. Difference between left brain and right brain learner (Topic 34)**

Learning success depends on a number of factors. There are a number of different ways to look at learning styles. One is based on the findings of research into brain function, that the right and left sides of the brain play different roles in how we process information. Depending on which side of their brain is dominant, there are the 'left-brain' learners who tend to analyze, and to be logical and objective. They may prefer traditional lectures, reading, and clearly structured classroom activities and 'Right-brain' learners tend to be more impulsive and informal, and may appreciate the use of graphics and role-play activities to enhance their learning.

**Q. Enlist any five types of intelligence as suggested by Howard Gardner. (Topic 34)**

1. Bodily-Kina-esthetic,
2. Intrapersonal,
3. Interpersonal,
4. Verbal-Linguistic,
5. Logical-Mathematical

**Q. Why understanding of business needs is important-5 (Topic 35)**

Understanding business needs is of critical importance for a BE teacher. A provider of language training must consider the needs of the sponsor, who may be a company, or a head of department, or the HR (Human Resources) manager. All of these have certain perspectives on what the learners will need to cover on a course. It is important to make it clear to sponsors and heads that their needs are recognized and will be addressed, while remaining realistic about what is promised. Businesses are interested in getting something worthwhile for their money. A company pays for training or an institution hires a teacher because it feels that the investment will lead to some sort of profit, be it more motivated workers, more effective negotiators, better presenters, managers, or high achieving students.

**Q. measurable objectives (Topic 39)**

Measureable objectives measure whether objectives are met or not. They establish concrete criteria for measuring progress toward the attainment of each objective you set. When you measure your progress, you stay on track, reach your target dates, and experience the feeling of achievement that drives you on to continued effort required to reach your objective. To determine if your objective is measurable, ask questions such how much? How many? How will I know when it is accomplished? If the objective is measurable, it means that the measurement source is identified

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and we are able to track the actions as we progress towards the objective. Measurement is the standard used for comparison. Measurements (and the visible progress) go a long way to help us to know when we have achieved our objective.

### **Q. time bound objective (Topic 39)**

Time-bound Objectives are concerned with timely completion: When do you want to achieve the set objectives? When will we accomplish/ complete this objective? In the objective somewhere, there has to be a date (Day/Month/Year) for when the task has to be started (if it's ongoing) and/or completed (if it's short term or project related). Time-bound means setting deadlines for the achievement of the objective. Deadlines need to be both achievable and realistic. If you don't set a time, you will reduce the motivation and urgency required to execute the tasks. Agreed time frames create the necessary urgency and prompt action.

### **Q. When syllabus is negotiated? (Topic 43)**

Teachers should be aware that adult learners want their learning to be relevant to them, pay attention to things that will benefit them, learn best when they know why they should learn, and find it easier to learn when you start with what they know before moving to the unknown and when you move from simple to complex. As a result, the syllabus is usually negotiated with the students and the organization. By discussing these issues with them, the main priorities can be decided together, you can identify what activities could be done to foster learner autonomy, you can agree on how progress will be assessed and how you will be giving feedback. The syllabus states the actions to be taken in order to achieve the aims and objectives. It lists what is to be covered during the course and states an order.

### **Q. Write down the Components in the syllabus which are important (Topic 44)**

- + Dealing with numbers and figures
- + Describing trends
- + Corporate finance vocabulary
- + Understanding and producing financial reports
- + Giving presentations.

### **Q. How framework technique is useful for making syllabus (Topic 46)**

A useful technique is to use a grid or framework in making a syllabus. A grid or framework sets out the aims and objectives, followed by all the elements that we believe are necessary for someone to be able to meet those objectives. The main components of this framework are based on the competencies identified as:

1. Linguistic competence (Language based),
2. Discourse competence (identification of possible discourse learners will encounter, specialist knowledge) and
3. Intercultural competence (communication needs in international business/educational environment).

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**Q. Five thread on which grids normally consist-5 only this repeated (Topic 46)**

- + **Grammar** (e.g. tenses, word order, verb patterns, relative clauses)
- + **Lexis** (e.g. vocabulary, idioms, expressions, collocations)
- + **Pronunciation** (e.g. intonation, rhythm, stress, chunking)
- + **Functions** (e.g. complaining, agreeing, persuading, explaining)
- + **Business skills** (e.g. presenting, negotiating, telephoning, socializing)

**Q. Syllabus includes specific things comment? (Topic 47)**

Another reason for organizing syllabuses in a certain way is that sometimes certain language items seem to hang naturally with specific topics or functions - so conditionals are often coupled with negotiations, or talking about the future is coupled with making arrangements. The need for variety and balance in teaching might also influence what activities are chosen.

**Q. Negotiation priorities? (Topic 49)**

Negotiating priorities - this time, the aim is to guide learners towards a possible syllabus by suggesting possible options. A variation on this is to give learners different options during the course: do they want to do this or that next week? Teachers might allow learners to develop their own tasks and activities. For example, if the course is covering presentation skills, the learners could make decisions about the topics of their own presentations, or the length, or the criteria for success. Such an approach emphasizes the need for consensus and compromise, which are important elements in group work.

**Q. Write a brief note on 'mean analyses. Your answer should not exceed four lines. (Topic 53)**

A means analysis is a description of the training environment - what is available in terms of equipment, facilities and time, and perhaps more importantly, what is not? One significant aspect is what materials are available. Means analysis normally produces lists which have an important bearing on the cost of the course. For example, let us assume that the teacher has been asked to run a course on presentation skills for a company. The training is to take place in a hotel. Questions such as who is going to provide the camera and multimedia projectors, what materials to use, whose photocopying facilities to use, and so on, have a direct impact.

**Q. Note on blended learning (Topic 53)**

This mixture of face-to-face (F2F) and distance learning is sometimes known as blended learning; particularly where one of the media used is electronic. Distance learning brings an additional facet to the already complex business of course design. For all courses there are practical, logistical issues which need to be addressed beforehand. In some schools and organizations these are not the teacher's responsibility, but in many business English teaching contexts the teacher is the only representative of the training provider on site, be it in-company, in a hotel, or in some other hired venue. Even in a school classroom, the teacher needs to be well prepared and it would be wise to check practical aspects of course delivery beforehand. Business English learners can be critical and demanding customers.

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**Q. Enlist equipment as a teaching material (Topic 55)**

The medium of materials could be audio which satisfies the above criteria, offers a wide range of choice in Business English courses and is cheap. Videos are also catching up with audio in popularity as they combine sound and picture, however are considered expensive ELT materials. The personal computer has revolutionized the way work is done. The telephone line has traditionally been used for distance learning. Video conferencing, email for feedback, Internet offers unlimited sources of topical and authentic material.

**Q. What are the advantages of using course books as readymade material for teaching (Topic 56)**

Advantages of using course books are that they save teacher's work, the teacher doesn't have to choose the lesson, and the activities, the lesson plan can be followed as given in the particular unit. Course books provide a solid framework, which is particularly useful for less experienced teachers and those who are under pressure of time. Pedagogical decisions, such as course content and methodology, have been made. They look professional, which is important for BE learners. Many course books include comprehensive teacher's guides and resources, supplementary materials for the students, self-study materials, audio and video resources. They provide a window to the business world, particularly those for pre-experienced groups.

**Q. advantages of authentic material (Topic 57)**

There are many advantages of using authentic materials – it brings the real world into the class and provides motivation to learners by making the task realistic and useful for their future workplace. Authenticity could be of content and activities.

**Q. Enlist five points which effect material in Preparatory Stage (Topic 58)**

- ✚ Assessment of the learners' needs
- ✚ Deciding on priorities
- ✚ Identifying and analyzing language items
- ✚ Working out pedagogical approaches
- ✚ Deciding what sorts of activities to use

**Q. 3 disadvantages of tailor made materials. (Topic 58)**

Disadvantages are that it could be very time-consuming to prepare and special skills and experience are needed in materials writing, word-processing, graphic design, and the like. Materials are sometimes are so context-specific that they cannot be reused.

**Q. Describe how corpora can be an important source of material of language teaching? (Topic 59)**

Corpora (collections of real language data) can be an important source of material. It is authentic, as it is drawn from real language in use. A concordance is a list of phrases, each showing the same word or language feature taken from a corpus, which allows users to focus on a particular lexical, grammatical, or discourse issue (concordances are generated electronically, so they may be

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accessed via the Internet). A typical concordance program can allow the user to isolate a particular language feature and analyze it in detail. Teachers may do this themselves, or may ask learners. Simply by typing a word, e.g. market, the learner can access its use as a noun, as an adjective or a verb. Using corpora has the advantage of making us aware of the real usefulness of teaching a certain language item. Corpus studies can give information on the most frequently used business terms - single words as well as multiword items such as compounds, collocations, noun phrases, and acronyms. If these items are identified in corpus studies, included in a language course and treated as priority items, it can considerably speed up the teaching process and contribute to increased effectiveness of language courses.

### **Q. Techniques used to elicit the desired response (Topic 61)**

- ✚ Ask the learners to bring in their diary (or calendar) for next week, and take you through their plans.
- ✚ Ask learners to draw a time plan of a project they were involved with and talk about it.

### **Q. Advantages of framework (Topic 62)**

The advantages of frameworks are that they provide a sense of structure and progress to all involved. They also serve as a syllabus.

#### **Other benefits are:**

- ✚ **Ready-made texts and tasks:** Available for appropriate level
- ✚ **Economy:** Cheapest material available
- ✚ **Convenience:** To use, easy to carry, pack, and stack.
- ✚ **Guidance:** For inexperienced teachers.
- ✚ **Autonomy:** Learners can learn, monitor, and review with autonomy

### **Q. Disadvantages of framework? (Topic 62)**

Disadvantages are that they might be inadequate, i.e. cannot supply needs of diverse learners, topics might not interest everyone, and may inhibit teacher's creativity. Some frameworks work in homogenous classes and cannot cater to diverse learning styles. They have their own rationale and approach. The using of too many framework materials results in making the teaching process overly easy for teachers whose role might be reduced as just mediators of content.

### **Q. Three material which can be consider in authentic materials. 3 marks (Topic 67)**

Authentic materials could be real commercial documents, newspaper articles, recordings of meetings and conversations used in the workplace, newspaper clippings, excerpts from case studies, reports.

### **Q. Authentic material three important points write? (Topic 67)**

1. Use contexts, texts and situations from the students' subject area. Whether they are real or simulated, they will naturally involve the language the students need.

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2. Exploit authentic materials that students use in their specialism or vocation – and don't be put off by the fact that it may not look like 'normal English'.
3. Make the tasks authentic as well as the texts. Get the students to do things with the material that they actually need to do in their work.

### **Q. authentic material can be accessed from (Topic 68)**

- + Minutes, Memos
- + Emails, Contracts
- + Reports, Company advertising brochures
- + Presentations (PowerPoint™ slideshows, overhead acetates)

### **Q. Difference between role-play and simulation. (Topic 71)**

Role-plays are activities where the learners take on a role, they do not play themselves. Learner's behavior or opinions are limited to instructions card and the language used is pre-taught. Mostly the participants do not have all the relevant information. Role plays are good for pre-experienced learners, as most of the information is given to them. They may have no personal experience to use in the role they are playing. Role-plays are not practical if learners do not have enough time to memorize the information and have to look at their cards to remind themselves of what to say. A simulation is quite different from a role-play. It refers to an activity where the learner is playing him or her, and (ideally) simulates what he or she might do in real life. The aim is to create a particular kind of situation in the safety of the classroom. He/she meets a similar situation in real life; he or she feels confident of doing it before. It gives a realistic reason for doing the activity in English. The aim is to create suspension of disbelief, so that the learners become fully involved in the activity, and are not distracted by the fact that it is taking place in a classroom. Indeed, one sign of a successful simulation is where the participants carry on discussing the issues outside the classroom.

### **Q. Three aspect of business communication teaching which are special interest to business English teacher (Topic 74)**

- + Lesson Planning
- + Learning styles and Training Styles
- + Giving Feedback
- + One-to-One Teaching or Group Teaching

### **Q. practice feedback competence approach (Topic 74)**

In this basic model feedback is of central importance and with practice helps in developing competence. The practice and feedback model can be translated into a lesson plan. A lesson is a series of interrelated steps which aim to develop a certain aspect of language knowledge or communication skills according to the aim of the course. Each lesson should have its own unique aims, coherence and outputs. Business English teaching combines influences from other fields like management and communication, but we should not lose sight of the basic, essential model of

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learning which is warming-up, presenting, practicing, producing, evaluation, and feedback. Some consider reviewing the past lesson, or teachers own preparation for the lesson as a step.

### Q. Enlist 5 flexible stages of business communication in language presentation? (Topic 74)

1. **Input:** text and a task, information about a business or professional area.
2. **Presentation:** Language points: Related to the above, e.g. for presentations what should be appropriate linguistic item should be taught.
3. **Practice:** Practice of the above language form.
4. **Communication points:** Related to communication tasks, i.e. the presentation
5. **Practice:** Practice of the above.
6. **Output Task:** Production of the language and communication task.

### Q. Three types of perceptual learners (Topic 80)

- ✚ Auditory Learners
- ✚ Visual Learners
- ✚ Tactile Learners

### Q. What you know about Pragmatist and the Reflector learners? (Topic 81)

- ✚ **The Pragmatist:** Learns by practicing in a controlled environment. They enjoy the security of closed environment and feel that this way gives them confidence to use the language forms in actual situations.
- ✚ **The Reflector:** Learns by watching others do the task. They are likely to feel insecure about their own ability to perform in the language. However, in a secure environment they become willing to perform communicative tasks and participate in language activities.

### Q. 3 Metacognitive strategies (Topic 82)

- ✚ **Planning:** Previewing paying attention main ideas, seeking
- ✚ **Monitoring:** Self-checking one's comprehension
- ✚ **Evaluating:** Developing ability to evaluating own task

### Q. Name five cognitive strategies..5 (Topic 82)

- ✚ **Summarizing:** Main idea
- ✚ **Induction:** Figuring out rules samples
- ✚ **Imagery:** Visualize
- ✚ **Auditory representation:** Repeating words
- ✚ **Making inferences:** Guess meaning

### Q. Name 3 social/Affective strategies (Topic 82)

- ✚ **Cooperating:** Learning how to work with peers
- ✚ **Clarifying:** Asking questions
- ✚ **Self-talk:** Reducing anxiety by talking positively to oneself

### Q. Two aspects of trainee evaluation (Topic 87)

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1. Measuring accuracy is relatively easy, as the use of language forms are usually right or wrong. However, fluency presents problems and is more difficult to evaluate, as it depends on flow and effort of speaking.
2. Flow is seen in terms of speed of speaking and entails that there are no hesitations and pauses.

### **Q. How course is evaluated for business English learners (Topic 88)**

Testing learners' language skills is one of the main ways to find out how successful a course is and usually gives results which are qualitative, making the data easy to record, manipulate and compare. However, there are other ways as well. Checking learners' reaction is a standard form of evaluation of a course. Plenary discussions, involving the whole group where impartial members of the team sit together in a circle and discuss the pros and cons of the course, can be conducted for evaluation. This sort of evaluation gives qualitative data. Quantitative data can be acquired through written feedback. Questionnaires can be used to get students' responses about various aspects of the course and the teacher. Variations on this could be to send these forms direct to learners from administration and for teacher to leave the class while learners are responding either on the white board or in writing. Such feedback can be used to evaluate teacher performance and base decisions for future hiring as well. More experienced peers are sometimes included in such appraisals of trainers. Program evaluation is an ongoing process. It is an important source for improvement and monitoring the course. Trainer gets feedback from participants and integrates it back into other phases of the course, the materials and implementation.

### **Q. timing feedback (Topic 90)**

The timings for giving feedback are of crucial importance. It can be given during or after an activity but depends on the type of activity and its objective of the activity. In accuracy based activities, some trainees demand instant feedback. However, this is not very effective. Ingrained errors are likely to be repeated again, and immediate attention to them is forgotten in the flow of communication. They have to be dealt with in the learners' basic language system and eliminated through controlled practice. On-the-spot correction may give learners a sense of learning, but actually more serious focus on mistakes after the activity is more effective. The feedback gets integrated into the learning process, becoming needs in the four-stage closed-loop learning system.

### **Q. When feedback is given about accuracy and fluency (Topic 90)**

Giving feedback in accuracy is often impressionistic and subjective. However, the practice itself, the ability to participate in a fluency based activity is in itself a kind of feedback on trainee's ability to perform that task. Task fulfillment is an indication of ability. Feedback of fluency should be given after the task is over. Interruptions for correction will hinder flow of information and ideas and will curb confidence which is a must for fluency. Gentle correction is desirable when the student is floundering. The role of the trainer as orchestrator and the facilitator should not be underestimated.

### **Q. types of syllabi (Topic 91)**

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- ✚ **Topic:** (texts would be taken from the learners' specialist area – Biology texts for Biology students)
- ✚ **Related area:** (discourse related to that professional and business area)
- ✚ **Vocabulary:** (particular idioms, registers, specialist terms)
- ✚ **Grammatical structures:** (some structures are used more in some fields e.g. (Scientific texts use compound nouns, passives, conditionals, modal verbs, etc.
- ✚ **Activities**

### Q. What characteristics are needed for the trainer giving training of English course. (Topic 91)

Certain characteristics are needed for trainers undertaking individual courses. They require expertise as well as flexibility in course design, needs, materials and delivery of course content. The trainer has to spend a lot of time alone with trainee which is not suited to all situations. A house trainer who has a healthy curiosity of what makes people and companies tick, is likely to get satisfaction out of one-to-one courses. Pacing the lesson is important. At times, the learner is too keen. Learners immerse themselves too much one day and are exhausted the next day. If the trainer gets too enthusiastic, he/she might experience burn out.

### Q. Three components that teacher and training approaches will consider? (Topic 93)

- ✚ Classroom as bridge
- ✚ Sharing control
- ✚ Training style

### Q. How using understandable words and avoid obscure (Topic 97)

Another key to clarity is to use easily understandable words. This can be achieved by avoiding obscure words. The purpose to write is to communicate, not to confuse; to express, not to impress. Abbreviations, acronyms, jargon: e.g. UNO, FBI, WAPDA, can create problems of understanding, so they should be defined, either in parenthesis or given in the glossary. Unclear technical communication can lead to missed deadlines, damaged equipment, inaccurate procedure, incorrectly filled forms and damage to an end user.

### Q. Enlist five guidelines for accuracy of a document? (Topic 99)

- ✚ Get someone else to read the text
- ✚ Use gestation approach
- ✚ Read backwards
- ✚ Read one line at a time, or print it out
- ✚ Use dictionary Guidelines

### Q. Speaking Skills. (Topic 103)

Speaking is a productive skill which happens in real time. You cannot edit or revise as you can do with writing. Some people have a phobia of public speaking. What you say negatively or positively is affected by how you say it. The pace of speaking might be too fast or slow and the modulation

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of voice, pitch and tone all effect how your speech is perceived by the listener. While written communication is visual, permanent, and has delayed reception, speaking is auditory and temporary. In writing a lot depends on punctuation, delayed or no feedback; in speaking prosody and immediate feedback play an important role. Unlimited planning, editing and revision are possible in writing, in speaking, planning and editing is limited by the channel being used.

### **Q. teaching listening skill (Topic 104)**

- + Expose students to different ways of processing information
- + “Bottom-up versus top-down”
- + Expose students to different types of listening
- + What they listen for
- + Specific information
- + Global of gist: main ideas

### **Q. Three principal of teaching writing? (Topic 106)**

1. Understand your students’ reasons for writing.
2. Provide opportunities for students to write.
3. Make feedback helpful and meaningful.
4. Clarify evaluation criteria.

### **Q. 3 categories Business English vocabulary (Topic 107)**

- + Specialist ----Specialist
- + Specialist----non-specialist
- + Non-specialist ----Specialist

### **Q. Specialist to specialist. (Topic 107)**

This presupposes a need for a range of vocabulary dealing with shared professional issues. The precise lexical items required will depend on the topic under consideration. However, it is possible to predict the range of vocabulary needed to treat topics within key management areas and depends on the topic under discussion.

### **Q. Difference between inductive and deductive method of teaching grammar (Topic 108)**

In deductive teaching of grammar, rules of grammar are presented, followed by exercises to clarify grammatical point. In inductive grammar teaching, language samples are presented and learners are guided to let them discover the rule. Both methods can be used by looking at learning styles of the class. Inductive method, however, demand more mental effort and results in more effective learning, retaining more language in the long term, although takes more time for learner to understand the grammatical point in question.

### **Q. Why the socialization skill is important for business English learners? (Topic 109)**

Socializing skills are important for the BE learner - how to meet and greet people in various contexts before and in between meetings, at the airports, in the car parks or just passing each other

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in the corridor. Business English learners often need to have certain skills in order to do their job properly, no matter what language is being used. Socializing is one such skill, and is relevant because such a lot of business-related interaction is done in places like restaurants, airports, before and after meetings, or standing chatting at trade fair stands. Most experienced business people would agree that first impressions are important when meeting someone, and this often happens in a social environment. Socializing may be vital in establishing rapport with a business partner, and good rapport is often considered essential to good business.

### **Q. socializing skill in business English teacher: comment.....5 (Topic 109)**

Instructions for activities will have to be adjusted to suit the group. For example, if the group consists of preexperienced learners, they will need to be given information about their supposed job and company, and their reasons for being in the country. If the group consists of a group of learners from the same company, the teacher can give everyone roles, including names and company details. If the group consists of learners who come from different companies, the setting might be changed, so that they are in the country they are currently in. Each person then plays themselves and their own companies. The teacher's role in such activities is to circulate and make notes of weak language, with suggestions for possible improvements. Good examples should also be recorded and referred to in the follow-up discussion.

### **Q. how story telling is an engage or amusing way which is often a key part of effective socializing. (Topic 110)**

Story telling is an engaging or amusing way which is often a key part of effective socializing. Story telling can be practiced by encouraging learners to tell anecdotes about their own personal experiences, or by using pictures, or prompts to guide them through a story. Perhaps one of the most useful resources in the classroom is the teacher. The teacher can tell a personal anecdote, record it, and for the learners then to listen again, focusing on useful language.

### **Q. Three approaches to consider a text in the story telling for socializing (Topic 110)**

- ✚ Learners listen to the original recording and then repeat the story.
- ✚ Learners read the text and then repeat the story.
- ✚ The teacher turns the text into a gap-fill exercise by removing some words.

### **Q. Small talk (Topic 111)**

When people are engaged in a business situation, they are not talking business all the time. There are times when they have to talk about normal, everyday matters, like discussing the weather, exchanging pleasantries, asking after each other's health, etc. Such talk is called 'small talk' and is part of normal human interaction. Business English learners will have to carry out small talk in-between meetings, at airports, in the corridors and car parks, over food, and other contexts of socializing. Practice should therefore be part of their Business Communication training. Small talk requires learners to engage in polite discussion on, often banal subjects, using appropriate language.

### **Q. Any 3 imp skills for an effective business ph call (Topic 113)**

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1. Preparation,
2. Structure,
3. Manner, and
4. Language

**Q. Five manners of telephone conversations 5 marks (Topic 113)**

1. It relies on voice, as there is no eye contact between the parties.
2. Care should be taken to speak in a clear and comprehensible voice, give regular and appropriate feedback: e.g. I see, I understand, maintain an appropriate vocal tone which is polite, helpful, and persuasive.
3. Acting appropriately during the call is important - not leaving caller/called hanging for more than 10 seconds and ending with offer of appropriate follow up action where necessary.
4. Language refers to linguistic resources like correct use grammar, vocabulary, pronunciation.
5. The key to improved performance is to agree on the elements of effective phone calls, carry out practice phone calls to integrate elements and share feedback on strengths and weaknesses.

**Q. aim of presentation five lines .5marks (Topic 115)**

The aim of a presentation is to get through to the audience - anything else is secondary. Of course, in many situations the audience is primarily interested in the content (rather than the presenter), which is good news for many of our learners. The audience may be willing to forgive language problems, if the message or the content, is clear or valuable. If the presenter is good, it is so much the better. Teachers who concentrate on language alone are doing their learners a disservice if they are not pointing out other aspects. These may include delivery, content, use of visual aids, and even body language.

**Q. Four stages sale presentation? (Topic 116)**

1. Arousal of interest.
2. A description of the problem that needs solving.
3. A solution.
4. Advantages

**Q. First stage of presentation (Topic 120)**

Each participant gives two minutes presentation in which he/she greets the audience, gives an introduction of him/her and the talk, and gives an outline of the presentation. This is followed by a roundtable feedback, both negative and positive, regarding content, structure, delivery, language. A participant may be asked to repeat his activity.

**Q. Briefly describe the 'stage two' of practice of presentation. (Topic 120)**

At this stage each participant gives ten-minute presentation of the main part. Each practice is followed by a feedback discussion: Content, delivery, language, and structure. This part is videoed so that participants can see their performance. Good or bad visual aids are discussed as well as overhead transparencies.

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**Q. Briefly describe the 'stage three' of practice of presentation. (Topic 120)**

**Practice Stage 3:** Each participant presents a transparency, for 2 to 3 minutes, practicing appropriate language and appropriate techniques, followed by discussion on delivery and techniques. Discussion is on the importance of strong and memorable ending.

**Q. Five types of meeting (Topic 121)**

1. large formal meetings, with a chairperson, and someone responsible for taking the minutes,
2. and there are informal meetings over a cup of tea.
3. Meetings with customers will not be the same as meetings with partners, which will in turn not be the same as internal departmental meetings.
4. Staff meeting
5. Team building meeting

**Q. (Constitutes of meetings) (Topic 121)**

- ✚ **People:** Refers to people involved and their being aware of their role in it.
- ✚ **Procedure:** Steps and stages and their management.
- ✚ **Results:** Outcome of meetings. Meetings fail because the participants don't know the purpose of the meeting

**Q. Enlists three elements for successful meeting? (Topic 121)**

- ✚ Communicating the purpose effectively
- ✚ Satisfying expectations
- ✚ Clarifying the outcomes in terms of action recommended

**Q. Write five objectives for Business English learners. (Topic 121)**

- ✚ To develop meeting skills in terms of procedures
- ✚ To improve techniques for improving, controlling and participating in meetings
- ✚ To practice presenting information in meetings
- ✚ To learn appropriate expressions to do above
- ✚ To practice meeting and get feedback from on strengths and weaknesses

**Q. 3 main concern of BE learners. (Topic 121)**

- ✚ The procedural elements
- ✚ The linguistic elements
- ✚ Practice
- ✚ Feedback

**Q. What is consider audience, stage in pre writing-5 (Topic 128)**

What you say and how you say it depends on who are your audience are. They might be seniors or subordinates. They may be high, low or lay audience as far as the concerned area of communication is concerned, so the writer has to select appropriate content and language.

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Multicultural audience is normal in today's business as well as ethnic and gender diversity. Considering the audience helps to decide how many details, definition, examples, you have to give.

**Q. What three ways of data gathering in pre-writing? (Topic 128)**

1. Answering reporters' questions
2. Mind mapping
3. Brain storming
4. Story boarding
5. Outlining

**Q. Five techniques to revise a text (Topic 130)**

- + Retrievability
- + Readability
- + Accuracy
- + Usability Rewriting for perfecting
- + Test for usability

**Q. Documents that revised in rewriting? (Topic 130)**

- + Adding details
- + Deleting wordiness
- + Simplifying words
- + Enhancing tone
- + Reformatting
- + Proofreading correcting errors

**Q. Advantages of using Authentic material**

1. Authentic materials provide exposure to real language, for a reality level of business English.
2. Authentic materials drawn from periodicals are always up-to-date and constantly being updated.
3. Authentic materials relate more closely to learners' needs and provide them with a source of up-to-date relevant materials for learning business English.
4. Authentic materials have a positive effect on learner motivation.
5. Authentic materials provide authentic cultural information.
6. Authentic materials offer a more creative approach to teaching.

**Q. Subjective collations and phrases topic and close reading problems**

This specific phrasing doesn't directly appear in the document. However, issues related to idioms, jargon, and cultural interpretation in business English are discussed. These can cause close reading problems especially for non-native speakers, due to their subjective interpretations, regional meanings, or idiomatic usage which might not translate well across cultures.

**Q. Activist learner / Theorist learner**

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According to Honey and Mumford's learning styles:

- ✚ **Activist:** Learns by doing; enjoys communication tasks and experimenting with language.
- ✚ **Theorist:** Learns by understanding the theory; wants to know the rationale behind language usage in different contexts.

### Q. Grid's three components

A syllabus grid/framework helps in structuring course content. Its main components include:

- ✚ Aims and Objectives
- ✚ Necessary elements/competencies (e.g., grammar, lexis, pronunciation, business skills)
- ✚ Methodology and Timings These are sometimes called “threads” because they run throughout the course.

### Q. The coach

A coach in the context of Business English:

- ✚ Helps learners take advantage of learning opportunities in their work environment.
- ✚ Supports learners in recognizing strengths and weaknesses.
- ✚ Encourages planning and autonomy in learning.

### Q. Dictionary – 5 guidelines

Guidelines to use a dictionary effectively for proofreading and improving accuracy:

1. Read long words syllable by syllable
2. Use technology (digital dictionaries)
3. Check figures, scientific and technical abbreviations
4. Read aloud to catch errors
5. Use scattershot proofreading techniques.

### Q. Difference between teaching and training

- ✚ **Teaching:** Generally more theoretical, focuses on transferring knowledge.
- ✚ **Training:** Focuses on practical skills, especially in a business context. It's tailored and learner-centered, often for specific job roles or tasks.

### Q. Five types of objectives

- ✚ Linguistic Objectives
- ✚ Business/Professional Communication Objectives
- ✚ Performance Objectives (Behavioral)
- ✚ Individual vs. Group Objectives

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- ✚ SMART Objectives (Specific, Measurable, Achievable, Realistic, Time-bound).

### Q. Framework content

Frameworks include:

- ✚ Structured contexts for generating language.
- ✚ Diagrams, outlines, or lists of keywords.
- ✚ Prompts to help learners produce target language.
- ✚ Activities like time planning, project discussions, and diary sharing.

### Q. Goals of Business English

- ✚ Equip learners with communication skills for business environments.
- ✚ Focus on language fluency, accuracy, and task-based skills like negotiations, presentations, and meetings.
- ✚ Not purely content-based, but involves business vocabulary and real-world tasks.

### Q. Characteristics of teacher as a director

As per Marshall and Wheeler:

- ✚ Takes charge, gives directions.
- ✚ Appears confident and organized.
- ✚ Acts as the final judge in classroom decisions.

### Q. Three learning styles by Honey and Mumford

Honey and Mumford identify four learning styles, but the question asks for three. Here are the main ones:

- ✚ Activist – Learns by doing and engaging in tasks.
- ✚ Theorist – Wants to understand the theory behind actions.
- ✚ Pragmatist – Likes to apply learning practically in controlled settings. (Also: Reflector – Observes others and reflects before acting).

### Q. Listening barriers

Barriers that can affect effective listening include:

- ✚ Physical barriers
- ✚ Psychological barriers
- ✚ Language problems
- ✚ Non-verbal distractions
- ✚ Multitasking
- ✚ Focusing on your own response

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- + Preconceived notions
- + Interrupting the speaker
- + Noise
- + Unfamiliar words.

**Q. Three categories of perceptual learners**

- + Auditory Learners – Learn best through listening.
- + Visual Learners – Learn best through seeing.
- + Tactile/Kinesthetic Learners – Learn through touch and movement.

**Q. Three aspects of Business Communication while teaching**

- + Linguistic Competence – Knowledge of language forms and structure.
- + Discourse Competence – Ability to connect sentences into a meaningful whole.
- + Intercultural Competence – Ability to communicate effectively across cultures.

**Q. What is a lesson?**

A lesson is a pre-scheduled, goal-oriented, and interactive social event. It follows a six-stage model:

1. Input
2. Presentation
3. Practice
4. Communication points
5. Practice
6. Output Task

**Q. Business English syllabus is based on?**

It is based on:

- + Learners' needs analysis
- + Tasks and situations relevant to business contexts
- + Emphasis on communicative competence including linguistic, discourse, and intercultural skills
- + Content items (words, structures) and process items (methods, tasks)
- + Focus on pragmatic and socio-cultural learning outcomes.

**Q. Context-based model**

This refers to the high-context vs. low-context culture model:

- + High-context cultures rely on implicit communication, shared understanding, and non-verbal cues.

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- ✚ Low-context cultures rely on explicit, clear, and direct verbal messages. Understanding this is vital in teaching intercultural communication in Business English.

### **Q. Info on the title page of a report**

The Title Page includes:

- ✚ Title of the report
- ✚ Name of the company
- ✚ Author(s)
- ✚ Date of submission.

### **Q. Advantages of e-learning over paper-based material**

- ✚ Professional and modern feel
- ✚ Uses existing company technology
- ✚ Allows tracking of learner progress
- ✚ Multimedia-rich (audio, video, interactive)
- ✚ Accessible and flexible delivery
- ✚ Encourages learner autonomy and engagement.

### **Q. Discuss the Silent Way**

- ✚ A teaching method developed by Caleb Gattegno.
- ✚ Emphasizes learner autonomy and discovery learning.
- ✚ Teachers remain silent most of the time, using visual aids (e.g., color-coded charts, Cuisenaire rods).
- ✚ Learners explore language and correct themselves, focusing on accuracy and internalization.
- ✚ The teacher guides through minimal intervention, allowing students to take responsibility for their own learning.

### **Q. Three skills for an effective phone call**

1. Preparation: Being ready for the expected scenarios, gathering information in advance.
2. Structure: Awareness of the stages of a call (e.g., greeting, purpose, conclusion).
3. Manner and Language: Politeness, clarity, good tone, use of phrases, feedback techniques like "I see", "I understand".

### **Q. How can syllabus be generated through learner negotiation?**

- ✚ Teachers sit with learners to discuss preferences and needs.
- ✚ Use tools like questionnaires or group discussions to collect input.
- ✚ Learners prioritize goals (e.g., "what I want from the course").
- ✚ Final syllabus is a compromise among learners' and institutional needs.
- ✚ It increases motivation and engagement.

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**Q. Five learner factors in material design**

1. Learners' Needs
2. Learning Styles
3. Cognitive Abilities
4. Language Proficiency
5. Professional/Academic Background

**Q. Behavioral movement**

- ✚ Part of management theory, rooted in psychology and sociology.
- ✚ Focuses on human relations in the workplace.
- ✚ Based on Maslow's hierarchy of needs, emphasizing social/emotional needs of workers.
- ✚ Led to modern management practices such as team building, communication, and leadership sensitivity.

**Q. Ethical communication – definition and points**

Ethical communication involves honesty, legality, and responsibility. It's essential for building trust and long-term success. Key principles:

- ✚ Use precise language and visuals
- ✚ Prefer simple, direct expressions
- ✚ Satisfy the audience's need for clarity
- ✚ Maintain confidentiality and respect intellectual property
- ✚ Strive for professionalism and fairness.

**Q. How to achieve clarity in Business Communication**

- ✚ Avoid vague and abstract words
- ✚ Be specific and quantify information
- ✚ Use active voice instead of passive
- ✚ Avoid jargon unless clearly defined
- ✚ Use short sentences and paragraphs
- ✚ Anticipate and answer the 5 Ws and 1 H (Who, What, When, Where, Why, How).

**Q. How “Wh” questions add clarity in Business Communication**

"Wh" questions such as Who, What, When, Where, Why, and How:

- ✚ Help preempt confusion by addressing common concerns
- ✚ Ensure thorough coverage of a topic
- ✚ Are especially useful in reports, proposals, and presentations for adding transparency and precision.

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**Q. Five factors used in course design**

1. Needs Analysis
2. Learning Objectives
3. Training Style (intensive vs. extensive)
4. Available Resources (logistics, facilities)
5. Learner Profile and Expectations

**Q. Five types of cognitive objectives**

1. Knowledge – recall of facts
2. Comprehension – understanding meaning
3. Application – using knowledge in new situations
4. Analysis – breaking down information
5. Synthesis and Evaluation – combining elements to form a new whole and judging value.

**Q. Five key issues a teacher should know**

1. Learners' professional and personal targets
2. Methods for achieving those targets
3. Organizational structure and business types
4. Management activities in companies
5. Key sectors and functions in business

**Q. Two components of a Business English teacher**

1. Language and Communication Expertise – Knowing how to teach language effectively.
2. Business World Awareness – Understanding the learners' industry, roles, and communication contexts.

**Q. Three factors influencing chapter coverage**

1. Theoretical Concepts – Ensuring conceptual depth.
2. Language Forms – Grammar, vocabulary, functions.
3. Professional Content – Business scenarios and tasks.

**Q. Five business/management-related issues a teacher should know**

1. Planning – Setting goals, forecasting.
2. Organizing – Delegation, structure.
3. Staffing – Hiring and evaluation.
4. Leading – Motivation and leadership.
5. Controlling – Performance tracking and correction

**Q. Five points on material adaptations in the preparatory stage**

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1. Assess learners' needs
2. Set content priorities
3. Analyze language items
4. Plan activities and layout
5. Pilot or evaluate early versions

### **Q. How can working methods help trainees and trainers achieve goals?**

Working methods include:

- ✚ Agreed input/output between trainer and trainees
- ✚ Use of learner-provided material and authentic resources
- ✚ Clearly defined roles (e.g., preparation expectations, in-class responsibilities)
- ✚ Emphasis on learner autonomy and participation

### **Q. Different ways of writing**

Writing can be organized in several structural ways:

- ✚ Spatial
- ✚ Chronological
- ✚ Importance-based
- ✚ Comparison/Contrast
- ✚ Problem/Solution

Effective writing also relies on coherence (logical flow) and cohesion (grammatical connectors), and should consider audience, purpose, and content.

### **Q. List of achievable objectives**

Achievable objectives are often SMART (Specific, Measurable, Achievable, Relevant, Time-bound). Examples include:

- ✚ “Learners will be able to present their company’s products.”
- ✚ “Learners will successfully negotiate in simulated meetings.”
- ✚ “Learners will write formal emails with accurate structure.” These are measurable and context-specific, often adapted throughout the course with learner feedback.

### **Q. Three classroom steps to achieve business objectives**

1. Replicate the real world – Use simulations and case studies.
2. Develop transferable skills – Enable learners to apply language in real contexts.
3. Create a nurturing environment – Foster organic language development.

### **Q. Five categories for grouping learners**

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1. Experience (pre-experienced, job-experienced, general)
2. Hierarchy level (e.g., senior managers vs. juniors)
3. National culture
4. Need (specific vs. general needs)
5. Language proficiency level (e.g., beginner, intermediate).

**Q. Five factors of ethical principles**

According to the Code for Communicators:

1. Use language and visuals with precision
2. Prefer simple, direct expression of ideas
3. Satisfy the audience's need for expression
4. Strive to improve professionally
5. Respect colleagues (includes confidentiality, courtesy, and intellectual property).

**Q. Short question about WWII**

While there isn't a specific short question about WWII directly posed in the text, the document mentions ethics in communication, referencing misleading statements like "our product has been tested by experts," which ties into ethical dilemmas often faced in historical and business contexts—including wartime decisions.

**Q. Two components of syllabus design for BE learners**

1. Content Items – Words, structures, topics
2. Process Items – Methods, tasks, and assessment approaches

**Q. Disadvantages of using course books**

- ✚ May not meet the needs of diverse learners
- ✚ Topics might not interest all students
- ✚ Can inhibit teacher creativity
- ✚ Often cater to homogenous classes only
- ✚ Over-reliance may reduce teacher's role to mere content mediator.

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