

Instructors are also required for MACHINE SHOP/WELDING/FABRICATION/DRAFTING/ELECTRONICS/VEHICLE MECHANICS at Dhs 8,500 per month

Technical candidates should have a Teaching Cert. (or equiv.) in their chosen subject are(s), have at least three years instructing experience, and certification to C&G Level III or BTEC H.N.C in a regulated trade

Good communicators required to deliver French and German Presentation Skills Courses. Fluency in either language essential.



Managed Learning

Please send your CV to:

Managed Learning, Hill House,
Harcourt Hill, North Hinksey,
OXFORD OX2 9AS

ENGLISH LANGUAGE TEACHERS REQUIRED FOR 1994 SUMMER COURSES



We are particularly interested in suitably qualified teachers with ESP experience in law, business, medicine, or EAP.

Minimum requirements:

RSA Dip TEFLA (or equivalent) plus 2 years' experience.

Contracts from 3 to 13 weeks.

Apply by 31st March with CV, names of 2 professional work referees and dates of availability to:

Director of Studies (Applications), IALS, University of Edinburgh, 21 Hill Place, Edinburgh EH8 9DP.
Tel: 031-650 6200 Fax: 031-667 5927

remedial lessons in the first year (De Castro-Philippines; Kelliny - Bahrain), where translations of local works

critical paper.

Most literature teachers tend to subscribe to the current mainstream orthodoxy

Kelliny's methods at secondary school level; and regular meetings of Austrian secondary school teachers in re-

Massimo Mangilli-Climpson teaches at Ca Foscari University, Venia and is co-director of L.C & T.B Udine.

'Listen and repeat'

The Macmillan Business English Course Programme, Elementary Course Book, Trainer's Pack, Course Cassettes (2), Bilingual Self Study Pack (Spanish), Ian Badger & Pete Menzies, Macmillan 1993.

Bryan Robinson

The idea of a business English course at elementary level intrigues me. Can it be done? Is there such a thing as a discrete area of business language at beginner level? Or are we just talking about changing the situations and the photos to suit a more narrowly-defined context?

While the worldwide market for EFL publications has been homing in on niche products - specific texts for specific skills, needs, or interests - the question of how far we could go seems only to have been limited by the volume of investment put into researching, producing and marketing a product. Well, now Macmillan have done it. *The Macmillan Business English Programme* is a full series of course books put together it appears on the basis of a carefully-re-

searched market survey, and targeted at clearly-defined markets. It's not as glossy as General English courses, but it is a step up from the black and white format of other publications in this area. But, can it work?

In the language of business this is a market-led product, and the list of market-grabbing features which Macmillan publicise has clearly been studiously designed. The course will ultimately cover five levels (elementary to advanced) and will include videos and additional modules on specific skills (a la Longman *Meetings and Discussions*, perhaps?) There's a politically correct "trainer's pack" in the form of a ring-binder of supplementary materials; tests are also provided; and there's a self-study guide in both monolingual and bilingual versions (a stilted Spanish translation is already in print; Japanese, Arabic, and Hungarian are in preparation). It's flexible, and adaptable, but... does it work?

When it comes to the format of the course the market research has clearly had its effect. "Business learners like structure" we are told, and the pure, grammar-based syllabus has obviously been

chosen with this in mind. Individual units are short - so that if you miss one class it doesn't matter - and all follow the same basic framework: introductory listening, 'Grammar points', activities - mainly controlled pair-work substitution dialogues - 'Accents and pronunciation', listenings and so on. Content is listed in three columns: 'Phrases', 'Grammar', and an unnamed third for functions, notions, lexical fields, or just nothing at all.

All of this sounds well and good until you remember that Coca-Cola spent \$4 million on their market research before changing that magic recipe, and then fell flat on their faces. Unfor-

tunately, when it comes down to it, I'm afraid that I found this finished product remarkably dull. Yes, of course there is a place for all of these features: some are particularly suitable for self-study learning. But as this is being sold as a course book, things like originality, creativity, or learner-centred learning all

seem to be missing. Consequently, on the strength of this the business English community will continue to suffer from the belief that business people are not real people; that they do not exist in the same way that the rest of us do, and therefore have no need to express themselves personally, to demonstrate through the language they are learning that they are complete people with interests beyond the fax machine and meetings, bloody meetings.

Probably, this course will be a commercial success. Sadly, it will leave the learning of English by business and professional people somewhere back

"It will leave the learning of English by professionals somewhere back in the dark ages"

in the dark ages. Maybe I should try writing an audio-lingual business course... Let's see... Listen and repeat: "I am a business person". Substitute "robot"...

Bryan Robinson teaches in the Faculty of Translators and Interpreters, University of Granada, Spain.