



NEW PEDAGOGICAL IDEAS: PATTERNS AND TRENDS IN LEARNING BUSINESS ENGLISH

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ABSTRACT

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Higher Education in India needs to stabilize from its roots. Nowadays quality education is the most commonly heard issue. But it's neither easy nor can be done early. Academicians all over the world are really struggling to best use the human resources for faster development. In such situations it's very important to look at the flexible pedagogy which brings new teaching and learning environment in the class room from KG to PG. Higher Education Academy (HEA), UK also speaks on 'new pedagogical ideas' opines that, "it positions the relationship between flexibility and pedagogy as an important arena for critical questions about core purposes and modes of participation for teaching and learning in higher education (HE). (Alex Ryan and Daniella Tilbury, "Flexible Pedagogies: new pedagogical ideas " by Higher Education Academy (HEA), UK). Within this context, 'new pedagogical ideas' are explored with a focus on different techniques involved in learning language viz. Art, Short Story, and Design, all these create rich learning environment. In this paper we focus, how new pedagogical ideas, especially for management students needed for their strategic learning to meet their job requirements. Furthermore it possibly makes the learning to gear up for the future by making themselves ready for the situations.

Keywords: Flexible Pedagogy, ideas, business English, linking thinking.



INTRODUCTION

1. PURPOSE AND SCOPE OF FLEXIBLE PEDAGOGY

We are all well aware of the term 'flexible pedagogy'. It has its own merits, as it is an attribute to both learner and educator. It needs a systematic approach at institutional level, which makes us to create a new path for students according to their capabilities. Students need learning empowerment as well as facing future. Some students may be sharper at this and others need to acquire the skills required. Institutions nowadays are concerning the needs of their students and so as a part of flexible pedagogy they are thinking for learning empowerment. Development of ICT in learning is also enabling pedagogical innovations and giving chance for alternative thinking. So many options like blogging, MOOCs¹, groups etc. help the learner to overcome the gaps for future. In this paper we focused on the possibility of using fine arts, internet, and short stories help management students to learn Business English.

English, being a foreign language needs a special strategy to master it. At each and every stage we need further knowledge to be master in this language. So we have identified the importance of learning English for specific purposes. Flexible pedagogy is possible only with the involvement of the students. Conducting road shows, seminars, exploring social learning, awareness of culture i.e. improving intercultural literacy are important for flexible pedagogy.

2. IMPLEMENTATION AT INSTITUTE LEVEL

The learning procedure of Management students involves more group discussions, case studies, seminars, debates etc. For each of this they need communication skills. The jargon they required is different from normal communication. Business always requires developing relations, blogging, achievement etc. So we need to adopt new ideas to impart the terminology related. *British Council* in association with *The Cambridge English* is working to assist the teachers in acquiring knowledge for their professional development. So here we would like to

mention to avail the resources available online for passionate teaching.

3. SIX NEW PEDAGOGICAL IDEAS:

The review process identified the following 'new pedagogical ideas' for the future of an increasingly 'flexible' Higher Education which offers new pathways for graduate attributes or capabilities:²

Learner Empowerment – actively involving students in learning development and processes of 'co-creation' that challenge learning relationships and the power frames that underpin them, as part of the revitalisation of the academic project itself;

Future-Facing Education – refocusing learning towards engagement and change processes that help people to consider prospects and hopes for the future across the globe and to anticipate, rethink and work towards alternative and preferred future scenarios;

Decolonizing Education – deconstructing dominant pedagogical frames that promote only Western worldviews, to create experiences that extend intercultural understanding in the HE system and the ability to think and work using globally sensitive frames and methods;

Transformative Capabilities – creating an educational focus beyond an emphasis solely on knowledge and understanding, towards agency and competence, using pedagogies guided by engaged, 'whole-person' and transformative approaches to learning;

Crossing Boundaries – taking an integrative and systemic approach to pedagogy in HE, to generate inter-disciplinary, interprofessional and cross-sectoral learning, to maximise collaboration and shared perspective, while tackling bias and differences of perspective;

Social learning – developing cultures and environments for learning that harness the emancipator power of spaces and interactions outside the formal curriculum, particularly through the use of new technologies and co-curricular activities.

This new terrain around flexible pedagogies connects several strands of education thinking and



practice, revealing the need for further scholarship and pedagogical guidance, to bring together the conceptual, theoretical and empirical dimensions, as well as the implications for academic practice. In this connection, we mentioned the online resources that help a student to improve English, here under.

4. LEARNING BUSINESS ENGLISH USING DIFFERENT METHODS

Here we mentioned the techniques provided by *British Council* to teach Business English using flexible pedagogy.

a. Video conferencing

Get pedagogical and technical guidance on using video conferencing tools and explore a selection of practical activities that you can use to help your learners develop their Business English skills, wherever they are in the world. Online videos are available mostly on TED, YouTube. These videos help us to understand the world business scenario which in turn helps our students to understand the world business.

b. Teaching English online

Consider the different elements that you can bring together to deliver English language training via the internet, including diverse content and delivery tools, synchronous and asynchronous activities and blended learning. Here we mention a few online web resources that help us to teach English in general and Business English in particular.

Online Resources:

<http://englishwithatwist.com>

www.teachingenglish.org.uk

<http://www.englishvid.com/>

<https://www.ted.com/>

<https://www.elllo.org/>

c. Social networking for business English teaching

Explore some of the opportunities and risks that social network sites present to English language trainers and learners and understand the potential of other social media tools used in the corporate world. Example:

<https://www.englishclub.com/>

d. Mobile learning

Develop purposeful learning activities using different types of mobile devices and apps and understand how to integrate them into your training. Here we mentioned websites for downloads.

<http://dictionary.reference.com/>

<http://www.thefreedictionary.com/>

e. Gamification

Learn how to develop language- and skills-focused activities based on online and app-based games, select and design digital games with your students to suit their needs and gamify your training room. Example of a few expressions which Business students need to learn; binomials are two words which are connected by conjunctions. For example: *Hustle and bustle, pros and cons, sink and swim, take it or leave it*, etc⁶.

f. Online writing – blogs

Understand blogs, access blogs used in English language training and learning, and learn how to use blogs to enhance your corporate training. There are a number of blogs available online.

<http://pptclub.blogspot.in/> For writing related queries, the websites useful are:

<https://owl.english.purdue.edu/owl/>

<http://www.calstate.edu/brand/styleguide/punctuation.shtml>

g. Collaborative online writing

Consider how to integrate wikis and a wide range of other online tools to develop your learners' writing and collaboration skills, inside and outside the training room.

h. Listening & speaking with online audio and video

Look at how to use audio and video resources as input in the training room, create digital audio material with your students and use video technology to give useful feedback to learners.

For listening,

<http://www.npr.org/>

<http://www.waywordradio.org/>

<http://www.eslvideo.com/>



<http://www.listenaminute.com/>

i. Developing reading skills online

Explore the differences between screen reading and paper reading and learn how to design generic tasks and lessons based on authentic business-related digital texts.

j. Vocabulary development

Develop a broad understanding of how online corpora, dictionaries and other mobile and web-based tools can help your students' record, revise and retain business-related vocabulary, inside and outside the training room.

<https://www.vocabulary.com/>

For grammar, we can use many websites including,

<http://www.englisch-hilfen.de/en/>

<http://www.usingenglish.com/glossary/>

<http://arts.uottawa.ca/writingcentre/en/hypergrammar>

<http://grammar.yourdictionary.com/>

There is an excellent website for English accents which is a useful too.

<http://www.dialectsarchive.com/>

5. A SAMPLE WORKSHEET³:

Under flexible pedagogy we found an useful worksheet which helps the trainers to design their teaching the learners.

All the words and phrases in the word cloud appear in a video about entrepreneurship. You can watch the video here⁴:

<http://www.youtube.com/watch?v=2Uyd5S1mZqY>

Task 1 - Warmer and vocabulary



- Play bingo with the words and phrases from the video about entrepreneurship – your teacher will give you a bingo card.

- Watch the video or listen to your teacher call out words/phrases from the video.

- Cross off the words as you see or hear them. When you have crossed off a complete line of words, shout 'BINGO!' Continue watching the video until someone crosses off a line of words/phrases on their grid and shouts 'BINGO!' again.

Task 2

Speaking

1. Take it in turns to talk with your partner about entrepreneurship. Give yourself two minutes to prepare your answer.

Think about the following questions:

- Do you have any friends or family who are entrepreneurs?
- Are you, or would you like to be, an entrepreneur? Why?
- Do you know of any famous entrepreneurs?

2. Discuss the following statement with your partner:

Entrepreneurship is essential in society and governments should help individuals to become entrepreneurs.

Share your thoughts with rest of the class.

Task 3

Running dictation: Provide a sheet to take dictation.

Task 4

Idioms

1. The following idioms are taken from the running dictation text. Match each one to its definition.



Idiom	Definition
1. to think outside the box	a. to do something you really want to do, even though it might be dangerous or risky
2. movers and shakers	b. a phrase which means achievement leads to greater achievement
3. to take the plunge	c. to try your best to make something successful
4. to get a break	d. to think creatively in a different way to how most people think
5. to make a go of it	e. an opportunity for a product or service that does not already exist
6. 'nothing ventured, nothing gained'	f. to make a successful start in something
7. to get off the ground	g. to start or establish something, such as a new business
8. a niche in the market	h. people who make changes and have an impact on society
9. 'success breeds success'	i. a phrase which means that you have to take a risk in order to get something good

CONCLUSION

"To live in the third millennium ... we shall need new thinking joined with new ways of

perceiving and visioning ourselves, others, nature and the world around us." Ervin Laszlo, 3rd



Millennium – The Challenge and the Vision, Gaia Books, 1997⁷.

To make flexible pedagogy possible we need to link our thinking. Our new ideas should frame a new and ground-breaking flexible suite of learning and teaching resources. There should be a link between curriculum, material and techniques. Sync between all these help to develop a new system through which we can facilitate the learner to bridge the gap between job and education.

Flexible pedagogy is multifunctional, flexible and adoptable. So it is the time to redesign our teaching-learning methods. The above are the online sources which help you in different ways.

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FURTHER NOTES

All the Websites mentioned above.
