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Commercial Communication in English

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Preface

Dear Reader,

Commercial communication in English plays a pivotal role in today's globalized economy. Whether it's through advertisements, business correspondence, presentations, or digital marketing, effective communication can significantly impact an organization's success. English, as the lingua franca of the business world, facilitates international trade and collaboration, making it essential for professionals to master its nuances.

This guide aims to provide a comprehensive overview of commercial communication in English, covering key aspects such as tone, style, and cultural considerations. By understanding and implementing the principles outlined in this guide, readers will be better equipped to craft persuasive and professional messages that resonate with diverse audiences. Through practical examples and exercises, we will explore the art of clear, concise, and impactful communication that drives business growth and fosters strong professional relationships.

Dr. Hina M. Patel, and

Ms. Sanobar Z. Shekh

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Chapter-1

The Important of modern methods and Technology in learning English

English as an international language has made people acknowledge it as a fundamental intermediate of communication. In every International congress and gatherings, English is more often used than any other language. Nowadays, due to immense Globalization, countless organizations are being set up in various parts of the world, making every step of life more and more competitive. In a cutthroat global marketplace, facing massive industry pressures, it is extremely essential to communicate effectively with external and internal audiences. Successful communications are progressively more vital for managing an organization's status and reputation. In the present day to speak and write English proficiently, communication professionals and corporate managers should be well versed in English Language. English has emerged as the global language of trade and commerce in the past few decades, affecting many key aspects of industries in the modern world. Multinational companies keep English as a basic criterion for selection purpose, thus paving way for people to communicate with people from all around the world.

English is an international medium of communication that has been used either as a native or as a second language by people to form a commonality. People acknowledged that English is one of the key factors for a better career prospect, which provides them with a huge advantage in terms of knowledge, status in society and better communication in entire world. The international media, which unites people around the world, is considered as the primary carrier of English Language. If statistics are to be believed, English is the official language of 54 countries as compared to French, which is the official language of 29 countries. With around 1.4 billion speakers, this language can be said to be widely used around the world.

This research paper focuses mainly on why English is the sole and primary language in all the existing Corporate Sectors. The aim of this research is to examine the significance of English in Corporate communications. Using qualitative research method, the empirical part of the study is comprised of a two-step research including two interviews and a questionnaire. Participants were selected from 1 multinational and 1 Public Sector Corporation.

Importance of English in The Education System Across the World:

English as a language has been accepted throughout the globe, its presence is also accommodated into technology. The British rule and has spread the English Language all over the world. It got its start as a compulsory language and slowly and steadily, it grew into an unavoidable part of the education system. All the laws and rules meant for governing be it a

body, a system or a country as a whole were published in English. Therefore, there was an inevitable need for the inhabitants of the English ruled countries to learn the language. English proved to be a convenient mode of communication even between nations speaking different languages; it had a great impact in the spread of formal education. In Indian Schools, Colleges and Universities, knowledge is mainly imparted to students in English. Currently in most of the countries, the classes are conducted in English, to inculcate the essence of practice among the students. [2] English as a language has such a vast presence that, it helped in easy exchange of information via newspapers, novels, books of social prominence etc., which has led to effortless transfer of knowledge, information, thoughts all around the world. Further, there are scientific, cultural and art related organizations that try to coordinate the knowledge worldwide with use of English language.

Importance of English for Corporate Communication:

The world anything but not round; the economic expeditions of the past decades have become permanent expat communities. Especially Asians, aim to migrate to the North American continent and to Europe for jobs and live there permanently. Even for those involved in business from their native countries, if they want to sell to a larger market, need to understand the needs, the demands and the cultures of those markets. This is often done through the common currency that is English. Companies realized that the interaction of people from different background which has been a vital issue in the business world, there must be an alternative solution to make everyone speak in a common mode, whereby they communicate. With rapid economic growth, followed by increasing interconnectivity among the people, the need of being able to speak in English is experiencing a huge rise. International trading among countries involves people from different culture, values and beliefs to come together in exchanging of goods and services. It decreases the distance between countries and breaks the communication barrier that leads to misunderstanding among them. It also opens the door of opportunities for many aspiring employees who want to work across the globe in search of a better living.

"As a Filipino living in foreign country for 3 years, I realized how convenient if all of us know how to speak and understand English language. Here's what we thought after getting out to our own country and try to live outside our comfort vicinity."

– Lema Mondrano, Importance of English as International Medium of Communication for an organization to flourish, the employees need to communicate extensively, they need to collaborate which occurs on a global scale.

English has been and will be an important part of the commune system. Collaborative mind sets of the corporate workers are highly appreciated rather recommended. With the advancement of globalization, the picture took a different turn altogether. Now business deals and conferences are not confined within a single region but it is spread across the globe. English provides a common platform where all the employees can express themselves. It can be that communication is the building block of any organization. It has resulted in the knowledge of English being a near-mandatory requirement for critical jobs. Most organizations around the world rely on English as a major means of communication, starting from emails to corporate documentation, meetings, so on and so forth. In order to be ahead in a chosen field one needs to make themselves completely understood by the people they are working with. There will be emails; there will be telephonic conversations that can make or break the business deal. Knowing good English helps you to make your point recognizable by others who know the same language. If one had a website that the whole world can see, it is important that the content is meaningful and accurate which the nonprofessional who understands English can easily decode. This is how companies communicate with large mass of people. A corporation is likely to crumble in a fast pacing world if there is a communication gap between the employees and the clients, resulting in a failure of collaboration.

[2] English being a common language, it was easy to for businesses on the worldwide scale. For instance, the healthcare sector, stock markets, advertisements, software, banking, petroleum products, biotechnology have wide presence due to English as common means of communication. In addition, many world famous authors and scientists gained worldwide fame. Further, since their books like novels, journals were written in English, they had extensive sales. This could have not been possible if written in native language or if sold only in his native country.

To a person with sound knowledge in English it is possible to work from home through a computer for clients from other countries. Some of the jobs include, data entry, medical transcription, freelance writing etc. In some industries, knowledge of business terminology in English is critical for entry into and the success of a business. Workers need to have an understanding and command of detailed vocabulary dealing with specific concepts in order to be able to communicate effectively with other professionals in the business. Examples of specialized businesses requiring knowledge of English include computing, engineering, science, technology, medicine and law.

Corporate Expectations:

As the ability to speak and write in English is considered very important by the recruiters at the time of recruitment, let us discuss the expectations of corporate world in this regard. Companies want people who can read and understand written words in the form of instructions, reports, letters, memos, notices and other any form of official documents. The ability to express formal communication in oral as well as in written form is equally considered important by the prospective employers. As one moves higher in the vertical direction in the organizational hierarchy, it becomes naturally necessary for an employee to be good presenter, negotiator, and convener of meetings. The mastery over English will help a person to conduct his duties efficiently. [4] One of the important deficiencies found by the employers and recruiters in candidates for different jobs is the lack of oral as well as written communication skills. Many candidates don't know how to answer to the point at the time of the interview and can't phrase a simple formal letter or report. It becomes a handicap for the candidates who have good domain knowledge. [5] Interviewers will be in dilemma when they encounter such candidates who have technical expertise, but poor communicational skills in English. Left with no other choice they might take some other candidate with less technical knowledge but more proficient in English, making sure that they are groomed and trained properly. An empirical study comprising of two interviews and a questionnaire has been used to qualitatively determine the importance of English as a language for corporate communication: a) In this section, we will state the inference that we could conclude after interviewing our subject who is currently working in a MNC. He begins by saying that communication is the building block of any organization and that if there is no communication, the company is certainly going to fail. He goes onto say that since he is working in a MNC, the employees are from a number of countries that include USA, UK, SPAIN, SWITZERLAND and DUBAI, which makes it quite impossible to converse in different languages, moreover conversing in different languages would lead to chaos and sheer misunderstandings. Since, English language is the official language for the USA and the UK; it is also a major language in the Middle East apart from Arabic and in Europe apart from Spanish or French.

It becomes a lot easier for the people to overcome this communication barrier. He also addresses how important it is to converse using simple words, short and 'to the point' Statements as it can be easily understood. He proves this using a simple example, a statement "-meeting cancelled because of indisposed of Mr. Ravi". Good communication requires usage of simple words and smart use of vocabulary to clearly address a certain point. The word

"indisposed" is certainly not a common word for f people not having a good vocabulary, this leads to a misunderstanding where the readers cannot understand the statement and they might start to make assumptions. Just by replacing this word by "unavailability" can ensure proper understanding of the statement by many. He emphasizes on the point that good communication calls for easily understandable statements and words. Working in companies requires attending of meetings, conference calls and presenting an Idea to other people, this calls for communication in English. One might have a great idea that is worth implementing, but until and unless he can communicate his idea, it is of no use. For a idea or a business model to succeed, it is essential that the idea is understood by the other employees to fullest. He says that a BPO sector still has an edge over other countries because Indians speak fairly better English compared to other non-native speakers of English. It applies to our IT as well as other related sectors too. He believes that India has a large English speaking population, it makes easier for MNCs and foreign universities to do their business here. The knowledge of English is an important employability skill with in India and outside to be employed as well as to move higher in one's professional life. He finishes by giving a beautiful example that clearly defines the importance of communication in life - "a new born child's communication involves crying and that is how doctors understand that there is no residual amniotic fluid in her nose, mouth, and lungs." b) In this section, we state the inference that we could conclude after interviewing our subject who is currently working in a Public Sector Firm. He begins by saying that working in a public sector firm requires high communication skills and executive presence. He also states that employees are required to have excellent written and oral communication skills over a wide array of communication platforms, including social media. The employees working in such firms should be well versed with English language and local languages. He says that communication within the company is as important as communication with the customers. A company might have an excellent product, but it is of no use until the people can understand why they should purchase it. In order to address the problem a company has a sales team that specialize in communication, whereby making its customers wary of the advantages of using that product. The fundamental of a business lies in selling commodities for a premium, which accounts to some value addition that has been done by the company. But if the company fails to describe their value addition, their product won't be selling that would result in low revenues and ultimately poor business. Therefore, it is mandatory that employees should have good vocal and written excellent skills in English, as a majority of the people understands it. Interviews and group discussions for job seekers require asks for high skills in communication and English as a whole. This cannot be done without proficiency in a language that is

understood by the fellow participants taking part in the event. He mentions that he has seen scores of presentations made by students who are too stumped or lazy to formulate simple, brief and attractive sentences in English, which are the backbone of any good presentations. Mostly, students simply type into Google, move into relevant or sometimes irrelevant sites, copy a large section of content and simply paste it into their power point slides, without a thought as to how readable or attractive it might be. A little education here (either training through company intranets, or an on-line course, or some self-motivated self-education) can go a long way. The employee will not only use better grammar and vocabulary, but also will also use logical chunking and sizing of the content, so he only puts as much on a slide as is easy to read and understand. Short and to the point statements are always admired in a presentation. He goes into the basics of Oral communication skills that include the ability to speak effectively, listen actively and respond efficiently according to the situation. It helps in oral presentation, video conferencing, telephonic conversation, meeting, interviews etc. He defines written communication skills as the ability to write effectively and it includes the ability to read and understand the language used for communication. If a person is labelled as good communicator in English, he is supposed to be well versed in English. He completes by saying that Communication means the exchange of information, ideas, feelings and thoughts. The type of communication, which is used in the corporate world, is business communication. It is not mere exchange of ideas. In the world of business, the communication is considered effective, only if there is some positive transaction. If the sender of information is just able to convey the message without any fruitful deal, then the then the communication is not effective.

The Three Main Advantages of Commercial Communication

Commercial communication, centered around the promotion of products and services, confers three primary benefits to businesses:

1. **Enhanced Visibility and Reputation**: Commercial communication empowers businesses to announce themselves to their potential customers. By disseminating advertising messages or coordinating promotional events, a company can increase its brand's visibility, thereby distinguishing itself from competitors.

2. **Stimulated Sales**: Actions related to commercial communication also serve as an efficient method to boost sales. By emphasizing the advantages and features of its offerings, a company can encourage customers to purchase.

3. **Customer Retention**: Lastly, commercial communication aids in retaining existing customers by fostering a steady connection with them. The use of various

communication tools like newsletters or social networks can inform customers about the company's latest offerings or updates. This frequent interaction can bolster the trust relationship between the company and its customers.

Ready or not, English is now the global language of business. More and more multinational companies are mandating English as the common corporate language—Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing, to name a few—in an attempt to facilitate communication and performance across geographically diverse functions and business endeavours.

Adopting a common mode of speech isn't just a good idea; it's a must, even for an American company with operations overseas, for instance, or a French company focused on domestic customers. Imagine that a group of salespeople from a company's Paris headquarters get together for a meeting. Why would you care whether they all could speak English? Now consider that the same group goes on a sales call to a company also based in Paris, not realizing that the potential customer would be bringing in employees from other locations who didn't speak French. This happened at one company I worked with. Sitting together in Paris, employees of those two French companies couldn't close a deal because the people in the room couldn't communicate. It was a shocking wake-up call, and the company soon adopted an English corporate language strategy.

Similar concerns drove Hiroshi Mikitani, the CEO of Rakuten—Japan's largest online marketplace—to mandate in March 2010 that English would be the company's official language of business. The company's goal was to become the number one internet services company in the world, and Mikitani believed that the new policy—which would affect some 7,100 Japanese employees—was vital to achieving that end, especially as expansion plans were concentrated outside Japan. He also felt responsible for contributing to an expanded worldview for his country, a conservative island nation.

The multibillion-dollar company—a cross between Amazon.com and eBay—was on a growth spree: It had acquired PriceMinister.com in France, Buy.com and FreeCause in the U.S., Play.com in the UK, Tradoria in Germany, Kobo eBooks in Canada, and established joint ventures with major companies in China, Indonesia, Taiwan, Thailand, and Brazil. Serious about the language change, Mikitani announced the plan to employees not in Japanese but in English. Overnight, the Japanese language cafeteria menus were replaced, as were elevator directories. And he stated that employees would have to demonstrate competence on an international English scoring system within two years—or risk demotion or even dismissal.

The media instantly picked up the story, and corporate Japan reacted with fascination and disdain. Honda's CEO, Takanobu Ito, publicly asserted, "It's stupid for a Japanese company to only use English in Japan when the workforce is mainly Japanese." But Mikitani was confident that it was the right move, and the policy is bearing fruit. The English mandate has allowed Mikitani to create a remarkably diverse and powerful organization. Today, three out of six senior executives in his engineering organization aren't Japanese; they don't even speak Japanese. The company continues to aggressively seek the best talent from around the globe. Half of Rakuten's Japanese employees now can adequately engage in internal communication in English, and 25% communicate in English with partners and co-workers in foreign subsidiaries on a regular basis.

Adopting a global language policy is not easy, and companies invariably stumble along the way. It's radical, and it's almost certain to meet with staunch resistance from employees. Many may feel at a disadvantage if their English isn't as good as others', team dynamics and performance can suffer, and national pride can get in the way. But to survive and thrive in a global economy, companies must overcome language barriers—and English will almost always be the common ground, at least for now.

The fastest-spreading language in human history, English is spoken at a useful level by some 1.75 billion people worldwide—that's one in every four of us. There are close to 385 million native speakers in countries like the U.S. and Australia, about a billion fluent speakers in formerly colonized nations such as India and Nigeria, and millions of people around the world who've studied it as a second language. An estimated 565 million people use it on the internet.

The benefits of "Englishnization," as Mikitani calls it, are significant; however, relatively few companies have systematically implemented an English-language policy with sustained results. Through my research and work over the past decade with companies, I've developed an adoption framework to guide companies in their language efforts. There's still a lot to learn, but success stories do exist. Adopters will find significant advantages.

Chapter-2

English Language Teaching and learning in ICT

Why English Only?

There's no question that unrestricted multilingualism is inefficient and can prevent important interactions from taking place and get in the way of achieving key goals. The need to tightly coordinate tasks and work with customers and partners worldwide has accelerated the move toward English as the official language of business no matter where companies are headquartered.

Three primary reasons are driving the move toward English as a corporate standard.

Competitive pressure.

If you want to buy or sell, you have to be able to communicate with a diverse range of customers, suppliers, and other business partners. If you're lucky, they'll share your native language—but you can't count on it. Companies that fail to devise a language strategy are essentially limiting their growth opportunities to the markets where their language is spoken, clearly putting themselves at a disadvantage to competitors that have adopted English-only policies.

Globalization of tasks and resources.

Language differences can cause a bottleneck—a Tower of Babel, as it were—when geographically dispersed employees have to work together to meet corporate goals. An employee from Belgium may need input from an enterprise in Beirut or Mexico. Without common ground, communication will suffer. Better language comprehension gives employees more first-hand information, which is vital to good decision making. Swiss food giant Nestlé saw great efficiency improvements in purchasing and hiring thanks to its enforcement of English as a company standard.

M&A integration across national boundaries.

Negotiations regarding a merger or acquisition are complicated enough when everybody speaks the same language. But when they don't, nuances are easily lost, even in simple e-mail exchanges. Also, cross-cultural integration is notoriously tricky; that's why when Germany's Hoechst and France's Rhône-Poulenc merged in 1998 to create Aventis, the fifth largest worldwide pharmaceutical company, the new firm chose English as its operating language over French or German to avoid playing favorites. A branding element can also come into play. In the 1990s, a relatively unknown, midsize Italian appliance maker, Merloni,

adopted English to further its international image, which gave it an edge when acquiring Russian and British companies.

The fastest-spreading language in human history, English is spoken at a useful level by some 1.75 billion people worldwide—that's one in every four of us.

Obstacles to Successful English-Language Policies

To be sure, one-language policies can have repercussions that decrease efficiency. Evidence from my research at Rakuten—along with a study I conducted with Pamela Hinds of Stanford University and Catherine Cramton of George Mason University at a company I'll call Global Tech and a study I conducted at a firm I'll call FrenchCo—reveals costs that global English-language rules can create. Proper rollout mitigates the risks, but even well-considered plans can encounter pitfalls. Here are some of the most common.

Change always comes as a shock.

No amount of warning and preparation can entirely prevent the psychological blow to employees when proposed change becomes reality. When Marie (all names in this article are disguised, with the exception of Mikitani and Ito) first learned of FrenchCo's English-only policy, she was excited. She had been communicating in English with non-French partners for some time, and she saw the proposed policy as a positive sign that the company was becoming more international. That is, until she attended a routine meeting that was normally held in French. "I didn't realize that the very first meeting after the rule came out was really going to be in English. It was a shock," Marie says. She recalls walking into the meeting with a lot of energy—until she noticed the translator headsets.

An English mandate created a different problem for a service representative at Global Tech. Based in Germany, the technology firm had subsidiaries worldwide. Hans, a service representative, received a frantic call from his boss when a key customer's multimillion-dollar financial services operation ground to a halt as a result of a software glitch. Hundreds of thousands of dollars were at stake for both the customer and Global Tech. Hans quickly placed a call to the technical department in India, but the software team was unable to jump on the problem because all communications about it were in German—despite the English-only policy instituted two years earlier requiring that all internal communications (meetings, e-mails, documents, and phone calls) be carried out in English. As Hans waited for documents to be translated, the crisis continued to escalate. Two years into the implementation, adoption was dragging.

Self-confidence erodes.

When non-native speakers are forced to communicate in English, they can feel that their worth to the company has been diminished, regardless of their fluency level. "The most difficult thing is to have to admit that one's value as an English speaker overshadows one's real value," a FrenchCo employee says. "For the past 30 years the company did not ask us to develop our foreign-language skills or offer us the opportunity to do so," he points out. "Now, it is difficult to accept the fact that we are disqualified." Employees facing one-language policies often worry that the best jobs will be offered only to those with strong English skills, regardless of content expertise.

When my colleagues and I interviewed 164 employees at GlobalTech two years after the company's English-only policy had been implemented, we found that nearly 70% of employees continued to experience frustration with it. At FrenchCo, 56% of medium-fluency English speakers and 42% of low-fluency speakers reported worrying about job advancement because of their relatively limited English skills. Such feelings are common when companies merely announce the new policy and offer language classes rather than implement the shift in a systematic way. It's worth noting that employees often underestimate their own abilities or overestimate the challenge of developing sufficient fluency.

The Interest for English Teaching and Learning

In English learning, the most significant thing is to stimulate student's interest, and it is quiet necessary for teachers to attach great importance to the student's interest in the whole process of teaching and learning. This paper starts with the discussion of the importance of interest in English learning; then, the second part of the thesis analyses the teacher's guiding roles in English learning and teaching, which is the base of arousing student's interest in English learning. The third part puts forward some new and helpful teaching methods to stimulate student's interest. In a word, the foremost duty of a teacher is to try his/her best to arouse students' interest. In a long period, especially in primary schools, teachers in China are all normally geared to operate teaching via the traditional teacher-centered approach in English class. During an English lesson, most students just choose to keep silent and act as audience. They seldom speak English or raise their hands to answer the teacher's questions voluntarily, and some even fall asleep. It seems that they are attaching little importance to their English lesson. This kind of spoon-fed method of teaching plays an unfavorable and unacceptable role in English teaching, and it actually reduce students' interests in English and this kind of forced-feeding teaching would not be good for students' development, even it can gradually make

them lose their interest in English learning. Einstein once said, "Interest is the best teacher." It is definitely right that students' initiative in English learning is difficult to spur without interest. Interest of learning is an essential integrant in the course of both teaching and learning, and it is the most realistic and active factor of enthusiasm and initiative. Therefore, it is very important for all the teachers to try their best to arouse their students' interest in English learning in order to help them learn English well in the shortest possible time. 2. Teachers' Guiding Roles in Stimulating Students' Interest in English Learning in students'

English learning, teachers' guiding roles are increasingly important, and teachers do play a very indispensable role in the course of teaching and learning. To be a qualified teacher, one should not only pay much attention to protecting students' interest but also make every effort to arouse students' interest in learning English. It is often said that all the intellectual work relies on interest. How a teacher inspires students to learn and improve their learning initiative is the first key point in English teaching. From the psychological point of view, the students have emotional instability and unsustainable interest. Therefore, teachers should make full use of interest to let their students participate actively in learning and really become the masters of the whole class. In English teaching, teachers should bring their guiding roles into full play. The following aspects may be effective and necessary. Raising Students' Consciousness in English Learning Although the students are full of curiosity, they usually cannot concentrate on doing things long. Considering this, having a better idea of the learning aim can raise students' consciousness in English learning. In this way, students can not only raise their enthusiasm and activeness, but also keep their interest for a longer time. On the contrary, if teachers could not help students set up the correct learning aim, it is impossible to stimulate the students' interest successfully. In order to raise students' consciousness and encourage their initiative in English learning, all the teachers are supposed to do their best to raise the sense of responsibility in their teaching. Arousing Students' Desire for Knowledge and Skills John Locke once said, "Where there is no desire, there will be no industry." It is important to encourage students to arrange their time for study autonomously. Teachers should encourage them to use the creative way to solve problems, which will make them keep the desire for the knowledge and regard learning as fun. Keeping them interested in learning is supposed to be a good way for them to experience a happy learning process. Helping Students to Set Realistic   Goals Setting realistic goals is a crucial factor in stimulating the interest of students, and it is usually a way to make them believe they are making progress day by day. It is thus important for teachers to set realistic goals for students before the start of learning, and through this step, students can do better than before. In the process of teaching and learning,

letting students experience the sense of success is very important and necessary. In this process, students can collect information, discuss problems with their classmates, work hard on questions, and take an active part in class activities. In the practical learning, students themselves can experience much sense of success, which will further enhance their interest in English learning. Helping Students Build Confidence It is commonly accepted that confidence can make one have great achievement. Similarly, if a student has enough confidence, he/she will probably achieve success. However, Rome was not built in one day, so confidence cannot be built overnight. Confidence is very important for one person though it is built difficultly. First of all, teachers should be good at using examples to inspire students. Secondly, teachers should create opportunities for students so that they can experience success instead of failure, and they will not doubt their own abilities. Thirdly, teachers should be adept at discovering their students' merits, because this could be a kind of motivation for confidence. For instance, some students do well in pronunciation, so teachers can praise them and ask them to read in the class as models, and in this way, these students will not only be good at pronunciation after a period of time, but also perform better in many other aspects. If we can use good methods and give them more encouragement instead of criticism, students would have more confidence and interest to learn English. Teachers surely have responsibilities to make students realize that making mistakes in learning is normal and acceptable. In addition, teachers should make students realize that there are no so called easy or difficult questions, and encourage them not to be afraid of making mistakes in front of classmates or other people. To some extent, students' confidence plays a decisive role in arousing the interest in learning English better. 2.5 Building Good Relationships Between Students and Teachers as the old saying goes, "A student will believe in teachings only when he gets close to his teacher." The students' interest has a very great relation with their teacher. If they admire a teacher, they would love his/her lesson, and then have the interest in learning the subject which he/she teaches. Therefore, teachers should try their utmost to establish an environment which is full of trust, respect, help, solidity, and make every student love English from the love of the teacher. As a teacher, it is very necessary for he/she to communicate with students and establish a good relationship with them. It is the premise for teachers to love their own students and help them build interest in English. In fact, each student need make a close relationship with teachers and sometimes they want to draw their attention. If this need gets satisfied, it can make the student learn English initiatively and actively. But every student has unique personality, so teachers should spend much time in finding out how to get along with their students and make friends with them, then students will be active in English class and consider learning it as a happy thing in their spare

time. 473Advances in Social Science, Education and Humanities Research (ASSEHR), volume 314

Applying New Teaching Methods to Stimulate Students' Interest to some extent, most traditional teaching method definitely could not stimulate students' interests and could not give pleasure and joy to students. Students should never be merely sitting in the classroom and just acting like empty bottles waiting to be filled. Thus, teachers should adopt diversified teaching methods instead of unchanged ones to enliven the dull atmosphere in the classroom and achieve good effect of learning. Society is developing, so teaching methods should be changed with it, too. It is necessary for an English teacher to create an attractive language environment for students, which can foster the students' learning interest, so using some modern teaching technologies may be a necessity in English class. Therefore, the teachers have to use various kinds of teaching forms to arouse the students' interest in English learning. 3.1 Using Media No doubt that using media which are full of pictures and colours can draw students' attention successfully because students are much easier attracted by the things they see, such as an object, a picture or a chart, and this interesting method can let them have a better understanding of what is being taught in class. By using visual aids, students could not only memorize the new words, but also learn cultural information in a very easy and relaxing way. Interesting pictures make them learn English voluntarily and arouse their interest to search for more new words and sentences, and to speak more to each other. 3.2 Holding Various English Activities as is known to all of us, the classroom is the main place for students to study and use language. The traditional teaching with boring and depressing atmosphere cannot arouse students' interest in learning. Teachers should use appropriate language, expression and movement to motivate students to learn according to students' psychological characteristics and their capacities. The main goal of English teaching is to train the English communicative ability of students. However, communication is inseparable from activities. Colourful English activities can give their creativity and competitiveness a full play, and can make a positive atmosphere to create the space for the students to perform. There can be a wide variety of English contest, such as singing competition, tongue twister contest, story contest, riddle contest, recitation contest, speech contest and so on. During these activities, students with different levels of knowledge can have the opportunity to join and win, have the sense of accomplishment from learning English, and have more profound understanding of what they have learned from the activities. Therefore, they not only attend English classes energetically, but also get much experience of success and improve their English skills of listening, reading, speaking and

writing. What is more, it can make them have more durable interest English learning and let them know that it is not difficult to learn English well.

Giving Commendations and Rewards

Lincoln once said, "Everyone likes praise in the human nature; the most pressing need is eager to be commended." An appropriate recognition is an incentive. Especially for the students, it can increase their confidence of learning, and enhance their interest in learning English. Ten times criticisms must be not better than one-time praise.

Repeated stimulation can make students have the enjoyment of success, and then have more interest in learning and they will study harder and harder.

Summary

Interest is the direct motivation to stimulate students' learning. Only when they are happy to learn and interested in learning, can they improve their English. Therefore, it is essential to arouse students' interest in English learning and teaching.

Both teachers and students have to spare no effort to stimulate students' interest in English learning. On the one hand, teachers had better adopt more useful and new teaching methods to enliven the classroom atmosphere, guide students to maintain the interest of learning. They should cultivate students' good habits of learning English, and help them get right methods of learning English step by step. On the other hand, students are expected to build their interest and determination of learning English, and they should have the clear intention to learn, the positive attitude, and the confidence to improve their English.

In a word, interest in English is the most important starting-point for students to learn English well; hence, the foremost duty of an English teacher is to try his/her best to arouse students' interest, and a sustainable interest in English learning will play an important role in their English learning and improving. There is no doubt that without interest, pupils' initiative in English learning is impossible to stimulate. Learning interest is a crucial component in both teaching and learning, as well as the most realistic and active aspect of passion and initiative. Children with strong learning interests are more likely to concentrate intensely in English class, improve their learning efficiency, establish the habit of self-study, and progress in their English studies. At present, what English teachers can control most is to use effective and scientific teaching strategies to stimulate students' interest in English learning. As a result, it is necessary for English teachers to stimulate pupils' interest in English learning so that our students can learn English effectively in the shortest period feasible. There is a lack of research on teaching strategies to stimulate primary school students' interest in English learning in China.

As a result, students not only attend English lessons with interest, but they also get valuable experience and develop their English abilities. Moreover, it can stimulate their interest in English study and demonstrate that mastering the language is not difficult. According to modern cognitive psychology, students' curiosity and interest in learning can be aroused by causing students' cognitive dissatisfaction. Therefore, the first step in the teaching process is to arouse students' interest and motivation in learning. Therefore, teachers can create problem situations in classroom teaching, or often make use of students' desire to win, to compete, to seek approval, and other motives to arouse their interest in learning. At this moment, the teacher says the truth is not always in the hands of the majority. This forms a suspense and arouses the students' interest and need to solve the problem. However, the teacher should not tell them the answer directly, but let them look up the information themselves.

Fikri and Muchyidin (2022) believed that learning interest is an exciting topic in language learning that might influence learners' achievement and perceptions. Tianjuan (2019) thought that interest is essential in learning and teaching a language since it stimulates enthusiasm and creativity. Adella (2019) stated that attention, willingness, needs, happy feelings, teaching materials, good attitudes, and participation indicate the students' interest. They think their Non-Native English Teacher (NNET) uses various methods and techniques in teaching English that arouse their interest, such as online games, drilling methods, and YouTube videos. This statement is relevant to the previous study, which said an English teacher must create an attractive class that can motivate the students to be more interested, so using some modern teaching technologies may be necessary for English classes.

- The purpose of this course is to sensitize future English teachers to current and future trends in education and educational testing. Participants will learn how to construct well-designed tests that yield valid and reliable measures of how well they teach and how well their students learn. Participants will also learn to judge the advantages and limitations of tests and test scores.

This study investigates whether reflective journals can stimulate students to reflect on their learning and ultimately to make a conceptual change in understanding international relations concepts and problems. The article reports on the experience of using journaling in two courses by triangulating data from analysis of student journals, assignments, feedback forms and a teacher's journal.

The methods and media that are used in the teaching and learning process are crucial to its success. With the use of suitable learning resources, teachers and students can overcome

barriers to learning, enabling students to quickly access and comprehend course material and the findings revealed that teachers only verbally communicated knowledge.

How can we Promote our Students' Interest in their English Language Learning? A case in Teacher Education College on First Year Students. Department of English Language and Literature. This paper illustrated how we were going to improve our teaching methods so as to assist our students learn more effectively and raise students' interest. As the current Curriculum in Ethiopia for the teaching of English demands, we have to improve the interest of students from didactic lecturer to facilitator and organizer. We illustrated how our imagined solutions to improving the living situation would play a big role in helping our students' interest to learn better.

The results were going to encourage, as students began more and more to play an active role in their classroom learning. The most significant interest was the students' new attitude to learn by and think for, themselves, which we suppose that we would benefit them all their live. At the same time, we learn a lot and develop new methodologies for teaching. Our paper disclosed how we have used the connections between our research process and the current Curriculum values like students' interest, motivation and attitudes, to develop the way of learning.

All students come from different backgrounds with different academic needs, culture, language, interests and attitude towards learning. Instructors are trying as hard as they could to meet students' needs in their learning. Teaching language is a complicated task for teachers and the right techniques and strategies are needed to deliver effective language learning especially in English. language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily. Interest is one of the strongest motivations for learning English. Motivation has long been identified as one of the main factors affecting English language learning define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process Ellis state that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the underlying possible factors in which affect students' motivation and interest in learning

English This study was conducted to investigate the strategies that instructors had used to arouse students' interest in learning the English language as their second language in the primary schools. Hopefully from the study, instructors were able to identify the right strategies to boost students' interest as well motivation in learning English effectively.   b. What was ours concern?

This study aimed to examine on types of teachers' strategies to attract year one students' attention and interest towards learning the English language. investigate reasons why students tend to loss interest in learning English as their second language develop students' interest in the English lesson in the classroom.

Why were we concerned?

This study sought to answer the following research questions:

(1) What are the strategies used by the teachers in teaching English language to students?

(2) How to develop students' interest in the English lesson in the classroom?

(3) Why do students lose interest in learning the English Language?

d. What was the worth of this study

Worth refers to the relevance of the research to some aspect of a profession, its contribution towards improving the knowledge

base of a profession, and its contribution towards evidence-based practice. The purpose of this study was to investigate the roles of instructors on students' interest in learning English as their second language.

Chapter-3

E-Learning

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The researcher's findings related to this study would, therefore, be of great importance to various groups of students and instructors. The study was expected to be of interest to policy makers, planners, and program developers who designed and implemented programs to improve teacher quality and thereby student performance (achievement). The researcher's conclusions would also help the management of the schools to discover their roles in enhancing teachers' strategies used in teaching English language to students. The study might also be a useful guide to educational leaders, teacher and other stakeholders, who were working in the area of education. The researcher believed that this study would benefit other researchers who wanted to carry out research in the same or related topic in greater depth and to learn more about the role of school principals in promoting students' intereste. Where was our concerned Delimitations described the scope of the study or establish parameters or limits of the study? To make the research process manageable for the researcher, this study was delimited to the following: As previously stated in the introduction, the purpose of this study was to investigate the role of teacher strategy to promote students interest to learn English in Abbiyi Addi College of teacher education. This study will be delimited mainly to the role of the strategies used by the teachers in teaching English language to students. It will not include the other multi-roles that school principals played in their respective schools. What was our limitation?

Limitations are those aspects of the study that cannot be controlled by the researcher and no research study is without limitations. A limitation, as defined by is "An aspect of a study which the researcher knows may negatively affect the results or generalize ability of the results, but over which he or she has no control. also define the limitations of a study as, "restrictions in a study that may decrease the generalize ability of research findings" which may be theoretical or methodological. This means any research endeavor had its own limitations and this study was not an exception. Despite instructor asked for them to repeat what was said; however, they could not answer as they got busy with other things than the lesson. What is more, they did not show much interest when the teacher gave homework for the next lesson. It was obvious that they did not take pleasure, fun and joy out of studying a foreign language. However, it is worth mentioning that they did not display a serious misbehavior in spite of the fact that they were unwilling towards the lesson. There was not a negative classroom environment. The teacher built a positive environment. It was clear that

she had a good relationship with her students. She respected them, took a warm attitude towards them and she made an effort not to make them feel offended and humiliated. She cared to help students feel All in all, some students did not make an effort to participate in the lesson and lacked both extrinsic and intrinsic motivation, which gives awareness of the importance of learning a foreign language. b. Analysis of the Interview to the Students. The interview continued with the question that asked the times when students feel motivated towards lesson. The students themselves noted that students get willing at the beginning of a new subject. They get curios about the new item. They also enjoy the lesson during communication. When they speak in English, they feel more fun and joy. For this reason, the student recommends teaching English for communicative purposes. This way, lesson becomes more meaningful and purposeful for them. She also adds that positive reinforcements such as verbal and nonverbal praises, approval of the students make them feel willing towards lesson and increase their self-confidence and interest. They feel more relaxed when they feel the sense of success. Moreover, the student said that students get more eager to learn when attractive materials are used in the classroom. Such materials attract their attention, interest and keep them alert. She also adds that examples from teacher's private life take students attention much.

The third question asked about the techniques that increase students' level of participation. The teacher pointed out that usage of visual aids promotes students' learning; thus, they improve students' attention and interest. Visual aids such as posters, pictures attract their attention and make lesson more colorful for them. This way they begin to take more interest in the lesson. Similarly, using body language makes lesson more understandable, which increases students' interest. When lesson gets clear and comprehensible, they feel more willing. She also emphasized the importance of communicative approach. When students are taught to communicate in English, they feel more willing and they see they can speak in English. However, she places a great value on grammar teaching, as well. She regards grammar as a tool for teaching speaking. The last question was about the teachers' role in fostering students' interest. The teacher stated that building a positive environment holds a great importance in students' interest. When students feel relaxed, their level of interest is improved. She also noted that appealing to students' needs and interest renders them more motivated to learn. The teacher furthered that teachers' being interested in current issues and giving current examples make students more involved in the lesson. This way, they can build relationships and understand the lesson better.

Analysis of the Questionnaire to the Students

In the questionnaire, 6 open-ended questions were asked to the first year students to find out their opinions on the issue of motivation. The responses of hundred first year students were analysed in this study. The first question asked in which situations the students

feel motivated towards lesson. As their answers reveal, teacher's use of humor in the lesson, teachers' being happy, positive and warm in the classroom (5), being well-prepared before coming to lesson (5), positive reinforcements such as praise, high grade or small presents (1) and teacher's telling the lesson in an enjoyable manner with different activities (1) play a big role in promoting students' will to learn The second question that was asked to participants to reply was about the times they experience lack of interest in lesson. As their answers indicate, when the lesson is covered as a flow of information from teacher to students in a colorless manner.

There are some limitations of the present study. Based on questionnaire in this research is possible not to cover all aspects of interest variables. In other words, the questionnaire is not comprehensive enough. The larger the sample size is, the more reliable the research will be. Although 100 first year teacher education college students are selected, the number is only a small size analyzed with the whole number. The above study and discussion show that many students have a strong interest in their English learning if the treatment is like this research implementation. Most of them prefer short-term goals to long-term goals. On the other hand, students generally have higher desire and commitment to learning English despite a lot of difficulties facing them. In order to enhance the interesting behaviors of these students, the author provides some suggestions, for example, developing students' interests in learning English, training learning strategies and promoting students' self-efficacy. It is expected that the findings obtained in the study can be helpful for English teachers to have a better understanding of their students, and the suggestions offered in the paper can be a contribution to the improvement of English teaching. In conclusion, all the teachers and students must spare no effort to work hard in the process of teaching and learning. Interactive white Board Technology This paper illustrated how we were going to improve our teaching methods so as to assist our students learn more effectively and raise students' interest. As the current Curriculum in Ethiopia for the teaching of English demands, we have to improve the interest of students from didactic lecturer to facilitator and organizer. We illustrated how our imagined solutions to improving the living situation would play a big role in helping our students' interest to learn better. The results were going to encourage, as students began more and more

to play an active role in their classroom learning. The most significant interest was the students' new attitude to learn by and think for, themselves, which we suppose that we would benefit them all their live. At the same time, we learn a lot and develop new methodologies for teaching. Our paper disclosed how we have used the connections between our research process and the current Curriculum values like students' interest, motivation and attitudes, to develop the way of learning. Key Words - attitude, didactic interest, learn, and motivation. Our Context All students come from different backgrounds with different academic needs, culture, language, interests and attitude towards learning. Instructors are trying as hard as they could to meet students' needs in their learning. Teaching language is a complicated task for teachers and the right techniques and strategies are needed to deliver effective language learning especially in English. English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily. Interest is one of the strongest motivations for learning English. Motivation has long been identified as one of the main factors affecting English language learning [8]. [33] define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process [42]. Ellis state [7] d that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the underlying possible factors in which affect students' motivation and interest in learning English [42]. This study was conducted to investigate the strategies that instructors had used to arouse students' interest in learning the English language as their second language in the primary schools. Hopefully from the study, instructors were able to identify the right strategies to boost students' interest as well motivation in learning English effectively. b. What was ours concern? This study aimed to - examine on types of teachers' strategies to attract year one students' attention and interest towards learning the English language. - investigate reasons why students tend to loss interest in learning English as their second language. - develop students' interest in the English lesson in the classroom c. Why were we concerned? This study sought to answer the following research questions: (1) What are the strategies used by the teachers in teaching English language to students? How to develop students' interest in the English lesson in the classroom? Why do students lose interest

in learning the English Language? The researcher's findings related to this study would, therefore, be of great importance to various groups of students and instructors. The study was expected to be of interest to policy makers, planners, and program developers who designed and implemented programs to improve teacher quality and thereby student performance (achievement). The researcher's conclusions would also help the management of the schools to discover their roles in enhancing teachers' strategies used in teaching English language to students. The study might also be a useful guide to educational leaders, teacher and other stakeholders, who were working in the area of education. The researcher believed that this study would benefit other researchers who wanted to carry out research in the same or related topic in greater depth and to learn more about the role of school principals in promoting students' interest e. Where was our concerned Delimitations described the scope of the study or establish parameters or limits of the study? To make the research process manageable for the researcher, this study was delimited to the following: As previously stated in the introduction, the purpose of this study was to investigate the role of teacher strategy to promote students interest to learn English in Abbiyi Addi College of teacher education. This study will be delimited mainly to the role of the strategies used by the teachers in teaching English language to students. It will not include the other multi-roles that school principals played in their respective schools. f. What was our limitation? Limitations are those aspects of the study that cannot be controlled by the researcher and no research study is without limitations. A limitation, as defined by is "An aspect of a study which the researcher knows may negatively affect the results or generalize ability of the results, but over which he or she has no control. also define the limitations of a study as, "restrictions in a study that may decrease the generalize ability of research findings" which may be theoretical or methodological. This means any research endeavour had its own limitations and this study was not an exception. Despite these limitations, the researcher made every endeavour to practice due diligence not to sacrifice quality and the in-depth nature of this study.

Interactive white board Technology:

It is widely accepted that an important predictor of success in a foreign language is students' interest towards it. In ESL/EFL contexts, students who consider the learning of English as a positive and rewarding experience are less likely to suffer from foreign language anxiety. By contrast, they usually have higher levels of motivation, willingness to participate, and high language performance. Students' attitude towards the foreign language is very often influenced by: a) instructor-student relationships, b) the general classroom atmosphere, and c)

the use of authentic teaching materials and activities. This article is practical in nature. Its aim is to provide English teachers with a set of strategies and practical suggestions in order to help their students develop a positive interest toward learning English as a foreign language. b. **Factor 1:** Factors that can Enhance Student- Instructor Interest Instructors can make a valuable contribution to developing a friendly relationship with their students. The following is a checklist with appropriate and effective teacher behavior: 1. Remember that your everyday classroom behavior is important. Most students consider their teacher as a role model. For this reason, in order to motivate your students to learn English, you need to be enthusiastic, cheerful and sincere. Show your students that you actually care for them, and you are there to help them master the English language, rather that constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy. Always be well prepared for the lesson, and show willingness to answer students' questions.

Factor 2: Fostering a Positive Psychological Classroom Atmosphere It is important to establish a kind of "classroom community", in which students feel free to communicate using the foreign language. An important thing to bear in mind is that you should create a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language. If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language. The following techniques are intended to create a friendly, non-threatening class classroom climate:

III. Methodology:

a. Instrument This study used, questionnaires, interview and observation was disseminated to both instructors and students. The questionnaires consisted of both open-ended and closed-ended questions. The questionnaires mainly examine the strategies used by the teachers in teaching the English Language, ways of arousing students' interest and reasons why students lost their interest towards the English Language. b. Participant The participants of the study were year one's students in which consist of 100 students from two section and two English language teachers in Abbyi Addi College of teacher education. Two classes were involving in the study throughout the system.

IV. Data Analysis:

a. Analysis of the Observation we attended two classrooms to observe the reasons of disinterest that some students displayed in that classroom. During the observations, we tried to focus on the behaviors of those students. This way, it was aimed to find out what kind of factors or situations lead to lack of interest in English lesson and to produce possible

solutions to this problem. 118 Students were observed in their real classroom environments. Some of the students hesitated to get involved in the lesson. When the teacher asked questions, they were not much eager to answer. Especially three of the students were the least interested ones. It was difficult for them to focus on the lesson. They were the ones who did not do their homework among other students. When the instructor asked them the reasons of their not doing homework, it was easy to observe that they did not give enough importance to completing it. They tried to find such excuses for their mistake as having exams of other lessons. Their lack of inspiration reflected itself upon the incomplete homework. They did not make an effort to answer even the questions asked to warm them up for the lesson. Even in the presentation phase of the lesson, it was difficult to arouse their interest. No matter how risk-taker they got sometimes during the lesson, the involvement level decreased when tricky questions were asked. They were good at transformation questions, ones asking transforming affirmative sentences to negative and vice versa due to the fact that such questions were easy, non-challenging and they did not require working their minds much. They felt safe with mechanical exercises. Furthermore, they got stuck with repetition questions since they did not listen to the teacher. The instructor asked for them to repeat what was said; however, they could not answer as they got busy with other things than the lesson. What is more, they did not show much interest when the teacher gave homework for the next lesson. It was obvious that they did not take pleasure, fun and joy out of studying a foreign language. However, it is worth mentioning that they did not display a serious misbehavior in spite of the fact that they were unwilling towards the lesson. There was not a negative classroom environment. The teacher built a positive environment. It was clear that she had a good relationship with her students. She respected them, took a warm attitude towards them and she made an effort not to make them feel offended and humiliated. She cared to help students feel relaxed in the classroom. Despite this, some students did not take an interest in English. When students are taught to communicate in English, they feel more willing and they see they can speak in English. However, she places a great value on grammar teaching, as well. She regards grammar as a tool for teaching speaking. The last question was about the teachers' role in fostering students' interest. The teacher stated that building a positive environment holds a great importance in students' interest. When students feel relaxed, their level of interest is improved. She also noted that appealing to students' needs and interest renders them more motivated to learn. The teacher furthered that teachers' being interested in current issues and giving current examples make students more involved in the lesson. This way, they

can build relationships and understand the lesson better. c. Analysis of the Questionnaire to the Students in the questionnaire, 6 open-ended questions were asked to the first year students to find out their opinions on the issue of motivation. The responses of hundred first year students were analyzed in this study. The first question asked in which situations the students feel motivated towards lesson. As their answers reveal, teacher's use of humor in the lesson teachers' being happy, positive and warm in the classroom being well-prepared before coming to lesson, positive reinforcements such as praise, high grade or small presents and teacher's telling the lesson in an enjoyable manner with different activities play a big role in promoting students' will to learn. The second question that was asked to participants to reply was about the times they experience lack of interest in lesson. As their answers indicate, when the lesson is covered as a flow of information from teacher to students in a colorless manner the friends talk too much and distract their attention they do not understand the lesson and get bored and the teacher tells the same subject constantly and gives a lot of similar exercises they feel less willing and interested in the lesson. The third question asked to participants was about the effect of some activities such as games, group works or role plays on their interest. As their responses show, such different and appealing activities promote their interest and enthusiasm. However, 5 students out of 100 participants answered negatively. That student feels discouraged when he cannot be successful in such situation. For this reason, he does not prefer getting involved in role plays or group works. The students who answered positively believe that such activities help them to build good relationships among friends, pay attention to the lesson, feel free of problems, achieve permanent learning, take pleasure out of the lesson, practice what is learnt and keep alert during the lesson. The fourth question that was directed to the participants was about the impact of the instructor's attitude upon their willingness towards lesson. As their answers emphasize, all of the students hold the opinion that teacher's attitude influence their interest. They believe that teacher's positive and warm attitude, teacher's being happy, calm, teacher's appreciation and approval of them, not humiliating them increase their level of motivation. Students would like to see the teacher as motivated and willing enough. Only five of the students out of 100 claimed that he feels more interested and driven when the instructor behaves him badly and ignores him. The fifth question was about the factors which make learning difficult for the participants. Memorization teacher's telling the lesson in a complex and boring manner (teacher's ignorance of students' psychological condition difficult and dull subjects and reluctance to learn make learning process hard for the students and in such situations learning in real

sense does not occur. The last question asked to the students was about what kind of language classroom they imagine in their minds to make learning attractive and enjoyable for them. As their answers indicate, classrooms in which there are a lot different activities such as discussion on songs , games, group works or activities that require usage of English words outside classroom or in other lessons there is plenty of visual materials on the wall everybody speaks in English foreign people come and speak to student teacher covers the lesson in an enjoyable manner and there are a lot of repetitions and exercises in the target language are the ones that students imagined as attractive language classrooms. V. How could We implement it? a. Ourselves-certainty Based on our belief interest plays a great role to improve students speaking skill with integrative other remain skills. As a result, our implementation mostly focused on (launched at) through examining and shaping student-teachers speaking skill in order to promote their interest. The dominant necessity part of learning a second language rests on pronunciation. There is no misgiving that we set about pronunciation to learn the foreign language with interest, and then we learn speaking, reading, writing and we finally reap the benefits and have access to the second language. English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words. So we believe pronunciation to be significantly important for the whole of the learning process and it adds student's interest. The students had, it seemed to me, gradually got into a habit of learning some incorrect pronunciations as a result of their own Tigrigna's dialect. b. Students' feedback During the first AR meeting we chose our topic about how to improve pronunciation, and for this we prepared the audio-video lesson that taught us how to collect data and use it to develop evidence. such as the first thing is finding out everything about our topic and taking notes about what is happening as rigorously as possible, and collecting them in a notebook (at the first AR meeting, video gave us a special AR notebook each) then take paying careful attention of the students' comments. If you invite your colleagues to watch your AR class, and collect their' comments, then this triangulation can strengthen the rigor and reliability of the data. Our colleagues Denial and Yukon gave us some suggestions on "How to practice the tongue-twister", so we can say we gained enlightenment from the meeting and from our subsequent actions. We knew that my students had the same concern as us about their pronunciation. About 87% said their biggest problems were pronunciation and speaking. They also understood that the basic knowledge of phonetics and pronunciation would be very important to them. Language is a tool of communication. Language can be a medium for giving information and it reflecting on various things as well, of course, but poor

pronunciation can never facilitate effective communication. If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication and this also a means of disinterestedness. So we felt we now had grounds for beginning our research based on the two reasons above. VI. How could we improve it? We tried many ways to encourage our students and they mainly fell into three types: a. Teaching the phonemes one by one: This was divided into four parts: • Vowel and Diphthong sounds: east bank near where • Consonant sounds: here hat play tree • Stress patterns: infect |in'fact| • Intonation patterns: yes? 'J shows surprise. In English many words can have the same pronunciation but be written differently with different meanings. For example, "to, two, and too" which all have the phonetic transcription /tu/. Sometimes, words can be written similarly but have different pronunciations as in the "ough" combinations thought, though, bough, and through. The students are indicated with the International Phonetic Alphabet and followed by examples and exercises dealing with contrasting sounds, recognition and dictation. I taught pronunciation according to three main sections: • Individual sounds. It covers: 'stress', some sounds in words and some words in sentences are clearer than others. • 'Intonation', the raise and fall of the voice; e.g. to show question or surprise. • 'Steps for Studying Pronunciation'. I can do this in two ways: b. We ask each student to read it and correct the mistakes so as to increase their interest We attended a lecture and the students were English majors. We found their pronunciation was reasonably good. It showed us that our non-English major students didn't have a very suitable language surrounding in which to listen and practice speaking English that would enable them to acquire the second language effectively. From this point on, after we had learned the new pronunciation, we asked most students to read them out. In frustration at the beginning, because we felt our methods were listened to the tape again or we taught the phoneme again. And next class, we asked the pronunciation until they could read them correctly. We practiced repeatedly, and we found the students could now distinguish the different pronunciations. For example: we asked the students to do the Listening Text again, and as a result more than 85% students told me they could hear the differences. It showed us that my methods were helpful for some students to study. He said: "teacher, I didn't distinguish some similar phonemes and I found it is difficult to read, but now I'm very happy because there's great advances have been made in my pronunciation and oral speaking with interest, Thanks for your help ". Some students were fed up with learning this knowledge because it was so boring. Because most of them told me that there isn't very helpful for them to find the job after graduate You have an equal chance to speak, and when

you are speaking, we can help you correct your pronunciation.' We wanted our students to challenge themselves to speak and build up a sense of grasping chances. During every class, we asked the students to read the new words or paragraphs aloud in order to complete the exercises. We thought this process would correct and strengthen their pronunciation. The students mentioned above always took the chance to speak. However, we found that some students like Hagos, Kiros, and Ashenafi mouthed the answers but hesitated because of poor pronunciation despite the fact that in every class we had taught some phonemes. Therefore, we encouraged them every time and waited for them to make up their minds to stand up. They gradually started to volunteer. When Hagos volunteered for the first time to present his presentation with his desk mate in front of the whole class, he seemed out of breath when speaking. But we valued the fact that any of them were brave enough to speak up at all, even if we did not hear his speaking clearly. We praised them at once, and at same time we did not correct his pronunciation. When he was standing the second and third times, we told him, he should study his pronunciation more carefully and correct his mistakes. He received our suggestion without any apparent unhappiness and he was able to stand up to answer the questions many times in the future. d. Practiced 1. Individual Practice to make it more specific, we wanted to take a pre-reading activity as an example from sample passage 'How to make a good impression' (mother tongue, birds advice a textbook for the non-English major students aimed at increasing listening, speaking, writing and reading skills). We wrote some questions on the blackboard, for example, how does mother tongue take influence students interest to learn EFL? And how about the impression when the students speak story 'like birds' advice' the first time? We think the class atmosphere was very active at this point, with students settling to the task with apparent eagerness. We encouraged them. After five minutes, we asked them: 'Have you finished your discussion?' 'Yes!' 'Should we started our discussion' 'Ok' We had a discussion together, but they seldom spoke voluntarily unless asked. If I asked the whole class, they spoke loudly and in a lively manner. In order to achieve my broader, aim I still asked them one by one to talk about their experiences, and at the same time praised them and corrected their pronunciation. Gradually they were willing to speak and the class atmosphere became more active. After class they gave me three reasons for the change, comments we have amalgamated to show their general ideas: • First, they never volunteered, as it was not in their nature to stand up. • Second, they were shy and hesitant which slowed the pace down while those brave ones took the chance. • Third, they were worried about the pronunciation and afraid others would laugh. Kiros told me: " we were

willing to think question, and we were thought much more in our mind, but we were afraid to speak stand up because we thought others would laugh at our poor speaking, so we were waiting until other said something instead of us." Hagos said: " we were positive to think about the questions, but our partner's pronunciation was better than mine, so we told our opinions to her and he was spoke instead of us. If you praised her, we were pride too because these were our opinions". We paid more attention to another point as well: English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words. For example: we are a student. When we read this short sentence, we could glide over. Stressed words are covered: Nouns: e.g. kitchen, Peter- (most) • Principle verbs e.g. visit, construct. • Adjectives e.g. beautiful, interesting; • Adverb e.g. often, carefully. Non-stressed words are covered function words. • Determiners e.g. the, a • Auxiliary verbs e.g. am, were; • Preposition e.g. before, of 'Conjunction e.g. but, • and 'Pronouns e.g. they, she. To emphasize this point, we wrote a few sentences, or took a few exemplifying sentences from a book at the ends of class. First, we underline the stressed words, and then read aloud, focusing on stressing the underlined words and gliding over the nonstressed words. For example: The beautiful Mountain appeared transfixed in the distance. He can come on Sunday as long as he does not have to do any homework in the evening. We gave the students a few minutes to underline the stressed words. Then, we invited some students to explain the detail about these two sentences. Even though the second sentence was approximately 30% longer than the first, the sentences toke the same time to speak. This was because there are 5 stressed words in each sentence. d 2. Group practice When we were having class, we divided our class into 7 groups; each group elected a leader and had similar level of English. Before our class, we would write some mispronunciation words and tongue-twister on the blackboard so as to add some interest: commonly mispronunciation words. Words mispronunciation correct pronunciation - Comfortable = kom fort-able kum-fur-table Breakfast = brak -fast = brek-fst = jewl jool Mortgage = mort-gage mor-gage Mischievious = mis-chi-vos mi-chee-vi-us Buffet = bu-fet bu-fey "A pleasant peasant keeps a pleasant pheasant and both the peasant and the pheasant are having a pleasant time together." On one side, to distinguish the difference between some similar pronunciation, on the other side to train the linguistic significance. And when we having class we asked them to discuss certain topics, like the pre-reading activities-discussion of each Unit. We held competitions between groups, for example: within our reviewed new words, we read the meaning and asked the students how to read and spell it, and wrote the scores of each group on the blackboard. Through this method, the students could remember

the words quickly and the atmosphere of the class seemed quite relaxed. And it also could perhaps arouse their curiosity to learn more. For example, in the implementation time 'A MOTHER TONGUE (College English). This text presents what Sandy did on a weekday morning through a sequenced order, describing a series of actions according to the time when they happened. Therefore we requested all students to join in this performance for there are many dialogues. It was time to perform; I stared at them in amazement, because they were very good and the performance was of a high standard. In other words, their actions, their pronunciation, their clarity were really impressive. By creditable we mean that they had prepared scrupulously for this assignment before the performance. They had to take great care with each aspect of pronunciation and intonation and help each other to achieve their best performance. When one group was presenting, the rest of the class listened carefully and pointed out some problems. For a moment, the class would become quite noisy because they were so engaged in a heated discussion. We only sat by the side giving necessary instructions and ultimate help. All the students were involved in it and we saw Hagos and Kiros discussing actively with their partners. When Ashenafi made a mistake in distinguishing |e| and |ei|, he spoke up clearly to tell the difference.

Claims and Beliefs: a. Our behavior: As Moira Laidlaw said in her handbook: We believe that the teacher's own enthusiasm about his/her subject is what motivates students the most. If you love your subject, then it's more likely that your students will too. Your enthusiasm will lead you to question what you are doing (using the Action Planning process) in order to find better ways of doing it in the future. The enthusiasm is so important that it could rebound on our students, because we were setting an example in the classroom. It is like spring water to encourage me to think continuously and learn more knowledge. In order to be a better teacher, never enable the students to call us a teaching robot. We must keep our enthusiasm to assist their motivation and ensure they like our class, listen in our class, understand the knowledge and develop their own abilities. Beside this, we need to show humor, tolerance, and patience. Whatever the age of our students, we should try our best to activate the atmosphere in the classroom. When I found the students felt tried, sometime I would have a rest in the class and discuss some interesting things or invite one or two of students to sing a song. I found this could help the students to gain confidence. Some of them had thought it was impossibly difficult to study English, and we could look down on them. It was a vicious circle for them. By teaching them with enthusiasm, humor and patience, we broke this vicious circle. b. Encouragements: We gained useful information from our colleague Kiros: 'Encouragement can turn a coward into a hero'.

Chapter-4

The Interest for English teaching and Learning

We remember the first time was invited Mr. Birhanu to listen our class, he noted down: Our student stands up and talks well. He is a great student and we hope you praise his. We heard answer she is using some of the new vocabulary as well. But you just tell his to set down. No, you must praise his. Spend a little time telling his and the class how proud you are of your student when they volunteer. We thought what a mistake we made! Without praise and encouragement, they would lose interest in their study. Although we are a teacher and they are students we are all human beings, and everyone needs praise and encouragement. From then on, in every class, we believe we never forgot to praise and encourage them. We found it was better than before. For example, a student told me: "You never abuse or punish us, no matter answer was right or not, and you smile and say good / well done! We felt you were lovelier than before". We were so happy because it is repayment from our students. It also helped us to be a better teacher. c. Variety of class-content: We have found that if it is boring the students won't study pronunciation diligently because it requires a lot of hard work. Therefore, we had to take some positive or interesting measures to attract their attention educationally. We said in her handbook (2005): "The aim of classroom management is to improve the quality of learning with the students We should always prepare interesting additional material before the class and tell them our teaching aims, and in the class we would do some individual / pair/ group work to prevent the students wanting to sleep to be able to. We wanted them to find out each other's mistakes, so we invited some of them to explain the text on the platform and encouraged them to ask questions. d. Our claims and beliefs: There has to be a little space in the classroom, in which students' dreams can come true and in which each student recognizes and is shown their own personal value to the class in order to raise their interest. Systems mustn't be allowed to limit our thinking. When this is in place – a free space for dreams coming true – then we can show our real thinking and abilities. So, we deeply believe and understand what Mr. Yukon said. "Good classroom management leads to students who learn effectively and deeply with enthusiasm This is our first Action Research Report, and we are now beginning to realize that our position is not only one of a teacher but also a researcher at the beginning, we thought it was an easy job to teach and there would be a lot of free time for me to do other things. But standing on the platform, faced with many eyes, we developed a sense of responsibility, and our responsibility is to hold ourselves responsible to the students and help them develop their thinking and learning with interest. Action Research constitutes a moral

plea to us to look for the questions in the class of things, which disturb us and try to find out the solution. We have found it useful for us, because it has helped us to observe our class more precisely, examine our own teaching and show us, with the students' help, how to solve the problem. But on one occasion one student was very happy said to me after class that others said it was pretty good when he was speaking. After that time, he was willing to answer questions and learn the pronunciation. The biggest problem for them in that classroom was lack of enthusiasm. The reason of this situation seemed as those students' negative attitude towards English. They did not feel will to learn within themselves. Apart from extrinsic interest, they also lacked intrinsic interest. This shortage of interest, eagerness and willingness made them not take pleasure out of learning English. All in all, some students did not make an effort to participate in the lesson and lacked both extrinsic and intrinsic motivation, which constituted a problem for that classroom. Although the teacher took a helpful attitude, they did not take an interest in the lesson much, which may result from the unawareness of the importance of learning a foreign language. b. Analysis of the Interview to the Students The interview continued with the question that asked the times when students feel motivated towards lesson. The students themselves noted that students get willing at the beginning of a new subject. They get curios about the new item. They also enjoy the lesson during communication. When they speak in English, they feel more fun and joy. For this reason, the student recommends teaching English for communicative purposes. This way, lesson becomes more meaningful and purposeful for them. She also adds that positive reinforcements such as verbal and nonverbal praises, approval of the students make them feel willing towards lesson and increase their self-confidence and interest. They feel more relaxed when they feel the sense of success. Moreover, the student said that students get more eager to learn when attractive materials are used in the classroom. Such materials attract their attention, interest and keep them alert. She also adds that examples from teacher's private life take students' attention much. The third question asked about the techniques that increase students' level of participation. The teacher pointed out that usage of visual aids promotes students' learning; thus, they improve students' attention and interest. Visual aids such as posters, pictures attract their attention and make lesson more colorful for them. This way they begin to take more interest in the lesson. Similarly, using body language makes lesson more understandable, which increases students' interest. When lesson gets clear and comprehensible, they feel more willing. She also emphasized the importance of communicative approach. It is said that: "For those of you reading this, we hope you can share my excitement about this student's change. This was also an example to encourage other students to improve themselves. Another method

we used to improve their pronunciation was self-testing: mini tests to evaluate an ability to recognize and pronounce sounds in words, sentences and conversational activities. An answer-key was included. We requested they were read and checked by themselves. Finally, we reviewed with them once a week. By doing this we could check if they had mastered the right pronunciation of some new words in each unit with interest. c. Offering equal and enough chance for them to speak and correct the mistakes to raise their interest. Our first attempt was making a rule of speaking for the class. We told our students: 'Speaking is the only way you can express yourself. We believe the experience is worthwhile for every teacher especially young teachers, because they can develop their professional competence as well as improve students' learning. We believe we are walking the pathway towards better teaching step by step for this interest plays a great role. As you read on here, we hope you will be excited like us. It is necessary to explain that we tried our best to read the text and set examples in the right pronunciation at the beginning. Later on some students made demands to read the new words more often following our lead. That meant they wanted to speak and began to pay more attention to pronunciation. Nets Anet said that she did not wanted to say anything at all in English and lost heart in answering questions because of her poor pronunciation. She our ideas about studying pronunciation, however, and we noticed her watching me carefully as we taught the others. Gradually, she seemed to find this a convincing process and that it could improve her pronunciation quickly. She sounded authentic when she was speaking, and she was able to perform in front of the class. She gave me a note, which said: "we have reaped the benefits of all that hard work and you never punished us for the mistakes and often encouraged and praised us." Nowadays she often speaks with her partners and answers questions in the class. e. Encourage them to speak and 'show off' and build interest. In the first class we wrote a big word, 'confidence' on the blackboard and told them whatever they did, this was very important. When we were having class if they knew the answer, we asked them to please stand up and speak clearly. We believe encouragement and compliments are usually effective and constitute important ways at any stage of teaching. So we grasped every chance to encourage our students and praise them on every little bit of progress they made, either a correct pronunciation or a volunteering answer. Nets anet told me: 'We are nervous when we are speaking English we are worried that we will make a mistake and other people will laugh at u. We told the students that no one would laugh at them, that everybody makes mistakes when they are learning a language. English people make mistakes in their English too when they are tired or under stress. People are listening to try to understand your meaning, not to check on your grammar. Then Nets anet started to study in earnest despite the poor pronunciation. We gave her some

positive suggestions, and then she followed our way to study pronunciation and speaking, then she said to her told we: "Netsanet, thank for your help, because we were willing to listened our speaking than before and it were really good than before. We were asked International Journal of Engineering Development and Research. Our next Action Research enquiry question is "How can we improve the learning atmosphere of the class by pre-reading activity?" During our teaching, our found if we managed some interesting activities, the students would listen and study carefully. It shows that pre-reading activity is more significant to the whole class, and the effect is attracting the student's interest and improving the learning atmosphere of the whole class. And it has a direct bearing on the effect of the classroom. So, we want to research this topic in order to improve the learning atmosphere of the class. e. Our Out Come/ Action Evaluation/ When we evaluated our student-trainees after our action implementation they gave and demonstrated positively for us about their interests to learn English because we gave the evaluative activities that more similar with the previous one regarding as pronunciation and storytelling. At this time student were actively engaging on the given activates with high interest. As result besides their participation, we asked their interest through their feedback with implementation satisfaction sheet due to this three fourth of student-teachers were satisfied. International Journal of Engineering Development and Research. In order to make the language learning process a more interesting experience instructors need to put a great deal of thought into developing programs which maintain student interest and have obtainable short term goals. At college level this may include, as suggested by, any number of foreign exchange programs with other colleges, overseas "home stay" programs, or any other activities which may help to motivate students' interest to improve their target language proficiency. At the secondary school level, and especially in the senior years, this task may prove more difficult. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and commitment by some students. Instructors need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other instructors in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. Research in the area suggests L2 achievement strongly affects learner interest. The use of an interesting text can also help to increase the motivation level of students in the classroom. Many Ethiopian handout, module and texts often contain material which fails to capture the interest of students

due to the heavy emphasis on vocabulary and grammar. Many foreign texts, however, which have been designed for EFL, and specifically the Ethiopian market, often contain topics which can create a great deal of classroom interaction and help to motivate student's interest to develop their language skills. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures. No matter what the underlying interest to study a second language, what cannot be disputed is the fact that interest is an important variable when examining successful second language acquisition. Ethiopia is perhaps, a unique environment in which to learn English, especially when taking into consideration the many factors which influence the manner in which the language is taught. Although change may be slow to the education system, but recent struggles for introducing the English language as a subject in elementary school, changes made in methods of teaching and writing new textbooks can be really helpful for further motivating student's interest to achieve higher levels of proficiency in the future.

Chapter-5

Interactive White Board Technology

What do we mean by "business English"?

Business English refers to **a specific set of technical terms and expressions** that are used in business circles. Although the basis of this sub-language is everyday English, **business English uses specific terms** that are rarely used in other contexts.

Common terms and phrases

Business English uses short terms and phrases to facilitate smooth and effective communication between employees. Among the most popular are:

- **To be on the ball** - meaning to work with precision and to the best of one's ability to accomplish a goal or project

- **To think outside the box** - meaning to think up innovative solutions for tackling a problem or achieving new goals

- **To get up to speed** - meaning to be up to date with the latest technical developments in the sector

Some **business English terms** have become part of everyday language, so much so that we now use them outside of a business context, for example:

- *Brainstorming* - This term refers to a **creative session** in which several minds collaborate to "brainstorm" innovative ideas and outline new courses of action. The brainstorming process often involves a lot of chaos followed by the selection and organisation of the best ideas.

- *Downtime* - This is **an interval between the conclusion of an important task and the beginning of the next one**. During downtime, you have fewer commitments and work at a slower pace so that you have more time to consider new projects, review data, and so on.

These are just some of the most common expressions used in **business English**. Translating these expressions correctly requires the work of a professional translator with an in-depth knowledge of the business sector. At **Eurotrad** we provide a range of specialised translations in the most widely used languages, produced by a team of reliable and qualified translators.

How to write an email using business English?

While we're on the subject of business English, how do you write a business email in English? The rules for writing a business email in English are the same as for formal communications:

- use short, non-redundant sentences
- avoid turns of phrase and do not overuse commas
- use transitional expressions, i.e., words or groups of words that highlight logical connections between two sentences or sections of the email.

1. Get a business off the ground

The business has been registered with its own name, the employees are hired and the product or service is ready to be offered to the public. In other words, the owner *got his or her business off the ground.*

- "After finding the right investors and securing enough capital (money to start with), we finally **got our business off the ground** and opened our first store in Toronto."

2. From the ground up

Similar to the last one, if you build a business or project from zero or from the bottom, you're starting from the ground up.

- "Have you read the news about the enterprising 12-year-old who's building her business **from the ground up**?"

3. Long shot

Imagine you're throwing a dart at a target from a long distance. What are the chances of it hitting the bullseye (the exact centre of the target)?

A long shot is an idiom that's used to describe something that has a very small chance of happening or succeeding.

- "Landing such a high-paying job is a **long shot** but I'm still going to give it a try."

4. Bring to the table

To bring [something] to the table means to bring something of use or value (skills, experience, etc.) to a job or business activity (project, meeting, etc.).

- "We need someone on the team who can **bring** project management experience **to the table**."

5. Learning the ropes

Imagine that you're on a sailboat. The first thing you would learn is how to tie knots and work the sails. In other words, you would learn how all the ropes work!

To learn the ropes means to learn how to do your job or a particular task, especially if you have no previous experience. Because of this, it's commonly used when referring to new employees in training.

If you instead say "to teach someone the ropes," you can use it to describe a boss or more senior person helping a new employee understand their role and responsibilities.

- "Hey Paul, how's your new job?"

"It's great but I've only been there for two weeks so I'm still **learning the ropes**."

- "I've got a great manager who's been **teaching me the ropes,** so I'm learning quickly!"

6. Learning curve

A *learning curve* is used to describe the progress needed to gain experience or learn a new skill set. A steep learning curve indicates the task may be difficult and therefore take more effort.

You can imagine a chart showing a curving line—if it goes up quickly, then it looks like a big hill or mountain.

- "She is welcome to join our team, but there will be a steep **learning curve**."

7. Go the extra mile

To go the extra mile means to give more effort or do more than what's expected of you.

- "Anyone would be glad to have Pam on their team. She's a great team player and is always willing to **go the extra mile**."

8. A win-win situation

You might hear that something is a win-win situation, or that something is win-win in both business and regular English. It describes a situation where everybody involved in the event or deal "wins." Each person gains benefits from the outcome.

In business, it's often used during negotiations or trades, where both parties receive something that they need from the other.

- "The deal is simple, we give them office space and they give us the new equipment that we need."

"It sounds like a **win-win situation** to me!"

9. Overplay your hand

Be careful that you don't overplay your hand. Being too confident about your work or showing off too much can lower your chance of success.

This saying comes from card games like poker, where players should always be careful not to show too many of their cards all at once.

- "My cousin **overplayed his hand** and ended up losing his job."

10. Get down to business

Business meetings usually begin with some small talk while waiting for everyone to arrive. When it's time to start seriously focusing on the actual work, it's time to get down to business.

- "We've got plenty of topics to cover in today's meeting so let's **get down to business**."

11. Get down to brass tacks

Again: let's get on with the business at hand. You might hear this at the start of a business meeting, after some brief introductions or socializing.

One possible reason for saying "brass tacks" is because long ago, brass-metal tacks were used as the most basic, required things to hold up furniture.

- "Now that everyone's here, **let's get down to brass tacks**."

12. A ballpark number / figure / estimate

This phrase, like many other business expressions, is related to sports. The *ballpark* is the sports ground or stadium where baseball is played.

Giving a ballpark figure means giving an estimate of the value, time or number of something. It's used when the specific amount or number is not yet known or agreed upon but an estimate is required.

A ballpark is very large! So, this expression is specifically used for giving a very rough estimate or a large range in value.

- "To give you **a ballpark figure,** the new project will take between one and three months to complete."

13. The bottom line

You may know that the last or bottom line on a financial statement is the most important. It shows the total profit or loss. So the phrase the bottom line is used to refer to the final outcome or the most important point to consider.

- "It's true that we're very short-handed, but **the bottom line** is we must still deliver the project on time."

14. Smooth sailing

Think of the business as a sailboat. The skies are blue and the water is calm. When everything is going well and without any problems, we call it smooth sailing. The opposite situation can be called rough waters.

- "Once the company overcame the country's bureaucracy, it was **smooth sailing** from then on."

15. The big picture

The big picture means to look at the overall view of something, or the situation as a whole and not the smaller details.

- "I think his presentation was too long and detailed. He should've just given us **the big picture**."

16. In a nutshell

Have you seen a nutshell? Think of how small it is and how little it can hold. So, in a nutshell means in summary, or in as few words as possible.

- "This book is about successful businesspeople and how they reached the top. **In a nutshell**, it's about how to grow a successful business."

17. Gray area

When you say that something is *black and white*, it means that there's a very clear right side and wrong side.

The color gray is between black and white. When something is in a *gray area*, it means the situation isn't certain. In a gray area there are no clear rules and it's hard to say if it's right or wrong.

- "You have many good points in your proposal but there's one **gray area** we need to discuss."

18. Red tape

Red tape refers to strong regulations and rules that you need to follow before you can get your work done. They can make things extra challenging for any worker.

- "Our project is stalled because we ran into some **red tape**."

19. The wrong end of the stick

The wrong end of the stick refers to a total misunderstanding of a situation, plan or idea.

- "Jackie's not in charge of this project… Mark is. Seems like you got **the wrong end of the stick**."

20. Walking papers

If you're given your walking papers, it means you have received a notice that you're being fired or laid off from your job.

- "Did you hear? The boss just gave Brett his **walking papers**!"

21. Back to square one

Back to square one means to start over, or to go back to the beginning.

- "I wish I'd saved my spreadsheet before the server crashed. Now I have to go **back to square one**."

22. Call it a day

When your work has been completed for the day, or when you decide to stop working on an activity, you can call it a day.

- "Now that we've completed the outline for the new project, let's **call it a day**."

Phrases for Business Communication

1. Word of mouth

Word of mouth refers to the spread of information verbally (by speaking). In regards to business, it usually refers to people telling other people about your business, product or service.

Note that this expression is commonly used to talk positively about something.

If someone has a good experience with your product, then they may tell their friend about it, and that friend might tell another friend and so on—and before long, everyone is talking about your product! This is known as word-of-mouth marketing.

- "Hi, if you don't mind me asking, how did you find out about our shop?" "I heard about it through **word of mouth**. Everybody kept telling me how great your products are!"

2. Touch base

This is another business phrase that comes from a sport. In baseball, the bases are where the batter runs to after striking the ball. In business English, to touch base means to briefly connect with or re-contact someone.

This contact is often short and just used to check in with somebody. For example, if you're working with a colleague on a project, you can touch base with them about their progress or about a part of the project that you're waiting for them to finish.

This expression is often used in emails.

- "Hi Sarah, I just wanted to **touch base** with you to see if we're still scheduled to complete the first phase of the project by next Monday."

3. On the same page

To be on the same page means to be in agreement or to hold the same views about something with others.

This is a very common English expression and is used in both everyday English and business English.

You might also hear this expression as a question: "Are we on the same page?" This is the same as asking, "Do we agree?"

- "Next month we need to cut spending by 20%. Are we all **on the same page** about this?"

4. Play hardball

Anyone who plays hardball is tough, unchanging and will not take "no" for an answer. Negotiating with these types can be a real challenge!

- "Joe's the nicest guy I know, but he can **play hardball** when he needs to."

5. Generate buzz

When a company uses marketing strategies and gets people talking about a product, possibly even before it's released, it's called to *generate buzz*.

When thousands of people talk about a company, they are buzzing and making noise like bees. When people talk, there's a better chance that they will go check out what all the buzz is about.

- "Before its summer release, the movie was already **generating a lot of buzz** in the media."

6. Meet up

To meet up means to come together to talk. It usually means having a short, informal meeting with a small group of people.

It's often used with prepositions such as "in," "at" and "with" to tell where, at what time or with whom you will meet up.

- "Since we have a few problems to discuss, let's **meet up** *in* my office."

7. Schedule a meeting

A schedule is a plan of times and events, but it can also be used as a verb. To schedule means to plan a date and time for a certain event.

To schedule a meeting means to choose a date, time and place to meet with another person or a group of people.

- "Let's **schedule a meeting** for this Tuesday to discuss any problems."

1. Learn Sentences, Not Just Words

In many cases, simply learning a word isn't enough. The question is: how do you use it? Instead of just memorizing important words and their definitions, I suggest that you memorize one or two sentences containing the word.

Let's take the word *clarify*, for example. This word is commonly used in business English to mean "make something clearer or more understandable."

Instead of just memorizing the word, memorize some sentences that use it:

- We need to **clarify** a few details.

- Maybe you could **clarify** what you mean by that.

- Thanks for **clarifying** that.

Now you can easily use these sentences at meetings or conference calls to seek a better understanding of what someone has said. When you're comfortable using these fixed sentence structures, you're ready to take the next step of adapting them to different situations:

- We need to **clarify** what she said in the last meeting.

- Maybe you could **clarify** how you plan to market this product.

- Thank you for **clarifying** your point.

When you're confident in changing these sentences to suit different situations, then you're ready to start constructing your own sentences.

2. Don't Just Answer Questions—Ask Questions

As a business English learner, you're probably more used to answering questions than asking them. You're often most focused on what to say and how to say something, and that's okay.

But asking questions is a necessary part of doing business as well. You often need to seek the opinions and ideas of others to get your job done. Did you know that asking questions is a great way to sharpen your listening skills and learn new business language as well?

I'm sure you've heard many kinds of questions from people around you at work. Some common ones include:

- What do you think of this idea?

- How do you propose we handle this?

- Are there other options we can consider?

For a start, you could memorize questions like these, and then ask them at the right time. But don't just ask; be sure to also pay close attention to the answers you receive. While

taking note of the content of the answers (which could help you do your job), also listen for new and unfamiliar language that might be useful to you.

3. Plan Your Communication Ahead of Time, When Possible

Before you embark on any kind of business communication, whether it's to make a conference call or write an email to a customer, always take the time to think about what and how to convey your message.

Think about the grammar you'll use. Think about the words and phrases that will make your message clearer. In other words, plan your message.

For instance, before attending a meeting, look through the agenda to see what topics will be discussed. Make notes about what you plan to say including the grammar and any words or phrases that'll be useful. Use these to practice making meaningful sentences.

This type of preparation doesn't just ensure that you'll sound more competent and professional in your business communications; it also serves as extra grammar and speaking practice that'll get you fluent faster.

4. Make Time for Grammar Reviews

While you're focused on learning all the aspects of business English, you shouldn't forget to work on your grammar. Using correct grammar will ensure you send clear and meaningful messages that won't cause confusion and misunderstandings in your business communication.

Below are a few sites I think you'll find useful for learning grammar online. Consider setting aside a specific amount of time every day, maybe while you're getting ready for work or during lunch, to review these grammar resources.

- **GrammarBook.com:** GrammarBook.com offers free online English usage rules that you can use in conjunction with "The Blue Book of Grammar and Punctuation," an excellent workbook and guide to American English grammar, punctuation and usage that's sold on this site. You can sign up to receive their free newsletter and access their online quizzes.

- **Daily Grammar:** Daily Grammar features fun ways to learn and practice your English grammar skills with daily blog posts, quizzes, e-books and workbooks that let you learn at your own pace.

- **Grammar Girl:** Grammar Girl is another fun site with many great tips to help you understand the sometimes confusing areas of English grammar and improve more quickly. You can sign up for the newsletter to receive these tips in your email.

Use these helpful resources to practice forming meaningful and grammatically correct sentences.

5. Expand Your Vocabulary with Business News Media

One of the most effective ways to increase your vocabulary is through business news media. By reading and listening to business news, you'll learn new words, expressions and even idioms that are relevant to the professional world.

The more you read business news, the more comfortable you'll become with terminology related to finance, regulations and other issues that may be pertinent to your work. You'll find many useful business news resources online such as *Reuters Business News*, *The Harvard Business Review* and *NBC Business News*.

A subscription to *The New York Times* will give you access to fresh, relevant news stories every day in their Business Day section. As this is a major news source that covers business not just in the U.S. but internationally, it's a great way to ensure that you're up-to-date on the latest subjects in the business world.

Most professions also have newspapers or magazines that are specific to their industry. For example, if you work in the insurance field, you might read *Insurance Business Magazine*. Ask your colleagues what industry-specific news outlets they read so you can start reading them, too.

As you're reading, be sure to jot down new vocabulary and terminology commonly used in your field of business.

6. Target Multiple Communication Skills at the Same Time

Many business English learners tend to focus most of their efforts on speaking skills because speaking is so important for communicating in meetings, negotiations, job interviews, etc. However, the other communication skills—reading, listening and writing—are just as important.

Of course, you know the importance of writing in business. I'm sure you spend a good part of your workday replying to emails, writing reports and preparing other documents. One of the best ways to develop writing skills—other than constant practice—is to read actively. When you encounter useful business phrases in your reading, make sure to note them down so you can use them in your own writing.

Get your hands on any kind of business English material (books, magazines, websites, etc.) that you can and make it a habit to read as often as you can. If you need to, read and re-read the text over again until you get the idea.

Listening is important too. Listening may be challenging in the beginning because you don't control the speed of the words, and there are many different accents and speaking styles to become familiar with. But with practice, practice, practice, you'll find yourself understanding more and discovering how to improve your own speech and pronunciation.

Remember not to limit yourself to developing just one or two skill areas at a time. The quickest way to improve is by targeting multiple communication skills at the same time.

Conclusion:

There are some limitations of the present study. Based on questionnaire in this research is possible not to cover all aspects of interest variables. In other words, the questionnaire is not comprehensive enough. The larger the sample size is, the more reliable the research will be. Although 100 first year teacher education college students are selected, the number is only a small size analyzed with the whole number. The above study and discussion show that many students have a strong interest in their English learning if the treatment is like this research implementation. Most of them prefer short-term goals to long-term goals. On the other hand, students generally have higher desire and commitment to learning English despite a lot of difficulties facing them. In order to enhance the interesting behaviors of these students, the author provides some suggestions, for example, developing students' interests in learning English, training learning strategies and promoting students' self-efficacy. It is expected that the findings obtained in the study can be helpful for English teachers to have a better understanding of their students, and the suggestions offered in the paper can be a contribution to the improvement of English teaching. In conclusion, all the teachers and students must spare no effort to work hard in the process of teaching and learning. The most important thing is that spur students' inspiration to heighten the teaching effect in English teaching and learning so as to promote the students' English practical ability. I would like to address my deepest gratitude for my Almighty God to give me strong initiation and intrinsic optimist thought for doing this work and next thanks for my intimacy colleague Mr. Abadi Niguse to add valuable information in my publication work.

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