

## How to write corporate training materials

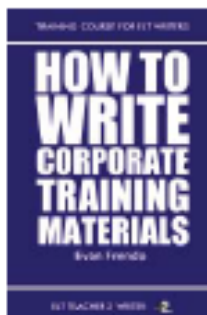
Evan Frendo, 2014

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ELT Teacher 2 Writer is the home of a database of ELT teachers who are interested in materials creation. It is also the publisher of a large series of innovative and practical guides aimed at teachers who want to write (better) materials.

The guides all come in the form of ebooks that can be sourced from either smashwords or Amazon. Evan Frendo's module, which focuses on corporate materials, was fresh out this month (it is late November as I write).

I had read quite a few pages of this ebook before I got the feeling that the title was misleading. Not having had any prior contact with this series, I had begun reading with a particular expectation. And then came Evan's comment to confirm my suspicion: from reading this book, you will not learn how to create corporate reading, writing, listening or speaking tasks and worksheets; for that, you must read the other modules *How To Write Worksheets*, *How To Write Reading And Listening Activities*, *How To Write Vocabulary Presentation And Practice Activities*, etc. A more fitting title would therefore have been "How To Go About Getting Information In Order To Be Able To Write Corporate Training Materials", but I can understand why that was not chosen.

Teachers have to know how to provide focused training in a corporate environment. It is not about getting students to use English for talking about the situations – the scrum meetings, the telephone calls, the presentations – they encounter in their work; it is about getting

students to function competently, in English, in those situations. And because the students are not yet able to do that (why else would they be participating in courses), they are a rather limited resource. They rely on the teacher to know what they need. Since every company, every department, every "discourse community" has its own conventions for communication, it is up to the teacher to find out what those are, and then use them selectively to create corporate training materials that fulfil both the training manager's specification and the students' needs.

Evan's fluid writing style sweeps you along as he explains the necessity of, for example, investigating processes and procedures, scrutinizing documentation and observing live communication in a particular workplace in order to provide students with the right training. There are liberal references to research and literature on which Evan has based his recommendations, and this gives the module a certain theoretical feel. The more valuable content for me was the Commentaries section, in which the solutions to the questions and tasks can be found.

What I like about this book is that you get a sense of being in a classroom as you read it. I felt personally addressed and encouraged. It definitely feels like participating in professional development training (and for just 6.18!). The explanations are punctuated by tasks to get you to think carefully about what you hope to embark on. The best part for me, though, was reading the many and varied case studies and examples from Evan's own experience. I felt that these were lacking from his weekend course that I attended, so I was pleased to see them in the book.

Take a look at the website and the whole series of "How to" modules at [www.eltteacher2writer.co.uk/welcome](http://www.eltteacher2writer.co.uk/welcome)

Staph Shellabear