

# DESIGNING ENGLISH PROGRAMS FOR BUSINESS PEOPLE



URUGUAY

**MERCEDES VIOLA**  
**[mercedesviola@4d.edu.uy](mailto:mercedesviola@4d.edu.uy)**

# IMPORTANCE OF ENGLISH

- \* ENGLISH HAS GROWN INTO THE PRIMARY LANGUAGE FOR INTERNATIONAL COMMUNICATION
- \* ENGLISH HAS BECOME THE WORLD'S LINGUA FRANCA
- \* MORE THAN 50% OF THE MILLIONS OF ACADEMIC PAPERS PUBLISHED EACH YEAR ARE WRITTEN IN ENGLISH

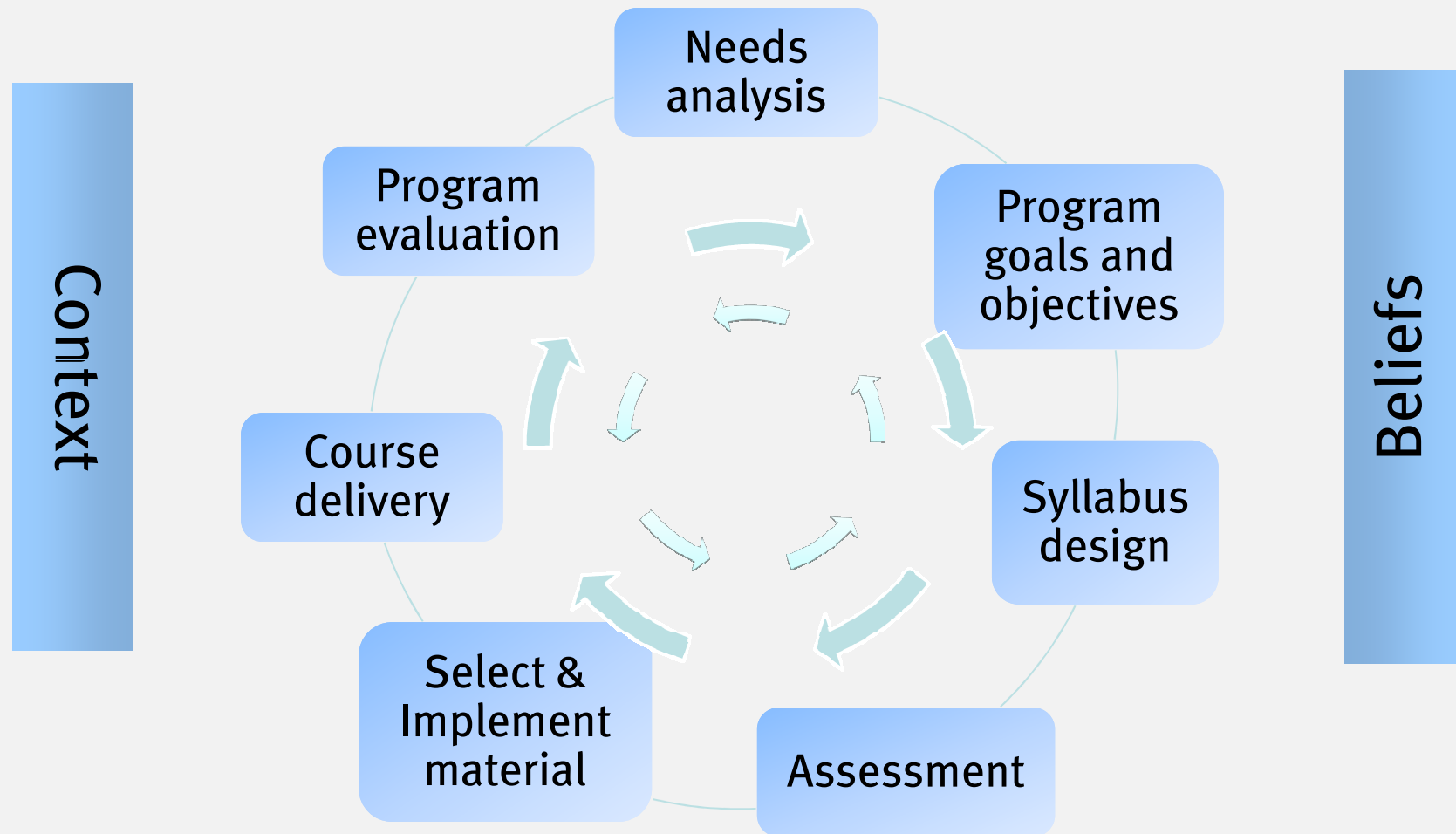


# PROGRAM DESIGN

- \* What's a language program?  
It's a master plan of desired learning outcomes.  
It's a master plan that works for anybody who has a stake in the program.
- \* Why should we design one?  
It creates sound pedagogy  
It gives purpose and sequencing.



# CYCLICAL PROCESS



# NEEDS ANALYSIS

- \* It is a systematic and ongoing process of collecting information about the students' needs and interests, interpreting the information and making decisions.
  - a. What information do we need?
  - b. Who are we going to request information from?
  - c. How are we going to gather it?



# PROGRAM GOALS & OBJECTIVES

- \* Goals provide a clear definition of the purpose of the program.
- \* Objectives are statements of more specific purposes and about how the goals will be achieved.



# SOME FRAMEWORKS AVAILABLE

- \* The KASA (Knowledge, Awareness, Skills, and Attitude) developed by the faculty in the Department of Language Teacher Education at the School for International Training.
  - \* H. H. Stern (1992) who proposes cognitive goals, proficiency goals, affective goals and transfer goals.
  - \* Standards for Foreign Language Learning in the 21st Century developed by the American Council for the Teaching of Foreign Languages.
  - \* The Common European Framework developed by the Council of Europe
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# AN EXAMPLE OF GOALS AND OBJECTIVES BASED ON THE CEF

## **Goal:**

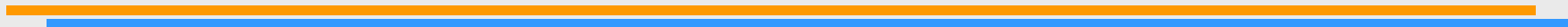
- \* To be able to write effective business reports

## **Objectives:**

- \* To be able to write a report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.
  - \* To evaluate different ideas or solutions to a problem.
  - \* To have a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments.
  - \* To have a good range of vocabulary for matters connected to their field and most general topics. To be able to vary formulation to avoid frequent repetition.
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# SYLLABUS DESIGN

- \* A syllabus is a document that describes what the contents of a language course will be and the order in which they will be taught. The content of a syllabus normally reflects certain beliefs about language and language learning.
- \* The syllabus states the actions to be taken in order to achieve the aims and objectives.
- \* Decisions on how to organize it have to be made



# TYPES OF SYLLABUSES

The syllabus can be organized around:

- \* Topics: Business Administration, International Trade, Management
- \* Business skills: Presentations, Negotiations, Meetings, Socializing, Introductions, Telephoning, Writing reports, Writing business letters
- \* Tasks: a purposeful action in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved.

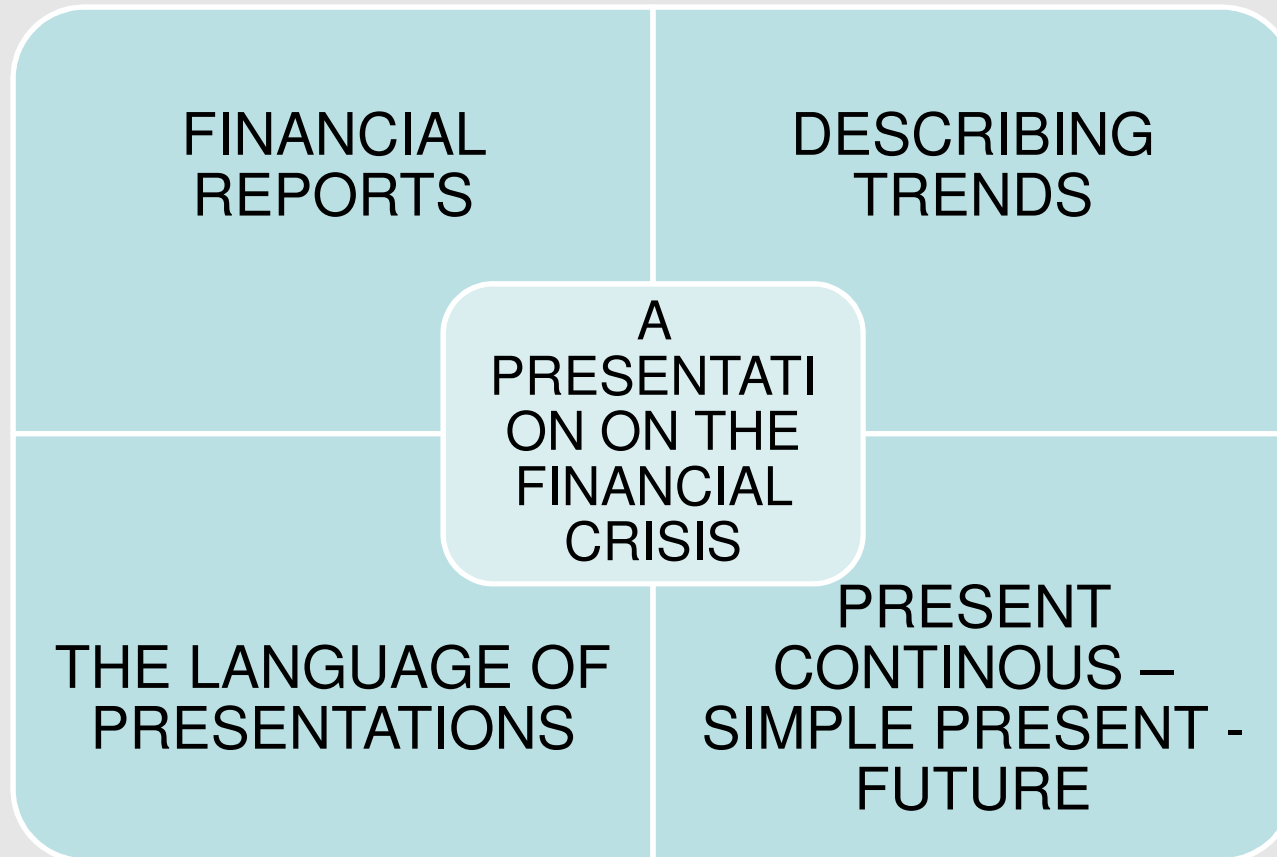


# MATRIX SYLLABUS

It can include:

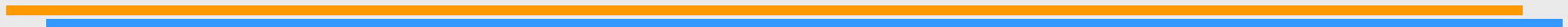
- \* Functions – purpose of language
  - \* Notions – topics for the discourse
  - \* Types of text to be used and analyzed
  - \* Intercultural Skills
  - \* Lexis
  - \* Grammar
  - \* Learning Strategies
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# MATRIX SYLLABUS



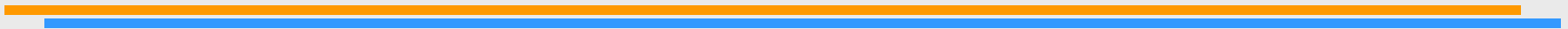
# EVALUATION-ASSESSMENT-TESTING

- \* Evaluation involves looking at and reflecting upon all the factors involved in the whole teaching and learning process such as course objectives, methodology, materials, etc in order to make decisions about next steps.
- \* Assessment implies measuring the performance of students and the progress they make, as well as diagnosing the problems they have and provide them with useful feedback.
- \* Testing is one type of formal assessment where exam conditions are established.



# ASSESSMENT

- \* **Formative Assessment:** takes place as the course is in progress and gives information about how well the learners are doing. It is designed to give students feedback on their progress towards the development of knowledge, understanding, skills and attitudes
- \* **Summative Assessment:** is a 'one-off' used to get a snapshot of a learner's level of achievement in relation to a program of study. It usually takes place at the end of a period of study and gives information about the learners' overall achievement



# FORMATIVE ASSESSMENT

- \* On-going assessment. Conducted informally and constantly. It is more qualitative than quantitative.
- \* Self assessment. It is the process of judging one's own performance for the purpose of self-improvement.
- \* Portfolio assessment. It is a collection of student work over time that can help determine achievement and progress. The usefulness, for assessment and instruction, of any portfolio is enhanced by performance criteria, student involvement, and student self-reflection.



# SUMMATIVE ASSESSMENT

- \* Task-based assessment involves some kind of communicative performance. Learners are required to carry out a task that simulates the kinds of tasks they will be required to perform in real life.
  - \* Achievement tests are designed to check if the objectives have been met. They evaluate a learner's understanding of a specific program.
  - \* External examinations. There are proficiency tests that measure a learner's level of language or other international examinations that certify certain English level in certain area.
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# MATERIAL SELECTION & IMPLEMENTATION

- \* What do we need for the course?
- \* How do we choose a textbook?
- \* How do we produce tailor-made material?
- \* Resources from our students

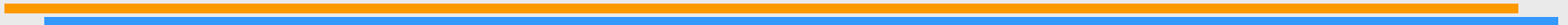


# COURSE DELIVERY

- \* Put the students in control of their learning.
  - \* Prioritize objectives with them.
  - \* Involve them in decision-making during the class.
  - \* Provide tasks that are intellectually challenging, but not frustrating.
  - \* Draw on the students' expertise.
  - \* Give them the necessary tools to become more self-reliant.
  - \* Invite the students to lead some of the lessons.
  - \* Provide a non-threatening environment in which students can feel self- confident and are encourage to take risks and be creative.
  - \* Create awareness of all the informal learning opportunities they can take advantage of.
  - \* Maximize the opportunities for peer-to peer knowledge sharing.
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# PROGRAM EVALUATION

- \* It is a holistic examination of the program; policies, procedures, materials, people, the program's environment, learners' needs and instructional outcome.
- \* It evaluates the effectiveness of the program in achieving its objectives and aims at program improvement.



# WHO IS INVOLVED IN THE PROCESS?

- \* Students evaluate:
    - \*their own progress
    - \*the program
    - \*the learning environment
  - \* Teachers evaluate:
    - \*the development of the course
    - \*the development of the students
  - \* The University evaluates:
    - \*The effectiveness of the program
    - \*The performance of the teachers
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# WHAT DO WE EVALUATE?

- \* The needs of the students
- \* The goals and objectives
- \* The content of the course
- \* The organization of the course
- \* The materials and methodologies
- \* The assessment tools



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Thank you very much for your attention.

If you have any questions or if there's something you would like to discuss or share, feel free to contact me.

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