

Designing Materials for Teaching Business Language to Second Language Students

**Penn Lauder CIBER 3rd Annual Summer Institute for Teaching Second Language for Business Communication
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I. Goals of the materials design component:

- ◆ To review principles and processes of task/materials design used in teaching Second Language for Specific Purposes (L2 SP) and the methodological trends that they are based on;
- ◆ To apply general knowledge about linguistics and communicative competence to the design of tasks/materials that prepare students for business settings;
- ◆ To help participants broaden their perspectives on language skills to be presented (as the basis for designing a wide variety of language teaching materials) and types of tasks to include in a course in language for business;
- ◆ To apply basic knowledge of the business concepts introduced in this program to task/materials design;
- ◆ To create a set of materials that participants can use in their own second language classrooms;
- ◆ To network with colleagues in the institute who may have similar research or materials design interests (for purposes of collaborating after the institute ends, for co-presenting at conferences or for writing papers for publication).

II. Background:

- ◆ Assumed: participants have little to no background in business, but some background in current second language teaching methodology (especially task-based instruction/ content-based instruction and Language for Specific Purposes), second language acquisition, linguistics, sociolinguistics, and intercultural communication.
- ◆ Format and content have changed somewhat from last summer, away from methodology & toward materials design (BUT we can include more of the background information on the above-mentioned topics, as needed).
- ◆ Large final project replaced by a packet of materials created by each participant (or participants working in groups) during the week of the institute (and supplemented/revised each evening, as needed).
- ◆ Institute considered a workshop, rather than a type of graduate course (readings have not been included for the methodology section); anyone considering receiving credit for this course will need to supplement the course project with additional reading and theoretical rationale.
- ◆ Procedures for materials design sessions: Brief review of different methodological/linguistic topic daily; discussion of applications of the day's business concepts to language teaching; introduction of task set and practice with a sample; time to work on individual project.

III. Requirements: On Friday you will turn in a portfolio of five or more (depending on their scope) tasks for one of your language for business courses. (Please note that the task completed on Friday will be very rough!) This packet will, of course, not include a complete course design, but each component of the packet can be expanded, after the institute, to create a complete language for business course. The packet will be introduced with your needs assessment that will define the target audience for your materials. Each task will follow a specified format (provided on the first day) and will be typed. The components of the portfolio will be, roughly (subject to negotiation as we proceed):

- a) **Description of target audience and business course:** Needs assessment.

- b) **Rationale for methodology:** Discussion of the appropriateness of the tasks for the specified group of students, given their language learning needs, interests, proficiency level, age, etc..
- c) **List of available business language resources** (general, and in your specific target language), from internet search and CIBER/Penn library searches.
- d) **Overview of your completed tasks on tasks table** (this is a matrix that we will use on the first day to survey business functions, language skills, and form-meaning-use relationships as a way of broadening our scope in task design).
- e) **Tasks, 1-5 (#5 will be very rough!)** (each including any necessary extra worksheets, reading texts, etc.), labeled "Task 1" "Task 2," etc.
- f) **List of references cited in tasks** (business resources, teaching resources, etc.).

IV. Proposed outline:

DATE	TOPIC(S)	PROJECT COMPONENT TO BE COMPLETED
6/20	Brief review of principles of L2SP & task-based instruction, as applied to the teaching of L2 for Business; brief review of principles and steps of materials/task design (general); introduction of matrix for task planning (and review of language functions, as applied to business communication & planning); needs assessment questionnaire for decision making in task design (for project); first task set (language functions in business communication).	Response to needs assessment questions (a) & methodology questions (b). First task (e).
6/21	Brief review of general language skills (and their linguistic foundations) with useful applications to business communication; writing language objectives for a business course; second task set (hard-to-teach or unusual skills).	Start list of resources (to be expanded, as time allows) c). Second task (e).
6/22	Brief review of principles of intercultural communication/sociolinguistics, as applied to business communication; situational/ contextual analysis in materials design for business; third task set (intercultural focus).	Continue components a-b-c, and first two tasks, as needed. Third task (e).
6/23	Options for course design for a business language program (brief overview); fourth task set (business "literacy").	Continue earlier components, as needed; Fourth task (e).
6/24	Discussion: networking to find colleagues for collaboration in design of business materials. Fifth task set (performance assessment with rubric). Sharing of projects (afternoon poster session).	Complete portfolio (a, b, c, e, f). Complete tasks table, d (as overview of the tasks you have included in your portfolio). Fifth task, very rough (e).