

DESIGNING A BUSINESS ENGLISH COURSE


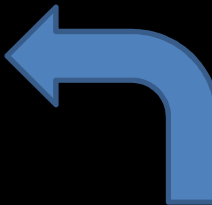
English for Business
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To start with . . .

- What we are going to talk here includes three main things:
 - Determining course aims and objectives
 - Preparing a syllabus
 - Designing teaching materials

Aims and Objectives

- **Aims** refer to “*general* statements about why the course is happening”
- **Objectives** are the results of the simplification of the aims. They are *more specific*, stating the expected instructional results in *clearer* and *more understandable* expressions.
- Objectives, according to Frenco (2005), should be **SMART** (Specific, Measurable, Achievable, Relevant, and Timebound)

...  Still to general: What kinds of email writings? 

Aim: to improve learners' email writing skills

Objectives:

At the end of the course, learners will be able to use emails:

- a. make appointments with customers
- b. confirm appointments with customers
- c. change appointments with customers
- d. request information from potential customers
- e. clarify information from potential customers

 More specific and clearer

...

- Where do aims and objectives come from?

[Source of course objectives 0001.jpg](#)

[Source of course objectives 0002.jpg](#)

- Even though learning objectives are often expressed in “performative” language, it is still common to use “teaching or training objectives”

Example:

The modules on this course will provide a foundation for future letter-writing courses at intermediate level or higher.

The course is designed to increase participants' awareness of appropriacy and register in email communication.

The training will enable participants at management level to interact more effectively by email with their peers in the US.



- Other possibilities:

The aim of the course is to prepare participants to take part in negotiations with foreign partners. Participants will typically be able to demonstrate:

- **an increased awareness of different types of negotiation,**
- **an understanding of common strategies and tactics,**
- **the ability to listen actively to what is being said,**
- **the ability to clarify and summarize at appropriate moments.**

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This course will help you to take part in negotiations with foreign partners.

You will learn about:

- **different types of negotiations,**
- **the most common strategies and tactics,**
- **how to listen carefully to what is being said,**
- **how to clarify and summarize at appropriate moments.**

Syllabus

- A syllabus is basically “what is to be covered in what order during the course”.
- Some important elements to include in a syllabus:
 - Aim
 - *Course description
 - *Objectives
 - Time allocation
 - *Evaluation procedure
 - *Topics (contents) and activities in order
 - Sources of materials

Two examples:

- [Syllabus 1.jpg](#)
- [Syllabus 2.jpg](#)

Materials

- Teaching materials can take many forms:
 - In print: textbooks, workbooks, worksheets
 - Non-printed: cassettes, videos, computer based materials
 - Combination of printed and non-printed materials: self-access materials, and materials from the internet
- Often times materials not designed for instructional use, such as magazines, newspapers, and TV materials, can also be of benefits as additional materials.

...

- Choices of teaching materials:
 - Ready-made textbooks
 - Institutionally prepared materials
 - Teachers' own materials

Crawford's (2002) criteria of effective teaching materials

- Contextualization of the language
- Directed into purposeful use of language
- Realistic and authentic (-like)
- Preferably including audio-visual components
- Dealing with written as well as spoken genres
- Encouraging learners' autonomy
- Catering individual and contextual differences
- Affecting both cognitive and affective domains