

Chinese for Business Purposes Workshop

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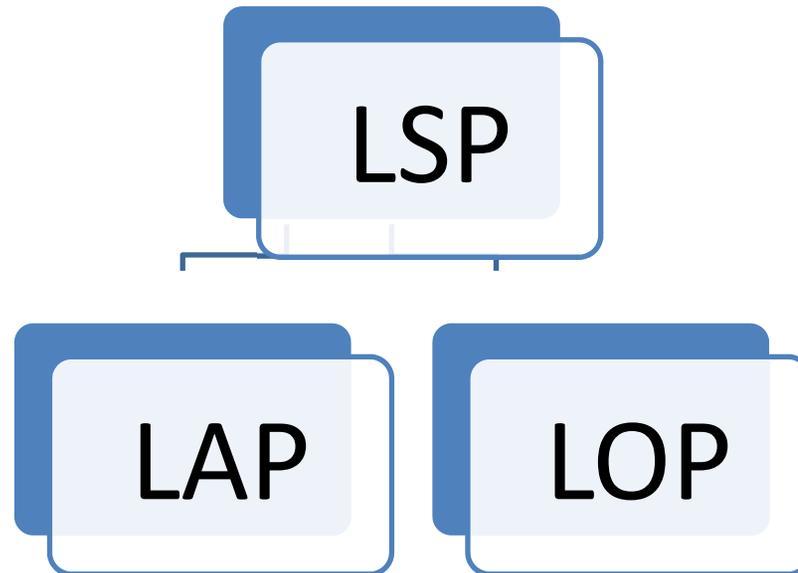
Chinese for Specific Purposes

Where Does CSP Fit in the Existing Literature?

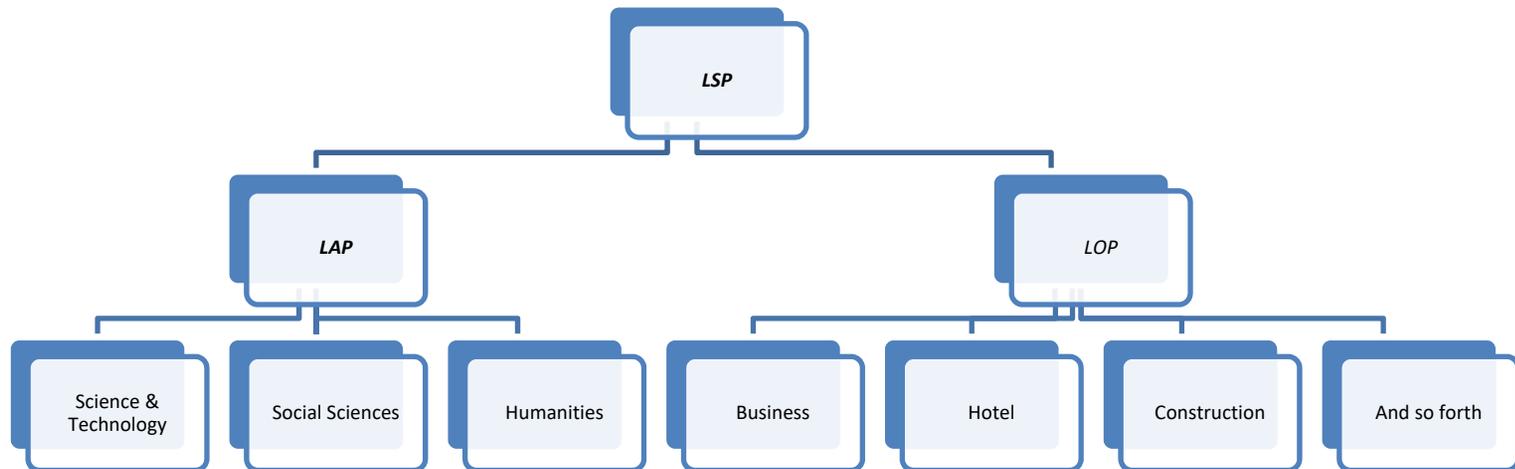
What is CSP?

Communicative Language Teaching: Efficiently teaching students the specific language *they need* in order to get *their* meanings across.

LSP Overall



More *Specific* LSPs



What CSP is NOT.

One way we define *English* for Specific Purposes is in terms of what it is not. ESP is **not** what has been snidely called TENOR (Teaching English for No Obvious Reason, after Abbott, 1981) or ENOP (English with No Obvious Purpose). In *Chinese* language teaching, I suspect that most students are currently learning Chinese with No Obvious Purpose (CNOP?), when they would benefit most from Chinese for specific purposes (CSP).

Purpose = Needs = Needs Analysis

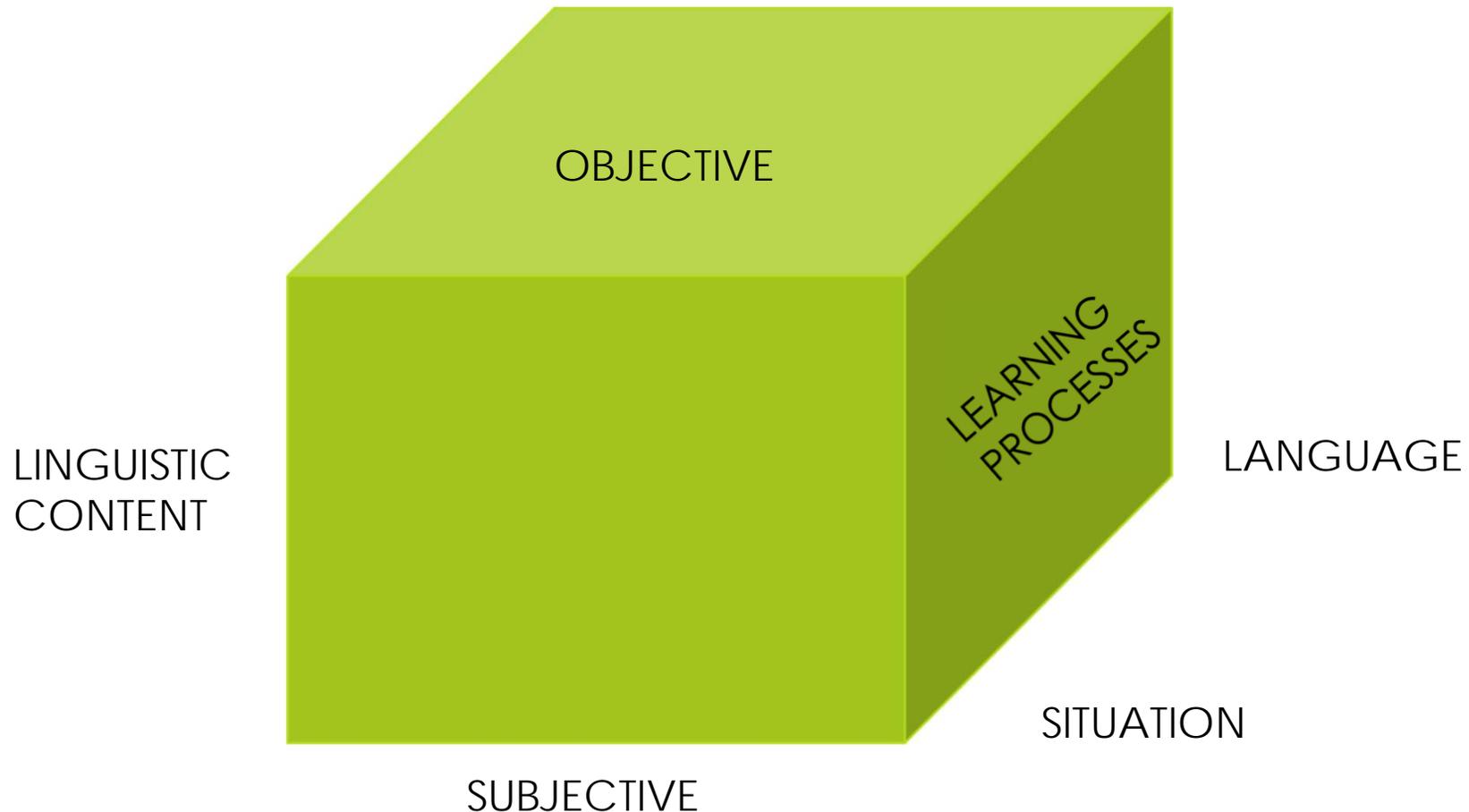
What is *Needs Analysis*?

The systematic collection and analysis of all information necessary for defining and validating a defensible curriculum for all stakeholders. That is fairly clear and straightforward.

However, to make it even clearer, I should explain three concepts:

- *Stakeholders* are people who have a stake or interest in the curriculum (for example, teachers, students, administrators, and parents).
- A *defensible curriculum* is one that satisfies most of the language learning and teaching requirements of the students and teachers within the context of the particular institution(s) involved in such a way that it can be successfully defended to and accepted by all stakeholder groups.
- The *necessary information* for defining and validating a defensible curriculum includes any and all types of quantitative and qualitative information from all relevant stakeholder groups that turn out to be available and appropriate in the particular NA.

Three Dimensions that Shape Points of View on Needs Analysis



Procedures Available for Needs Analysis

Advisory meetings
Achievement testing
Behavior observation
Inventories
Group interviews
Letter writing
Interest group meetings
Opinion surveys

Records analysis
Diary studies
Interactional analysis
Proficiency testing
Literature review
Review meetings
Biodata surveys
Judgmental rating

Self-rating
Case studies
Diagnostic testing
Individual interviews
Delphi technique
Systems analysis
Q sort
Placement testing

Roles, Instruments, and Procedures for Needs Analysis (adapted from Brown, 1989)

Table 2.2

Needs analyst's Role	Instrumentation	Procedures
Outsider looking in	Existing information	Records analysis Systems analysis Literature review Letter writing
	Tests	Proficiency Placement Diagnostic Achievement
	Observations	Case studies Diary studies Behavior observation Interactional analysis Inventories
Facilitator drawing out information	Interviews	Individual Group
	Meetings	Delphi technique Advisory Interest group Review
	Questionnaires	Biodata surveys Opinion surveys Self-ratings Judgmental ratings Q sort

Defining and Analyzing Needs (Brown, 2016, p. 28)

Table 1.3

Defining the Purpose of a NA: Options for Defining Needs and Analyzing Them

What are needs	How should we <i>analyze</i> them
<i>Democratic view</i> : whatever the most people want	Target-situation use analysis
<i>Discrepancy view</i> : whatever is missing	Target-situation linguistic analysis
<i>Analytic view</i> : whatever logically comes next	Target-situation learning analysis
<i>Diagnostic view</i> : whatever will do the most harm if missing	Present-situation analysis
	Gap analysis
	Individual-differences analyses
	Rights analyses
	Classroom-learning analyses
	Classroom-teaching analyses
	Means analysis
	Language audits

Example Result of EBP Needs Analysis

Table 1

Business English Tasks Identified Through Literature Review

	St. John	Louhiala-Salminen	Barbara et al.	Grosse	Chew
Correspondence	<ul style="list-style-type: none"> • telephoning • writing correspondence 	<ul style="list-style-type: none"> • letters • faxes • telexes • email • reports • official documents (e.g., contracts) 	<ul style="list-style-type: none"> • telephone calls 	<ul style="list-style-type: none"> • letters • faxes • phone call • email 	<ul style="list-style-type: none"> • email (request) • faxes
Writing a document	<ul style="list-style-type: none"> • report writing 	<ul style="list-style-type: none"> • reports • official documents (e.g., contracts) 	<ul style="list-style-type: none"> • reports • memos • prospectuses • proposals • projects • meetings • presentations 		<ul style="list-style-type: none"> • minutes, letters, memos • review report, requests • procedural guides • proposals, daily commentary • contracts and agreements • writing rules and regulations • opinion letters • internal newsletter • press releases and invitations • research analysis reports • seminar presentations
Business Meeting	<ul style="list-style-type: none"> • presentations • meetings • negotiating 		<ul style="list-style-type: none"> • seminars • teleconferences 	<ul style="list-style-type: none"> • meetings • negotiation • conference • products exhibition • presentation • business trips 	<ul style="list-style-type: none"> • meetings • conferences • road shows
Business trip			<ul style="list-style-type: none"> • visits 		
Attending foreign guests			<ul style="list-style-type: none"> • dealing with guests 	<ul style="list-style-type: none"> • reception of visitors 	
Translation		<ul style="list-style-type: none"> • translating 			<ul style="list-style-type: none"> • translating (customers' opinions, reports)
Readings related to the job		<ul style="list-style-type: none"> • prof. Journals • other publications • revising English text 		<ul style="list-style-type: none"> • prof. readings 	
Others	<ul style="list-style-type: none"> • socializing 		<ul style="list-style-type: none"> • interviews • purchasing 	<ul style="list-style-type: none"> • Internet • face-to-face interaction • training programs 	<ul style="list-style-type: none"> • reviewing & updating clients files • spread sheets (charts and tables) • reading manuals • credit reviews research • oral command to colleagues

Huh (2006, p. 15) <https://www.hawaii.edu/sls/wp-content/uploads/2014/09/HuhSorin.pdf>

Huh's (2006, p. 27)

Table 4

Target Tasks Identified in the Interview

Target Task Types	Target Tasks
Getting a job	writing a resume and cover letter, job interviews, translation, free talking, presentation
Correspondence	email, phone calls, faxes
Writing a document	memorandum, proposal, report, contract/agreement, business letter, order, claim, annual report, evaluation form, international relations materials, summary of meetings
Order/customer satisfaction	placing and receiving an order, purchasing, dealing with claims
Business meeting	meetings, conferences, seminars, social meetings, briefing, presentation, Q&A, negotiations, video conferences, teleconferences
Business trip	making a reservation, business meetings, sightseeing, finding directions, visiting other companies or factories, social meetings
Attending foreign guests	pick-up, sightseeing guide, interpreting
Interpretation	business meetings, company ceremonies
Translation	documents, booklets, brochures, books
Market research	visiting other companies' homepages, asking questions using Q&A board
Reading	reading articles and magazines related to job
Others	social talks with foreign colleagues or foreign guests, making an English homepage, proofreading, making presentation materials

Student Learning Outcomes (SLOs) (Brown, 2016, p. 156)



Figure 6.1. Continuum of SLO Types

Example Precisely Defined SLOs (Brown, 2016, p. 157)

Table 6.1

*Example SLOs adapted from China EST Reading B Level Course**

The students should be able to do the following:

1. Skim a 600-word passage for six minutes, then answer multiple choice factual questions (without the passage) with 60 percent accuracy.
2. Answer multiple factual questions on a 600-word passage in six minutes with 70 percent accuracy.
3. Answer multiple factual questions about a graph, chart, or diagram in three minutes with 70 percent accuracy.
4. Take notes in outline format on a 600-word passage including main ideas and sub-ideas (i.e., at least two levels) with 70 percent accuracy.
- ...
14. Fill in meanings of unknown words based on sentence level context with 70 percent accuracy.
15. Identify sentences which function as examples in a 600-word passage with 70 percent accuracy.
16. Identify sentences which function as analogies in a 600-word passage with 70 percent accuracy.

* All reading passages will be on general science topics and will be at grade 11 reading level, which is equal to junior year (next to last) ability in U.S. high school, or approximately the red cards in your 4a SRA reading cards. The multiple-choice questions will each give you three choices.

Example Experiential SLO

By the end of the course, the students will have read five articles of their choosing in the *Wall Street Journal* as verified by a 100-200 word summary written in English/Chinese that any educated native speaker can understand.

Embedded SLOs

Table 6.10

Weeks, SLOs, and Topics for Level B EST Speaking Course (abridged from Hilferty & Brown, 1982)

<i>Week</i>	<i>Type of Interaction</i>	<i>Subject</i>
1	Exchanging personal information	Personal relationships
2	Exchanging opinions	Social problems
3	Addressing a problem	Environmental problems
4	Agreeing and disagreeing	Consumerism
5	Giving advice	Problems in modern life I
6	Social planning	Problems in modern life II
7	Informing	Science and the occult
8	Argument	Presentation and discussion
9	Suasion	Presentation and discussion

The Parts of Effective *Precise* SLOs

- ***Beginning*** – Indicates *when* and *who*, usually something like: *By the end of the course, the students...* . So an SLO is something that will happen by the end of the course (*when*) and students (*who*) will be doing it.
- ***Observable behavior*** – Describes *what*, that is, the behavior that will be observed by the end of the course. The *what* is usually framed as a verb describing what the students will be able *to do*. But it is not just any verb because it must be an observable verb (more about this below).
- ***Conditions*** – Describes *what in more detail*, that is, the observable behavior is made clearer or more precise by describing the conditions under which the behavior will be performed and observed.
- ***Criterion level*** – Explains *how well*, that is, it sets the criterion level that students must reach to have demonstrated their learning, to pass, or to be considered successful.

Example of the Parts of SLOs

SLO: By the end of the course, the students will identify the topic sentences in each of three paragraphs of a business letter (written at 9th grade readability level) by correctly underlining them with 67% accuracy.

The parts in that SLO are:

- **Beginning** – When and who: *By the end of the course, the students*
- **Observable behavior** – What: *identify topic sentences...by correctly underlining them*
- **Conditions** – More details about what: *in the three paragraphs of a business letter written at 9th grade readability level*
- **Criterion level** – How well (criterion): *with 67% accuracy.*

Where Do Ideas for SLOs Come From?

Verbs

Table 6.3

Verbs for Use in Writing EAP SLOs (adapted from Gronlund & Brookhart, 2009, p. 144)

<i>Language Behaviors</i>		<i>Study Behaviors</i>	
abbreviate	recite	arrange	look
accent	say	categorize	map
alphabetize	sign	chart	mark
articulate	speak	circle	name
call	spell	cite	note
capitalize	state	compile	organize
edit	summarize	copy	quote
hyphenate	syllabify	diagram	record
indent	tell	find	reproduce
outline	translate	follow	search
print	verbalize	itemize	sort
pronounce	whisper	label	underline
punctuate	write	locate	
read			

Where Do Ideas for SLOs Come From? Taxonomies

Table 6.8

The Cognitive Process Dimension of the Revised Taxonomy (Krathwohl, 2002, p. 215)

- 1.0 Remember - Retrieving relevant knowledge from long-term memory.
 - 1.1 Recognizing
 - 1.2 Recalling
 - 2.0 Understand - Determining the meaning of instructional messages, including oral, written, and graphic communication.
 - 2.1 Interpreting
 - 2.2 Exemplifying
 - 2.3 Classifying
 - 2.4 Summarizing
 - 2.5 Inferring
 - 2.6 Comparing
 - 2.7 Explaining
 - 3.0 Apply - Carrying out or using a procedure in a given situation.
 - 3.1 Executing
 - 3.2 Implementing
 - 4.0 Analyze - Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.
 - 4.1 Differentiating
 - 4.2 Organizing
 - 4.3 Attributing
 - 5.0 Evaluate - Making judgments based on criteria and standards.
 - 5.1 Checking
 - 5.2 Critiquing
 - 6.0 Create - Putting elements together to form a novel, coherent whole or make an original product.
 - 6.1 Generating
 - 6.2 Planning
 - 6.3 Producing
-

Where Do Ideas for SLOs Come From? Taxonomies for Business

Searching “business course taxonomy” led me to a business function taxonomy webpage at

https://wiqime.files.wordpress.com/2010/10/bft_01.jpg

You Can Find Many Others

How SLOs Become Materials

Table 6.11

Module from EST Speaking B Course (shortened and adapted from Hilferty & Brown, 1982)

Situation 3.5 Physics Problem Group Work

- Description:** In this activity, students seek and provide explanations for everyday scientific phenomena.
- Materials:** A copy of a different everyday physics problem for each group (cut the *Activities Book* pages into strips) and the problem solutions for the teachers reference in later discussion.
- Procedures:**
1. Divide the class into 4 groups of 5 or 6 with discussion leaders appointed. The leaders should start the discussion, take notes, and report back to the class. Make sure that there is at least one physics student in each group.
 2. Explain that the assignment is to provide a simple though scientific answer that can be explained in 5 minutes or less. If the group is not sure of the answer, they should propose a possible solution.
 3. Give each group one of the physics problems and have them plan a five-minute explanation.
 4. Have the discussion leader from each group present the problem and solution. Help students keep within the 5-minute time limit.
 5. Encourage students to address questions to the presenter if they disagree with, or do not understand, an explanation.
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Assessing SLOs

Table 6.12
Rubric from EST Speaking B Course Evaluation (Brown, 2012)

Score	Fluency	Meaning	Gambits	Register/style	Intonation/stress
3	Almost completely appropriate flow, pauses, hesitations, fillers, speed, connectedness, and back-channeling	Successfully got meanings across most of the time	Used many of the exponents taught in the course	Used correct register/style most of the time	Used correct intonation and stress most of the time
2	Not a 3 and not a 1; that is, not <i>almost completely appropriate</i> nor <i>mostly inappropriate</i>	Got meanings across some of the time (Not a 3 and not a 1)	Used some of the exponents taught in the course (Not a 3 and not a 1)	Used correct register/style some of the time (Not a 3 and not a 1)	Used correct intonation and stress some of the time (Not a 3 and not a 1)
1	Mostly inappropriate flow, pauses, hesitations, fillers, speed, connectedness, and back-channeling	Did not succeed in getting meanings across	Used very few of the exponents taught in the course	Seldom used correct register/style	Seldom used correct intonation and stress

Pairwork/Groupwork

In about 15 minutes:

1. Decide on a CBP program you are interested in designing/improving together.
2. Based on the resources covered in this workshop, select and jot down at least 10 tasks you think students will need to be able to do with Business Chinese.
3. Write SLOs for at least three of those tasks.
4. Also make notes on materials you will use to teach those three tasks?
5. Jot down notes on how you will assess this course.

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Mahalo!

